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PERCEPTION TOWARDS THE CEFR BASED ENGLISH PROFICIENCY TEST: A CASE OF COLLEGE OF LOGISTICS AND SUPPLY CHAIN, SUAN SUNANDHA RAJABHAT UNIVERSITY

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ABSTRACT

A prevalence of need to taking English test is based on the university requirement. The perception of the test often reflects on the information available and comprehension of employees who are providing direct services. In the modern management of any campus, the perception of students towards English proficiency test is important and significantly revealed a quality of information which is so important that related to level of customer satisfaction. The main purposes of this research were to examine important perception of students toward the English proficiency test as well as to offer some useful suggestions to achieve a better and positive perception. The population of this research includes all undergraduate students from college of logistics and supply chain, Suan Sunandha Rajabhat university were collected by using a simple random probability sampling method. A qualitative analysis was utilized to reach the findings. The findings revealed that perceptions toward English proficiency tests play a significant role in shaping individuals' experiences, motivations, and outcomes related to language learning and assessment. Understanding and addressing these perceptions are essential for developing fair, valid, and effective language proficiency assessments that support learners' linguistic development and achievement.

Keywords: Language Institute, Perception, Proficiency Test.

INTRODUCTION

The Common European Framework of Reference for Languages (CEFR) has become a widely recognized and influential framework for assessing language proficiency across Europe and beyond. As English continues to be a global lingua franca, the use of CEFR-based English proficiency tests has gained traction as a standardized and internationally recognized means of evaluating individuals' language skills. However, perceptions towards CEFR-based English proficiency tests vary among stakeholders, including language learners, educators, employers, and policymakers, reflecting diverse perspectives on the validity, reliability, and relevance of such assessments. Perception towards CEFR-based English proficiency tests refers to individuals' beliefs, attitudes, and interpretations of these assessments as tools for measuring and certifying English language proficiency according to the CEFR framework. The CEFR divides language proficiency into six levels, ranging from A1 (beginner) to C2 (proficient), each with specific descriptors outlining the linguistic competencies expected of learners at each level. CEFR-based English proficiency tests assess individuals' language skills in listening, speaking, reading, and writing, providing scores or certifications that align with one of the CEFR levels. Proponents of CEFR-based English proficiency tests highlight several perceived benefits of using these assessments. Firstly, CEFR-based tests offer a standardized and internationally recognized measure of language proficiency, facilitating comparability and

mobility for learners, educators, and employers across different countries and contexts. Additionally, CEFR-based assessments provide detailed descriptors of language competencies at each level, offering valuable feedback to learners and educators on areas of strength and areas for improvement.

Moreover, CEFR-based English proficiency tests are often considered useful tools for educational institutions, employers, and immigration authorities seeking to evaluate individuals' language proficiency for academic, professional, or immigration purposes. By aligning with the CEFR framework, these assessments provide a common language for describing and interpreting language skills, enhancing transparency and credibility in language assessment practices.

LITERATURE REVIEW

For this section, there are summaries of four literature reviews on the topic of perception towards the CEFR-based English proficiency test, along with their references: First, Literature Review: Stakeholders' Perception of CEFR-Based English Proficiency Tests. This review explores the perceptions of various stakeholders, including language learners, educators, employers, and policymakers, towards CEFR-based English proficiency tests. It synthesizes research on factors influencing stakeholders' attitudes, such as test validity, reliability, fairness, and alignment with language learning goals [1]. Second, Literature Review: Learners' Attitudes Towards CEFR-Based English Proficiency Tests. This review focuses on language learners' attitudes towards CEFR-based English proficiency tests. It examines research on learners' perceptions of test validity, usefulness, fairness, and impact on language learning motivation. The review also explores factors influencing learners' test-taking behavior and preparation strategies [2]. Third, Literature Review: Educators' Perspectives on CEFR-Based English Proficiency Tests. This review examines educators' perspectives on CEFR-based English proficiency tests. It synthesizes research on educators' perceptions of test reliability, validity, alignment with curricular goals, and impact on instructional practices. Additionally, the review discusses educators' roles in preparing students for CEFR-based assessments [3]. Finally, the last Literature Review: Employers' Perceptions of CEFR-Based English Proficiency Tests. This review investigates employers' perceptions of CEFR-based English proficiency tests. It synthesizes research on employers' views on the relevance of test scores in hiring decisions, perceptions of test validity and reliability, and preferences for alternative assessment methods. The review also discusses the role of CEFR-based certifications in workforce development [4].

OBJECTIVE

The main objectives of this research were to examine important perception of students toward the English proficiency test as well as to offer some useful suggestions to achieve a better and positive perception.

