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Торайғыров университета

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*e-mail: r.kalamkas@gmail.com**THE GLOBAL IMPACT OF CEFR IN HIGHER EDUCATION:
A CASE STUDY IN KAZAKHSTAN AND INSIGHTS
FROM A PEDAGOGICAL EXPERIMENT**

The article explores the transformative impact of the Common European Framework of Reference for Languages (CEFR) on global language pedagogy, with a particular focus on its implications for higher education and its application in Kazakhstan. Introduced by the Council of Europe in the early 2000s, the CEFR offers a comprehensive framework for language teaching, learning, and assessment, spanning six competency levels from A1 to C2. Its widespread adoption has reshaped language education policies and practices worldwide, emphasizing communication skills across reading, writing, speaking, and listening.

The study investigates the evolution of the CEFR and its integration into higher education systems, examining its influence in countries such as the UK, Germany, France, and Canada. Notably, Kazakhstan has embraced the CEFR as a guiding framework for language instruction, aiming to enhance graduates' employability in the international job market.

Additionally, the article presents findings from a pedagogical experiment conducted at a Kazakhstani university, assessing the effectiveness of CEFR-aligned speaking assessment criteria in improving students' proficiency. The study employs a mixed-methods approach, combining quantitative data analysis with qualitative student feedback, highlighting the positive impact of aligning teaching strategies with the CEFR. Overall, the research contributes valuable insights into the practical application of the CEFR in Kazakhstani higher education and its broader implications for language instruction worldwide.

Keywords: CEFR, higher education system, teaching methods, assessment criteria, student feedback, survey.

Introduction

In the early 2000s, the Council of Europe unveiled the Common European Framework of Reference for Languages (CEFR), which provides a thorough framework for teaching, studying, and evaluating languages. The six competency levels of the CEFR, which range from A1 (beginning) to C2 (proficient), have made it a global standard that affects language education practices and regulations all across the world [1]. This article examines how the CEFR has changed over time and how it has affected higher education around the world, with a special emphasis on Kazakhstan. It also explores the application of CEFR-aligned teaching practices in practice, particularly with regard to speaking ability evaluation. The article also includes the findings of an educational trial that was carried out at a Kazakhstani university to evaluate how well CEFR-aligned standards may raise students' speaking ability.

The CEFR and its Impact on Global Pedagogy.

The Council of Europe created the CEFR, which offers a thorough framework for learning, teaching, and assessment, in early 2000, and pedagogical organizations around the world started to use this framework to teach and assess foreign language proficiency. From A1 (beginner) to C2 (proficient), there are six competence levels that represent language competencies in terms of skills and communicative capacities. The paradigm has influenced language education policies and practices due to its widespread adoption worldwide. Pedagogical organizations and international test centers also included CEFR criteria to assess the language level of learners. The focus is on communication as the fundamental purpose of language, encompassing all four language skills: speaking, reading, writing, and listening. The framework's versatility, adaptability, and suitability for a range of languages have earned it acclaim on a global scale [2, 3].

Due to the changes and innovations in foreign language teaching around the world, the European Consulate has made adjustments and additions to the existing volume of CEFR in 2020 (2018). A major advancement in addressing the changing requirements of language learners and teachers is the release of the CEFR revised companion volume. This companion book offers more insights into how the CEFR is applied in different circumstances and offers helpful advice for use in a range of educational environments [4, 5].

Numerous nations have actively adopted the CEFR in higher education since 2018. For example, the framework has been included into language programs in the UK, Germany, and France, giving domestic and foreign students a uniform

way to assess their language skills. This alignment promotes language proficiency and facilitates international student mobility and collaboration.

The CEFR has been progressively included into language instruction at different levels in the United Kingdom. The CEFR is specifically mentioned in the UK Modern Language Degree Benchmark Statement, which highlights its significance in establishing language competency requirements for students seeking language degrees [6].

The CEFR has also been incorporated into the educational system in Germany. The Framework for Curriculum Development and Proficiency Assessment in Foreign Language Education is provided by the German National Education Standards for Foreign Languages, which specifically mention the CEFR [7].

