

MITIGATING RESPONDENT FATIGUE IN SELF-ASSESSMENT: CEFR-BASED ITEMS FOR MALAYSIAN UNDERGRADUATES

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Received: 01.02.2024

Accepted: 05.07.2024

ABSTRACT

Background and Purpose: The Common European Framework of Reference for Languages (CEFR) is an internationally recognised instrument for describing language skills. It describes language proficiency on a six-level scale, ranging from A1 for beginners to C2 for those who have already mastered a language. The roadmap in the Malaysian Education Plan 2013-2025 sets B2 as the target for Malaysian higher education graduates as this is the level at which they can expect to get a job and function adequately in English, while graduates of English language degree programmes are expected to reach C1 when they graduate. The aim of this study is to test and verify whether it is appropriate to use only the items from B2, C1 and C2 to measure the language proficiency of Malaysian students to avoid respondent fatigue in answering the questionnaire.

Methodology: A proportionate stratified random sampling method was used and four strata were defined: Strata I and II were male and female students in public institutions, Strata III and IV were male and female students in private institutions. The instrument used was a questionnaire containing demographic profiles and eight items from the CEFR Global Self-Assessment Grid. Exploratory factor analysis and reliability analysis were conducted using SPSS.

Findings: The eigenvalue of 7.263 with factor loadings between 0.774 and 0.854 and the Cronbach's alpha value for language ability of over 0.9 indicate excellent reliability of the selected items. The study found that Malaysian university students were good at understanding and discussing personal information, events, opinions and plans. However, they found it difficult to understand complex and longer texts, to use language flexibly in social and academic settings and to express themselves without constantly asking for feedback. As the current education system focuses too much on memorization, it does not contribute to the development of practical language skills. In order to improve, students should use the CEFR as a self-assessment tool.

Contributions: The findings of the study contribute to the understanding of the optimization of the CEFR framework in Malaysian higher education by reducing respondent fatigue and improving the quality of self-assessment. The study provides empirical evidence of the effectiveness of using CEFR-based items at B2, C1 and C2 levels in reducing fatigue, improving the quality of self-assessment and informing language teaching and learning practices. The findings can assist educators and policy makers in developing more effective language teaching and assessment strategies that promote student learning outcomes and ultimately improve the language education of Malaysian students.

Keywords: CEFR rubric, ESL, self-assessment, perceived language proficiency, answering fatigue.

Cite as: Tg Nur Liyana, T. M. F., Wan Nazihah, W. M, & Mimi Mazlina, M. (2024). Assessing the self-perceived language proficiency of Malaysian ESL learners in higher education utilizing the Common European Framework of Reference (CEFR). *Journal of Nusantara Studies*, 9(2), 474-489. <http://dx.doi.org/10.24200/jonus.vol9iss2pp474-489>

1.0 INTRODUCTION

Malaysia is one of the few countries worldwide where English is used as a second language. In addition to its important role in the country's education system (Thirusanku & Yunus, 2014), it has been accepted worldwide as a language of international trade. ESL graduates in Malaysia are expected to master the four language skills of listening and reading (receptive skills) as well as writing and speaking (productive skills). By mastering these four skills, learners are able to perceive and produce spoken language while communicating accurately and effectively. The four skills are so closely intertwined that a lack of competence in one skill can have a direct impact on the others (Christopher, 2016). Nevertheless, speaking is considered the most important skill, as people communicate with each other frequently in everyday life (Kashinathan & Abdul Aziz, 2021).

Hazlina (2016) in her report on new graduates found that despite excellent academic performance, they still struggle to use English in workplace communication, document writing and reporting. This is confirmed by Arezoo et al. (2019), who report from the employment sector that students are well educated but lack sufficient English language skills. Insufficient English proficiency among graduates has a significant impact on the Malaysian economy as this skill is required to be competitive in the global market (Yetty, 2018; Chiara & Magali, 2019). Furthermore, English language proficiency in the business world attracts foreign talent and investment. Over the years, Malaysian students have been exposed to various types of language input in English classes, including vocabulary and grammar. Vocabulary and grammar can be acquired through incidental and intentional exposure to ESL, among others.

