



Teaching *and* Learning English *in* Malaysian Higher Education



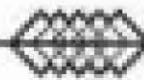
Sharing Experience
to Improve Practice



Editors

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English Proficiency Test on Admission: Development, Implementation, Challenges and Future Directions

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Introduction

The underlying concept of language proficiency in second language acquisition has been linked to learners' variability of their language abilities. The variance is viewed and modelled against different contexts giving various interpretations; one of which is defined as levels of proficiency, the progression of the required language ability from a lower to a higher level (Llurda, 2000). This progress is measured and tested through language testing, and it plays differing and complex roles not only for educational attainment (Roever & McNamara, 2006), but also for societal functioning sometimes inclined towards economic and political motives (McNamara & Shohamy, 2008; Roever & McNamara, 2006).

Within the educational settings, language testing is used for various purposes targeted for different learners and personnel such as university entrance and/or exit requirements, graduate programme admission, course competency placement, and professional position and competence (Sandlund et al., 2016; Wolf et al., 2014). Administrators of the Malaysian education system have developed the Malaysian University English Test (MUET) required for university entrance for local school graduates as well as accept international language tests such as