In France, the Modern Language Curriculum now includes the CEFR, according to the Ministry of National Education and Youth. A uniform approach to language learning is ensured nationwide by using the CEFR as a benchmark for defining language competency requirements in elementary and secondary school [8].

Particularly in bilingual provinces, the CEFR has shaped language instruction in Canada. In order to ensure uniformity in language proficiency requirements across the nation, the Canadian Language Benchmarks (CLB), which are in line with the CEFR, offer a framework for language assessment and instruction [9].

Kazakhstan has accepted the CEFR as a guiding framework for language instruction as part of its commitment to improving its higher education system. In fundamental documents such as the State General Education Standard (SES) or the Standard Curriculum, CEFR is marked as the main document for the development of educational programs [10]. However, these documents were approved before the new accompanying volume of CEFR appeared, and many criteria for assessing foreign language proficiency remained unchanged. The incorporation of the Common European Framework of Reference (CEFR) into Kazakhstan's higher education system is a calculated attempt to augment language instruction and boost graduates' employability in the international labor market. This section focuses on the real-world implementation of CEFR-aligned teaching strategies, particularly in speaking skill assessment.

As more countries align their education systems with the CEFR, the framework's impact on language education worldwide continues to grow.

In order to determine the possibility of adapting CEFR to the learning or assessment process at universities, a pedagogical experiment was conducted. The purpose and relevance, methods and results of pedagogical practice and the possibility of adapting CEFR to the assessment process are presented below.

Research methods

The aim of this research is to investigate the impact of incorporating CEFR-aligned speaking assessment criteria into the teaching process at a higher education institution in Kazakhstan.

The research hypothesis posits that students exposed to CEFR-aligned assessments will exhibit improved speaking proficiency compared to those under traditional assessment methods.

The research employed a mixed-methods approach, combining quantitative data from pre- and post-assessment scores and qualitative data from a student feedback survey. The survey included questions about students' perceptions of the new assessment criteria, the perceived impact on their language skills, and suggestions for improvement.

In order to determine the possibilities of adapting the assessment criteria according to the CEFR, a pedagogical experiment was conducted.

A variety of research techniques, including questionnaire surveys, empirical methods of pedagogical observation, methods of teaching foreign languages, theoretical analysis and synthesis of foreign scientific literature on pedagogy, and statistical processing of collected data, were employed during the pedagogical experiment.

The object of the study were students of two groups in the educational program «Foreign Language: Two Foreign Languages».

The subject of the study was the possibility of adapting the new CEFR to educational process.

The research involves both theoretical and empirical approaches.

The theoretical aspect includes an in-depth analysis of existing literature on language assessment, the CEFR framework, and related research on monologue and dialogue speaking performance.

Empirical research includes the development and testing of proposed criteria through practical assessments of students. Various methods, including surveys, interviews, and observational analyses, were employed to gather data on the effectiveness of the new criteria.

Building on the theoretical foundations, the criteria for evaluating monologue and dialogue were developed. The focus was on assessing not only linguistic accuracy but also pragmatic competence, interactional strategies, and sociolinguistic appropriateness. The criteria were designed to accommodate different proficiency levels and promote a holistic understanding of language proficiency.

At the end of the experiment, a survey was conducted among students about the quality of assignments and assessment criteria. The results of this survey are presented below.

Characteristics of the group of students.

The teaching practice took place in two groups of the 2nd year in the discipline «Development of Dialogic and Monologue Speech» at the L. N. Gumilev Eurasian National University. The groups were divided as follows: experimental group with 10 students; control group with 12 students.

At the beginning of the teaching practice, a test was conducted to determine the language level of the students. The testing was carried out in two stages: a lexico and grammatical test (on the Socrative platform) and an assessment of speaking.

According to the program and syllabus of this discipline, students had to be proficient at the B2 language level. The test results showed that the students speak English at the B1 and B2 levels, according to the CEFR.

Assessment of Students.