A person's language proficiency is measured in terms of receptive and productive skills, syntax, vocabulary, semantics and other areas of language use that demonstrate language mastery. The four areas of language proficiency are divided into receptive skills (listening and reading), which involve the intake of information, and productive skills (writing and speaking), which involve the production of words, phrases, sentences and paragraphs. Fluency in this study refers to learners' ability to understand, produce and respond to conversations in English words and phrases. Although communication skills in English play an even more significant role due to technological advancements that increase the speed of message effectiveness, the lack of English fluency among Malaysian university graduates remains a cause of concern for ESL teachers, researchers and industry representatives (Ahamat & Abdullah, 2019). Despite the finding that graduates with better English language skills have better chances of getting a job than those with poor skills, the study identifies a mismatch between what the education system provides and the English language requirements in the labour market. This leads to difficulties for graduates in securing jobs. As a result, 35% of graduates were unemployed six months after graduation. Tradmin (2021) found that Malaysian graduates struggle to communicate properly during job interviews, while Jobstreet reports that they are unable to meet job requirements in English.

Language proficiency is the broad level of competence in the target language that a person possesses (Takahashi, 2009). The researcher found that one of the key elements in language acquisition is learners' perception of their language proficiency. Due to the high positive correlation between perceived competence and language proficiency, learners' self-perceived language proficiency is used instead of the actual target language proficiency. Actual language proficiency is determined by how well students perform in language tests, while perceived language proficiency is determined by how well students believe they can

communicate in the target language. Since the Common European Framework of Reference (CEFR) is recognized as a framework that provides language learners with credible scales to assess their own proficiency, this study aimed to investigate how well the CEFR measures the ESL proficiency of Malaysian students, using the scale between B2 and C2 for college students. The aim of using the smaller B2-C2 scale instead of A1-C2 is to reduce respondents' fatigue in completing the self-assessment. Therefore, this study has two objectives: i) to investigate the effectiveness of using CEFR-based items at B2, C1 and C2 levels among Malaysian students in self-assessment tasks and ii) to investigate the potential benefits of using a reduced CEFR scale (B2, C1 and C2) on the quality and reliability of self-assessment data collected from Malaysian students.

2.0 LITERATURE REVIEW

2.1 English as a Second Language

English has always been considered an important tool for economic reasons, but with the categorization of Bahasa Melayu as a national language, the status of English was reduced to a mere subject in schools and colleges (Too, 2017). In 1969, the Ministry of Education introduced a policy that directed all English-medium schools (including colleges) to become Malay-medium institutions (Thirusanku & Yunus, 2014; Too, 2017). However, the full transformation of the policy initiated in 1969 was not achieved until 14 years later in 1983 (Gill, 2005). The most significant consequence of this transformation was the reduction in the amount of time English was taught in formal classes, leading to a decline in English language proficiency (David, 2004; Foo & Richards, 2004; Gaudart, 1987; Gill, 2005; Too, 2017; Vethamani, 2007). It is also evident that the number of unemployed graduates has steadily increased since the 1970s when English was abolished as a medium of instruction in the Malaysian education system. As a result, the government was forced to put more emphasis on English language education by changing the national language policy. Malaysia has become one of the countries in Asia to adopt a bilingual education system (Abu Bakar et al., 2021), and English is given great importance as the second dominant language (Hashim, 2020).

Researchers at local institutions have investigated the factors that lead to poor English performance and identified ways to improve it (Ahamat & Abdullah, 2019; Yahaya et al., 2011). For example, Mohamed Salleh et al. (2020) emphasized that in the Malaysian context, there is a clear need to design a carefully crafted developmental curriculum based on empirical linguistic research. At the same time, this curriculum should be tailored to the specific local

circumstances. Another researcher, Lan (2020), suggested creating an immersive language learning environment where students actively use English in real-life situations.

A language consists of four components: Reading and listening are the receptive skills, while writing and speaking are the productive skills. Abu Bakar et al. (2021) stated that among the four skills, speaking is a crucial skill to acquire for effective communication as it enables individuals to express opinions and ideas. The researchers also mentioned that students should know the five key components of speaking: Grammar, Vocabulary, Comprehension, Fluency and Pronunciation, in order to improve their speaking skills. Students in the tertiary education sector are in dire need of an effective method to improve their English communication skills as they need to achieve at least a modest level of fluency for job interviews. Consequently, Malaysia has been actively aligning its English language teaching to the CEFR framework in recent years. This is part of the broader education reforms outlined in the Malaysia Education Blueprint 2013-2025, which aims to strengthen English language skills and make them comparable to international standards.

