

## Blended CEFR in Enhancing Vocabulary among Low Proficiency Students

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### Abstract

Emphasis on English language proficiency and digital literacy among Malaysian students in schools have been given utmost priority in the Malaysian Education Transformation (2013 – 2025). With the introduction of Common European Framework of Reference (CEFR), (Council of Europe, 2001) the emphasize for low proficient students to acquire vocabulary knowledge is crucial for them to move progressively into the next band as stated in the CEFR global scales. Yet, concerns arises as how the implementation of (CEFR) will impact the low proficient students with almost none to limited vocabulary acquisition. This poses an extremely high risk of these students being left far behind as English is a second language to most students. Thus, the aim of this study is to use blended learning to expand the vocabulary acquisition among low proficient students and enable them to move progressively in the CEFR band. The mixed method study employed questionnaires, face to face interviews, pre and post test and observations to collect data from 20 low proficient students aged 14 from a semi urban secondary school. Data collected were analyzed quantitatively and qualitatively. The study found that using blended learning not only enhances low proficient students vocabulary count in CEFR English but it also promotes autonomous learning and understanding of sentence structures. Hence, the use of blended learning proves to be a crucial alternative for low proficient students to enhance their vocabulary knowledge and understanding of sentence structures through digital literacy that is capable of motivating and challenging them to achieve their highest potential.

*Keywords:* blended learning, CEFR, global scales, low proficiency, Malaysian context, vocabulary enhancement,

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