During the pedagogical practice, the language characteristics of the students were evaluated in various ways. Students were assessed using the newly developed criteria, incorporating different types of assessment methods. This includes self-assessment, peer assessment, and individual assessment by instructors. The use of varied assessment types aims to provide a comprehensive and well-rounded assessment of students' monologue and dialogue skills.

Different teaching methods and techniques were used during pedagogical practice. The main methods were aimed at developing spoken language among students. This involved learning new vocabulary, repeating and consolidating materials, as well as using new words and expressions (grammatical forms) during a monologue or dialogue. Students were also taught various techniques for composing a monologue or dialogue. Also, different platforms like Quiziz, Socrative, WordWall, and Educaplay were used in the learning process.

To consolidate the lesson and for homework, a monologue or dialogue was always given with the provision of assessment criteria.

At the end of the experiment, the students again underwent lexical and grammatical testing and an oral survey to check their language skills. Testing showed an improvement in the results in the control group from 92 % to 94 % and in the experimental group from 85 % to 90 %.

At the end of the course, a Student Feedback Questionnaire, with the help of Google Forms, was conducted to clarify students' agreement with the criteria for assessing a dialogue or monologue and their overall satisfaction with the discipline.

«Student Feedback Questionnaire: Assessment and Task Quality» consists of six sections: the first section is the collection of personal data; the second section

is the determination of the complexity and quality of tasks; the third section is about assessment criteria; the fourth section is about the success of self- or mutual assessment; the fifth section is about the level of satisfaction with this discipline; and the sixth section is a section where students could leave comments or suggestions.

Overall, the results of the Student Feedback Questionnaire on Assessment and Task Quality provide valuable insights into the students' perceptions of the monologue or dialogue assessments and the related evaluation criteria.

The majority of students (65 %) found the assessment criteria for monologue or dialogue assessments to be very clear, indicating a strong understanding of what is expected (Chart 1). This indicates that a significant portion of the student population has a strong understanding of what is expected of them in terms of assessment criteria.

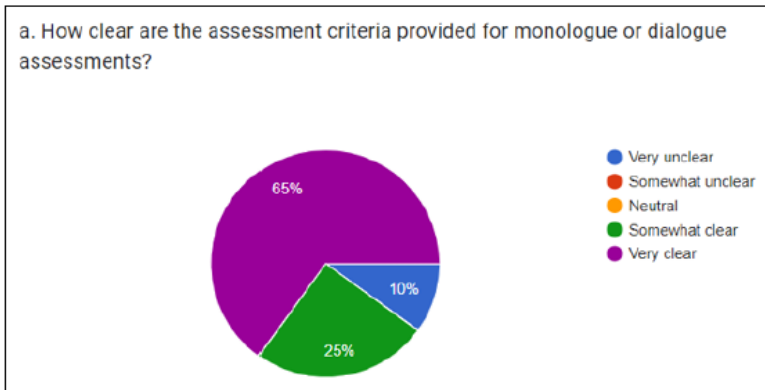


Chart 1

A significant percentage of students (80 %) either strongly agree or agree that they feel adequately prepared for monologue or dialogue assessments based on the provided criteria. The neutral and disagree responses are relatively low (Chart 2). This high percentage suggests a widespread consensus among students that they are well-prepared for assessments, demonstrating a positive response to the teaching and assessment methods aligned with the criteria.

The majority of students (85 %) found the assessment criteria for dialogue/monologue assessments to be extremely or very helpful in guiding their preparation, indicating a positive impact on their understanding and performance (Chart 3). The high percentage suggests that the assessment criteria positively influence students' understanding and performance in the assessed tasks.