2.2 Common European Framework of Reference (CEFR)

Various research studies have examined language performance as a result of applied theory. In general, language proficiency is defined as a person's overall ability in the target language (Takahashi, 2009), while a proficiency test refers to the assessment that aims to achieve a single score, usually covering all four aspects of language. The researcher hypothesizes that a high positive correlation can be expected between actual language proficiency and perceived language proficiency. As reported by Takahashi (2009) based on Onwuegbuzie et al. (1999), Kitano (2001) and MacIntyre et al. (2002), self-perception of language proficiency is positively related to the strength of motivation, although it is negatively related to the level of anxiety.

The Common European Framework of Reference for Languages (CEFR) is one of the best-known frameworks for self-assessment today. It is an international standard for describing language skills on a six-level scale from A1 (beginner) to C2 (master level). According to the Council of Europe, the development of the CEFR is intended to create a common basis for a clear and precise description of the objectives, content and methods of second and foreign language teaching worldwide. The use of the global grid for self-assessment is appropriate for this study as it implements an action-oriented approach while describing learning outcomes in terms of language use. The main criterion of the CEFR that makes it a suitable choice for self-assessment is the four types of language activities, namely reception (listening and reading), production, interaction (both written and oral) and mediation (translation and interpretation).

The CEFR uses “can-do” descriptions to define the six common reference levels for language proficiency. The Council of Europe not only uses these descriptors as a basis of comparison for curricula, textbooks and examinations in the field of second/foreign languages, but also provides other CEFR descriptors that are used for the design of brochures, teaching programmes, learning materials and assessment tools.

In a previous study, Idris and Abdul Raof (2017) reported the main findings related to the use of the different CEFR levels during self- and peer-assessments, which indicated that four CEFR levels (B1-C2) were used, with categories A1 and A2 not observed. The B2 category dominated in four ratings criteria, while B1 was prominent in the distribution of ratings for fluency. The study found that the categories functioned effectively, suggesting that the participants successfully used the CEFR rating scale in self- and peer-assessment of their oral proficiency. However, a limitation of the previous study is that it focused exclusively on oral proficiency. This could limit the generalizability of the results to other language components. By expanding the study to include multiple language components beyond oral proficiency, such as reading, writing, and listening comprehension, the present study can provide a more comprehensive understanding of how ESL learners use the CEFR scales for different language skills. This broader approach can offer insights into the general practices of assessing ESL learners' language proficiency among college students and provide a more holistic view of language learning and assessment.

3.0 RESEARCH DESIGN

In this study, the recommendation of Krejcie and Morgan (1970) for a maximum number of 384 respondents was adopted, as the target population is almost 1000000. These researchers suggested that a sample size of 384 respondents, regardless of the size of the population of interest, is sufficient to conduct both exploratory and confirmatory factor analyses such as the present study. The sample size formula established by these authors is based on the predetermined target or entry population. The authors also specify a fixed alpha value of 0.05 and a precision level of 0.05, so that it is not necessary to determine statistical significance and effect size. In addition, the probability sampling technique was used to ensure that the results are valid and representative of the target population. To apply a probability sampling design, researchers must first determine the appropriate target population. Samples are usually drawn from lists of units that comprise the entire population, which is called a sampling frame. One of the sample characteristics in the present study was the type of higher education of the respondents, i.e. whether it was a public or private university. In addition, respondents were

required to indicate their current level of education as this study focused on the two groups of students, graduate and undergraduate students. The present study focused on students pursuing these degrees in order to have better control over the sample size.

The study included a sizable number of university students, and the student population changed over time, so a stratified random sample was used. Controlling for marginal error when using probability sampling also allows for the reduction of potential bias, but it is rare that samples are ideally designed and conducted. Stratified random sampling was used to control the two biases, namely the problem of undercoverage and the problem of non-response. A stratified random sample was created by dividing the sample group (number of students) into non-overlapping groups called strata. Then a certain number of samples were selected to represent each stratum.

