

ABSTRACT

This study aimed to assess the English language proficiency of college freshmen at Northern Iloilo State University based on the Common European Framework of Reference for Language (CEFR). The study examined proficiency levels in listening, reading, spoken interaction, spoken production, strategies, language quality and writing. Additionally, it investigated whether there were significant differences in proficiency based on age, sex, course and campus. A descriptive research design was used, and the data were collected using an adopted CEFR-based questionnaire. The sample consisted of 354 randomly selected college freshmen from Northern Iloilo State University. The findings revealed that the overall proficiency of level of listening was proficient user. Age, sex, and certain courses and campuses were also classified as proficient user, while others were classified as independent user. In terms of reading, the proficiency level for the entire group was Independent user, with variations observed across age, sex, course and campus. The proficiency level for spoken interaction was independent user for the overall group with some variations among age, sex, course and campus. For spoken production, the overall proficiency level was proficient user. In terms of strategies, it was classified as proficient user for entire group with similar findings across age, sex, course and campus. The overall proficiency level for language quality was Independent user. Regarding writing, the overall proficiency level was proficient user. The study concluded that a significant portion of college freshmen at NISU exhibited a proficient level of English language proficiency. However, most students fell under the Independent user category, indicating an average level of proficiency. Significant differences in proficiency were found based on course and campus, while no significant differences were found based on sex and age. Therefore, the null hypothesis which states that there are no differences in English language proficiency among college freshmen at NISU was not accepted. These findings provide valuable insights into the English language proficiency of college freshmen and can inform educational strategies to enhance language skills at NISU.