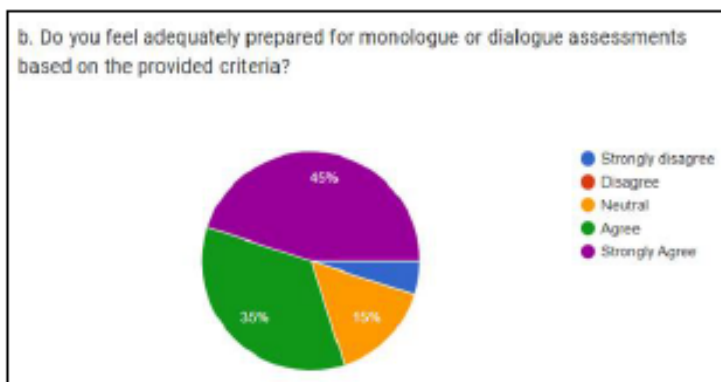


Chart 2

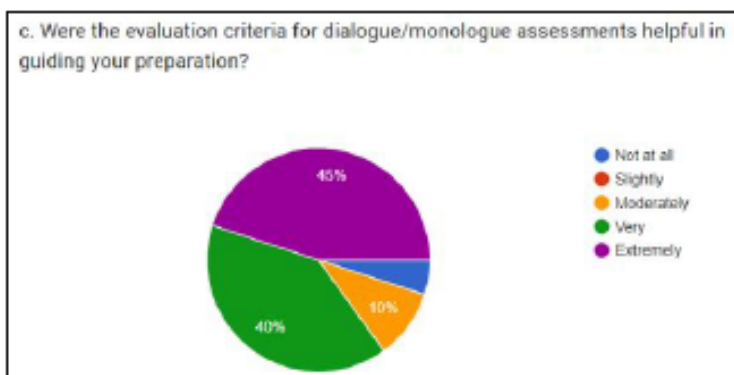


Chart 3

The responses suggest that a high percentage of students (95 %) believe that the provided assessment criteria reflected the key skills and knowledge expected in a dialogue/monologue to a large or exceptional extent (Chart 4). The statement reflects that students feel the assessment criteria align well with their expectations of what is essential in a dialogue/monologue. This alignment is crucial for ensuring that assessments accurately measure the skills and knowledge relevant to the subject matter.

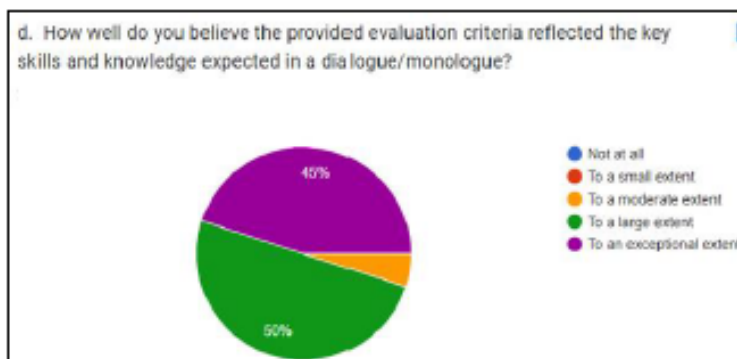


Chart 4



Chart 5

The majority of students (95 %) express high levels of satisfaction with their overall learning experience in this discipline, suggesting a positive educational environment (Chart 5). This indicates that students are not only content with the specific assessment criteria but are also generally pleased with their educational journey in the subject matter, suggesting a positive and fulfilling learning environment. This extends beyond assessments to encompass the entirety of their educational journey, implying that the teaching methods, curriculum, and overall educational atmosphere contribute to a positive and enriching experience.

The teaching methods are perceived positively, with a significant majority (95 %) rating them as effective or very effective. The cumulative percentage

of responses in the «Very engaging» and «Extremely engaging» categories demonstrates a predominantly positive overall perception of the course content's engagement level (Chart 6).

The low percentage in the «Moderately engaging» category suggests that only a small fraction of students had a moderately positive perception, while the majority found the content to be highly engaging.