This was a proportional stratified random sample because, in general, the sample size in each stratum was collected in proportion to the actual size of the target population. As mentioned above, proportional stratified random sampling divides the components of the population into different strata to form non-overlapping groups from which samples are then randomly drawn. Four strata were formed in this study. Male and female students from public institutions formed strata I and II, while male and female students from private universities formed strata III and IV. Strata I, II, III and IV made up 17%, 29%, 25% and 29% of the population respectively. This sampling technique is considered accurate, controllable and adaptable. In addition, the margin of estimation error with this method is practically smaller than with other methods. Proportional stratified sampling ensured that each stratum of the population was represented in the sample size in proportion to its size in the population. This technique allowed for a more accurate and representative sample by reducing sample bias and increasing precision. Using this technique allowed for more efficient data collection and analysis, as well as better control over the sampling process. It also made it easier to compare results between different subgroups within the population, which can provide valuable insights for policymaking and decision-making.

Language ability is the learning output in the language learning process that correlates positively with actual ability (Takahashi, 2009). Therefore, learners' self-assessed language proficiency using the Common European Framework of Reference (CEFR) Global Self-Assessment Grid is considered appropriate to observe their actual ability. The Malaysian Ministry of Education has published a reform of English language education in Malaysia: The Roadmap 2015-2025 to promote the English language proficiency of Malaysian students and graduates. The six levels of the CEFR are as follows: A1, A2, B1, B2, C1, and C2. The target

for graduates is B2 as this is the level they can expect to be able to get a job and work adequately in English. Graduates from TESL, English teaching and English-related degree programmes are expected to reach C1 by the time they graduate (English Language Education Reform in Malaysia: The Roadmap 2015-2025). Table 1 shows the selected items to measure language proficiency from the official CEFR Global Self-Assessment Grid.

Table 1: CEFR global self-assessment grid

Item Codes	Statements
C1-1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
C1-2	Can express him/herself fluently and spontaneously without much obvious searching for expressions.
C1-3	Can use language flexibly and effectively for social, academic and professional purposes.
C1-4	Can produce clear, well-structured, detailed text on complex participants, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User (minimum for graduates)	
B2-3	Can produce clear, detailed text on a wide range of participants and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Independent User (minimum for school leavers)	
B1-1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
B1-3	Can produce simple connected text on topics which are familiar or of personal interest.
B1-4	Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

4.0 ANALYSIS AND DISCUSSION

4.1 Reliability Analysis

The reliability of the items measuring learners' perceived language proficiency was examined. Reliability analysis is conducted using items from the same construct, as opposed to exploratory factor analysis (EFA), which requires analysis using items that measure a common component across multiple constructs. The extent to which test scores are consistent across different test situations and are not influenced by random items is called reliability. If the results of a test are consistent across different raters and different ratings of test takers' responses, a test is also considered reliable (Livingston, 2018). It is crucial as it attests to the consistency of administration in data collection with a particular instrument, and the results of data analysis are considered valid if the measurement procedure has been shown to be accurate (Sekaran &

Bougie, 2016). To indicate sufficient convergence or internal consistency, this study uses the construct reliability of Hair et al. (2019, 2011) with a Cronbach's alpha value of 0.6 or higher. Table 2 contains the results of the reliability analysis, represented by the Cronbach's alpha value. With a Cronbach's alpha value of 0.932, the CEFR was found to have excellent reliability, with a recommended value for item reliability in the range of 0.7 to 0.8.

Learners' perceptions of their language proficiency were monitored using the CEFR Global Self-Assessment of Language Proficiency. Eight items from the CEFR Global Self-Assessment Grid were factor analysed and the results are presented in Table 2. Based on the results of the pilot study, three items were removed from the overall study. The KMO value for sampling adequacy of 948 in Table 2 indicates that the items are related and that they measure the same thing. The correlation matrix was significant according to Bartlett's test for sphericity (approximate chi-square=3807.671; p.001). With factor loadings between .774 and .854, the eigenvalue 7.263 explained 66.03% of the variance in the data. CEFR self-assessment was retained as a factor influencing the observation of language proficiency given the results (language learning performance).