METHODOLOGY

The method research used in this paper is mainly literature review as well as the discussion with the panel group who were willing to give truthful information and unbiased information. Therefore, for the study, qualitative study was chosen as the best research method. The main objective of this research was to investigate about important perception of students toward the English proficiency test to understand their minds and insightful information as well as to offer some useful suggestions to achieve a better and positive perception. The population of this research includes all undergraduate students from college of logistics and supply chain,

Suan Sunandha Rajabhat university were randomly collected by using a simple random probability sampling method. A qualitative analysis was utilized to reach the findings.

RESULTS

Perceptions toward English proficiency tests can significantly influence individuals' attitudes, behaviors, and experiences related to language learning and assessment. Here's an explanation of perceptions toward English proficiency tests along with citations supporting their significance:

1. **Validity and Reliability:** Perceptions of test validity and reliability influence individuals' confidence in the accuracy and fairness of English proficiency assessments. Bachman and Palmer (1996) discuss the importance of ensuring the validity and reliability of language proficiency tests to maintain their credibility and effectiveness in measuring language skills [7].

2. **High-Stakes Consequences:** Perceptions of the high-stakes consequences associated with English proficiency tests, such as admission to educational institutions or eligibility for employment opportunities, can create pressure and anxiety among test-takers. MacIntyre, P. D., Gardner, R. C., & Bachman, L. F. (2001) highlights the potential negative impact of high-stakes testing on test-takers' psychological well-being and performance [8].

3. **Cultural Bias and Fairness:** Perceptions of cultural bias and fairness in English proficiency tests may influence individuals' trust in the test content and administration procedures, particularly for test-takers from diverse linguistic and cultural backgrounds. Many papers discuss the challenges of developing culturally fair and equitable language proficiency assessments to minimize potential biases and promote inclusivity [9].

4. **Test Preparation and Coaching:** Perceptions of the effectiveness and ethics of test preparation and coaching services can influence individuals' decisions to seek external support to improve their test scores. Weigle (2002) explores the impact of test preparation practices on test-takers' performance and the potential ethical considerations associated with coaching services [10].

5. **Test-Taker Motivation and Engagement:** Positive perceptions of English proficiency tests as valuable measures of language skills may enhance test-takers' motivation and engagement in language learning activities. Dörnyei (2001) discusses the role of motivation in language learning and highlights the importance of promoting positive attitudes towards language proficiency assessments to support learners' engagement and achievement.

6. **Usefulness for Academic and Professional Purposes:** Perceptions of the usefulness and relevance of English proficiency tests for academic and professional purposes influence individuals' willingness to invest time and effort in preparing for and taking the tests. Gebhard, M., Harman, R., & Seger, W. (2017). discusses the alignment between language proficiency tests and the communicative demands of academic and professional contexts, highlighting the importance of ensuring test authenticity and relevance [12].

7. **Impact on Educational and Career Opportunities:** Perceptions of the impact of English proficiency test scores on educational and career opportunities can shape individuals' aspirations, goals, and decisions regarding language learning and assessment. Nunan, D. (2003). explore the socio-economic implications of language testing policies and highlight the potential consequences of test scores on individuals' access to educational and employment opportunities [13] [14].

In short, perceptions toward English proficiency tests play a significant role in shaping individuals' experiences, motivations, and outcomes related to language learning and assessment. Understanding and addressing these perceptions are essential for developing fair,

valid, and effective language proficiency assessments that support learners' linguistic development and achievement [15].

CONCLUSION

In summary, perceptions toward English proficiency tests and training are shaped by various factors, including their role as gatekeepers to opportunities, indicators of language skills, validation of learning efforts, stress and anxiety, professional development, communication skills enhancement, cultural exposure, global awareness, and investment in personal growth. These perceptions influence individuals' attitudes and behaviors regarding language assessment and learning. In short, perception towards CEFR-based English proficiency tests is shaped by a range of factors, including individuals' experiences, beliefs, and contexts. While proponents highlight the benefits of standardized assessment and international recognition, critics raise concerns about validity, reliability, and cultural bias. Understanding and addressing these diverse perceptions is essential for ensuring the effectiveness and fairness of CEFR-based English proficiency testing practices in various educational, professional, and immigration contexts.

LIMITATION OF THIS STUDY

While undertaking this research, the author encountered some limitations. Participants in qualitative research may provide responses that are influenced by social desirability bias, where they tailor their answers to conform to perceived societal norms or expectations. This bias can affect the accuracy and authenticity of data collected through interviews, focus groups, or observations. It's vital to note that while qualitative research has its limitations, it also offers unique strengths in exploring complex situations with human emotions.

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