Chart 6

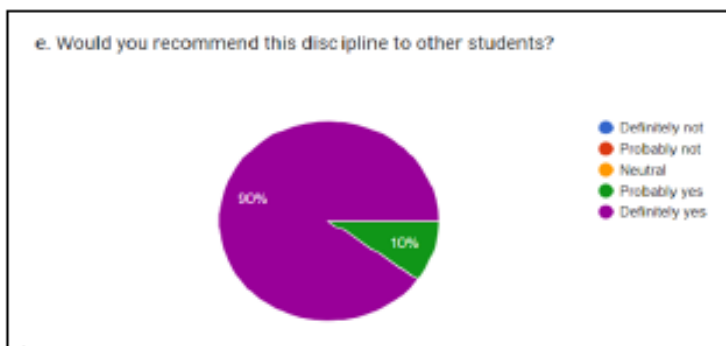


Chart 7

The overwhelmingly positive response suggests that the course content is well-designed and effectively captures the interest and engagement of the majority of students. It implies that the teaching methods, materials, and activities employed in the course are successful in creating an engaging learning experience.

The overall feedback is overwhelmingly positive, indicating that students find the assessment criteria clear, helpful, and reflective of key skills and knowledge. Additionally, students express high satisfaction with the overall learning experience and find the teaching methods effective.

Results and discussion

Throughout the assessment process, any difficulties or problems encountered were systematically documented. These problems included difficulties in applying criteria, discrepancies in self-assessment compared to external assessments, the absence of students in the learning process, and other factors affecting the reliability and validity of the assessment process.

Based on the analysis of the problems encountered during the assessment, adjustments were made to the assessment criteria. This iterative process ensures the refinement and continuous improvement of the evaluation system.

As a result, the following criteria for evaluating dialogue and monologue were compiled: for a monologue: content, vocabulary and expression, grammar accuracy, pronunciation, overall fluency.

For dialogue: vocabulary and expression, grammar accuracy, pronunciation, the ability to ask and answer questions, interaction and communication skills. It should also be noted that the criteria may change (or be reduced or added) depending on the setting of the assessment goal.

Students' speaking proficiency significantly improved after using CEFR-aligned criteria, according to an examination of pre- and post-assessment test scores. Students stated that having clear expectations thanks to the specified criteria made it possible for them to concentrate on particular areas of their language proficiency.

These conclusions have been confirmed by the student response survey, wherein most participants expressed approval of the new assessment criteria. Students reported feeling more accomplished, more motivated, and more self-aware of their language skills.

Conclusion

To sum up, the universal adoption of the CEFR in language education has resulted in a notable change in the methods used to teach, evaluate, and standardize language ability. Because of the framework's adaptability and versatility, it has been widely adopted and has influenced educational procedures in a number of nations, including Kazakhstan, the UK, Germany, France, and Canada. The updated companion volume will be released in 2020, indicating a dedication to meeting the changing requirements of teachers and language learners.

The emphasis on Kazakhstan draws attention to the deliberate efforts made to conform to international standards, as evidenced by publications such

as the Standard Curriculum and the State General Education Standard (SES). Although the framework was accepted prior to the publication of the new CEFR companion volume, Kazakhstan's dedication to introducing it into higher education demonstrates a calculated effort to improve language teaching and increase graduates' employability in the global marketplace.

The paper also discusses an educational experiment, highlighting the application of CEFR-aligned standards in speaking competence evaluation. Improved student competency and positive feedback demonstrate the positive effects, which support the efficacy of aligning teaching approaches with the CEFR. This reaffirms the framework's function as a compass for forming approaches to language learning and guaranteeing that pupils are ready for the needs of the global job market.

The CEFR is expected to have a greater impact on language education as more nations continue to align their educational systems with it. This will promote a uniform and internationally accepted method of assessing language ability and providing teaching. The results of this study add to the current discussion on the application of the CEFR in practice by providing insightful information on how it affects language instruction within the particular framework of Kazakhstani higher education.