Table 2: Factor analysis for CEFR global self-assessment grid of language ability

Code	Items	Factor Loading	Communality Value	Anti-image Correlation
C1-1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning.	.793	.629	.952
C1-2	Can express him/herself fluently and spontaneously without much obvious searching for expressions.	.774	.599	.934
C1-3	Can use language flexibly and effectively for social, academic and professional purposes.	.827	.684	.970
C1-4	Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	.841	.707	.943
B2-3	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	.854	.730	.957

B1-1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	.826	.681	.948
B1-3	Can produce simple connected text on topics which are familiar or of personal interest.	.797	.635	.93
B1-4	Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	.822	.675	.935
Eigenvalues				7.263
Percentage of Variance explained				66.025
Total Variance Explained				66.025
KMO				.948
Bartlett's Test of Sphericity				3807.671***

Note. N = 445

*p < .05; ** p < .01. ***p < .001

The factor analysis conducted in this study showed that the CEFR self-assessment grid measures language proficiency as a single construct, as it has high factor loadings and eigenvalues. This finding supports the notion that language proficiency is a multidimensional construct and suggests that the CEFR self-assessment tool could be a valid and reliable measure of the general language proficiency of Malaysian college graduates. Overall, the results of the study provide valuable insights into Malaysian graduates' perceptions of their language proficiency and the reliability of the CEFR Global Self-Assessment of Language Proficiency. The use of self-assessment tools as a reliable and valid measure of language proficiency could have significant implications for language learning and teaching practice in Malaysia, where English language proficiency among college graduates is a problem. In addition, the results of this study could contribute to the development of more targeted and effective language learning programs where students could focus on improving their weak areas such as writing skills and the ability to express themselves clearly and naturally without frequently searching for words.

4.2 Descriptive Analysis

An extensive amount of information obtained from the collected data is presented in a descriptive analysis. The main goal of descriptive analysis is to make conclusions based on observations more understandable and to summarize the amount of information in a user-friendly way. A well-executed data analysis makes it possible to recognize the right context,

quickly identify relevant information within the data and at the same time improve the quality of the data as the data sources are not biased. A thorough descriptive analysis also enables the identification of assumptions, limitations and the generalizability of the results. To accomplish all of these goals, several measures were used in this study to describe the data set, including mean, standard deviation/variance, and measures of minimum and maximum/range of variables.

Table 0.3: Descriptive analysis results for language performance

Code	Factors and Variables	Mean	STD	Min.	Max.
C1-1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning.	5.25	1.047	2	7
C1-2	Can express him/herself fluently and spontaneously without much obvious searching for expressions.	5.08	1.155	1	7
C1-3	Can use language flexibly and effectively for social, academic and professional purposes.	5.16	1.102	2	7
C1-4	Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.	5.00	1.079	2	7
B2-3	Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	5.12	1.066	2	7
B1-1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.	5.41	.977	3	7
B1-3	Can produce simple connected text on topics which are familiar or of personal interest.	5.46	1.079	2	7
B1-4	Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	5.52	1.108	2	7

The study found that Malaysian university students had high mean scores for their English proficiency, with the three highest mean scores being 5.52, 5.46 and 5.41 respectively, as shown in Table 4.3. These scores corresponded to the entry-level at the local universities from which most of the respondents were recruited. The results of the study were positive and indicated that the Malaysian university students had good communicative skills in English.

They were able to understand and describe personal information, work-related events, school-related events and home-related events. They were also able to participate in discussions about their opinions and plans. However, some students found it difficult to understand a variety of complex and longer texts. This is in line with a previous claim by researchers such as Edward et al. (2021), who found a deficiency in reading English texts or materials among ESL students. They claim that this problem is a major challenge in Malaysia and has a direct impact on students' academic performance. This problem can be solved through more extensive reading practise and exposure to different types of English texts. As reading is a multi-faceted process that involves cognitive, physical, intellectual, cultural and linguistic elements, individuals who read widely tend to achieve high levels of academic success (Hassan et al., 2021).