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CEFR-ДІҢ ЖОҒАРЫ БІЛІМГЕ ЖАҒАНДЫҚ ӘСЕРІ: ҚАЗАҚСТАНДАҒЫ ЖАҒДАЙЛЫҚ ЗЕРТТЕУ ЖӘНЕ ПЕДАГОГИКАЛЫҚ ЭКСПЕРИМЕНТТІҢ ҚОРЫТЫНДЫЛАРЫ

Мақалада шетел тілдерін оқытудың еуропалық деңгейлер жүйесінің (CEFR) жаһандық тіл педагогикасына трансформациялық әсері зерттеледі, оның жоғары білім беру саласына салдары мен оның Қазақстанда қолданылуына ерекше назар аударылады. 2000 жылдардың басында Еуропа кеңесі енгізген бұл ұсыныс А1-ден С2-ге дейінгі алты қузыреттілік деңгейін қамтитын тілді оқытудың, оқудың және бағалудың кешенді жүйесін ұсынады. Оны кеңінен қолдану оқылым, жазылым, айтылым және тыңдалымның коммуникативті дағдыларына баса назар аудара отырып, бүкіл әлем бойынша тілдік білім беру саясаты мен тәжірибесін өзгертті.

Зерттеу CEFR эволюциясын және оның жоғары білім беру жүйелеріне интеграциясын, оның Ұлыбритания, Германия, Франция және Канада сияқты елдердегі әсерін зерттейді. Атап айтқанда, Қазақстан CEFR-ді халықаралық еңбек нарығында түлектердің жұмысқа орналасу мүмкіндіктерін арттыруға бағытталған тілдік оқыту үшін басшылық негіз ретінде қабылдады.

Сонымен қатар, мақалада студенттердің білім деңгейін арттыруда CEFR негізіндегі ауызекі айтылымды бағалау критерийлерінің тиімділігін бағалау бойынша Қазақстан университетінде жүргізілген педагогикалық эксперименттің нәтижелері келтірілген. Зерттеуде CEFR-мен оқыту стратегияларын сәйкестендірудің оң әсерін көрсететін сандық деректерді талдауды сапалы оқушылардың пікірлерімен біріктіретін аралас әдістер әдісі қолданылады. Жалпы, зерттеу қазақстандық жоғары білім беруде CEFR-ді практикалық қолдану және оның бүкіл әлемде шет тілдерін оқытудағы маңызды туралы құнды ақпарат береді.

Кілтті сөздер: CEFR, жоғары білім беру жүйесі, оқыту әдістері, бағалау критерийлері, студенттердің пікірлері, сауалнама.

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ГЛОБАЛЬНОЕ ВЛИЯНИЕ CEFR НА ВЫСШЕЕ ОБРАЗОВАНИЕ: ТЕМАТИЧЕСКОЕ ИССЛЕДОВАНИЕ В КАЗАХСТАНЕ И ВЫВОДЫ ИЗ ПЕДАГОГИЧЕСКОГО ЭКСПЕРИМЕНТА

В статье исследуется преобразующее влияние Общеввропейской системы уровней владения иностранным языком (CEFR) на глобальную языковую педагогику, с особым акцентом на ее последствиях для высшего образования и ее применении в Казахстане. Введенный Советом Европы в начале 2000-х годов, CEFR предлагает комплексную систему преподавания, изучения и оценки языка, охватывающую шесть уровней компетентности от A1 до C2. Его широкое внедрение изменило политику и практику языкового образования во всем мире, сделав акцент на коммуникативных навыках чтения, письма, разговорной речи и аудирования.

В исследовании исследуется эволюция CEFR и его интеграция в системы высшего образования, изучается его влияние в таких странах, как Великобритания, Германия, Франция и Канада. Примечательно, что Казахстан принял CEFR в качестве руководящей основы для языкового обучения, направленной на повышение возможностей трудоустройства выпускников на международном рынке труда.

Кроме того, в статье представлены результаты педагогического эксперимента, проведенного в казахстанском университете, по оценке эффективности критериев оценки разговорной речи, на основе CEFR, в повышении уровня владения студентами. В исследовании используется подход смешанных методов, сочетающий количественный анализ данных с качественными отзывами учащихся, подчеркивающий положительное влияние согласования стратегий преподавания с CEFR. В целом, исследование дает ценную информацию о практическом применении CEFR в казахстанском высшем образовании и его более широком значении для преподавания иностранных языков во всем мире.

Ключевые слова: CEFR, система высшего образования, методы преподавания, критерии оценки, отзывы студентов, опрос.

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