In addition, the study has identified some areas where Malaysian university students have problems with their English proficiency. Some students found it difficult to use the language flexibly in social and academic contexts, and they also found it difficult to speak effectively without frequently asking for clarification or help. Aziz and Kashinathan (2021) identified several common challenges in speaking English among ESL learners in Malaysian classrooms in their systematic literature review. These include lack of motivation and confidence, anxiety and inhibitions, limited vocabulary knowledge, cultural factors, classroom dynamics and dependence on the L1. Based on the extensive literature review, the researchers suggested that educators should create a supportive environment for English language practice, boost confidence through regular feedback and conduct interactive activities such as role-playing to improve ESL learners' English language proficiency in Malaysian classrooms. In addition, opportunities to interact with peers, fun language activities and personalised support are also important strategies to address speaking challenges.

Another aspect emphasized in the study was the importance of ensuring that students master grammar and sentence structure. The lowest average score on the survey was for item C1-4, which measures the ability to write clear, well-structured, detailed texts on complicated topics using organizational patterns, connectors, and cohesive elements. This finding is in line with Fareed et al.'s (2016) report on the main problems affecting ESL learners' writing skills, including weak organizational structure, reliance on first language (L1), and insufficient language proficiency. This problem indicates that students may have insufficient knowledge of English grammar and syntax, which may affect their ability to express their thoughts and ideas clearly in writing. Therefore, more emphasis should be placed on developing students' writing skills, with particular attention to sentence structure and grammar.

In addition, the study found that the grades achieved by students in their Sijil Pelajaran Malaysia (SPM) may not reflect their actual abilities. While most students meet the minimum requirements for college admission, the SPM test cannot adequately assess their language proficiency as it relies heavily on memorization of answers. Therefore, universities should consider introducing additional assessment measures, such as speaking tests or diagnostic writing tasks, to get a more accurate picture of their students' language proficiency. In addition, educators should utilize different teaching methods such as visual aids and technology integration to cater to different learning styles and improve ESL learners' English proficiency (Aziz & Kashinathan, 2021). These strategies help educators to help ESL learners overcome challenges and improve their English language proficiency in Malaysian educational institutions.

5.0 CONCLUSION

Overall, using the Common European Framework of Reference for Languages (CEFR) to assess Malaysian ESL learners' self-perceived language proficiency in higher education and comparing it to their actual language proficiency is in line with previous research findings (Idris & Abdul Raof, 2017). This approach provides valuable insights into the accuracy of learners' self-assessment and contributes to the understanding of language learning outcomes. In relation to the first research objective, the findings suggest that the effectiveness of using CEFR-based items is sufficient at B2, C1 and C2 levels, which may help to reduce respondent fatigue among Malaysian learners during self-assessment tasks. In addition, the study also achieved the second research objective, which was to investigate the potential benefits of using a reduced CEFR scale (B2, C1 and C2) on the quality and reliability of self-assessment data collected from Malaysian students. This stems from the findings that while Malaysian university students generally have good English proficiency, there are areas where they face challenges, e.g. in reading comprehension, speaking and writing (e.g. Fareed et al., 2016; Hassan et al., 2021; Aziz & Kashinathan, 2021). Consequently, the findings of this study conclude that Malaysian university graduates have problems in mastering the English language, especially in writing and expressing themselves clearly and naturally without hesitation. This is probably due to the emphasis in schools on memorization and cramming, which may not reflect their true abilities.

To overcome these challenges, more emphasis needs to be placed on using the CEFR as a benchmark for self-assessment and motivating students to take action to improve their language skills. The findings also suggest that while the CEFR provides a standardized framework with six levels from A1 to C2, educators should have the autonomy to choose the

levels for language assessment. Tailoring the assessments to students' needs and focusing on a narrower range such as B2 to C2 for higher education increases efficiency and reduces respondent fatigue. By considering factors such as fatigue and using the flexibility of the CEFR, teachers can adapt assessments to specific contexts, ensuring a targeted and effective assessment process in higher education. Additionally, it is important to provide students with more opportunities to use English in real-life situations, develop their writing skills and deepen their knowledge of grammar and syntax. Consequently, universities should consider introducing more comprehensive assessment measures to accurately assess students' language proficiency in spontaneous situations.

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