

A Country-Specific Analysis of CCN Pre-College IFP Business Chinese Scores

-- A Case Study of Xi'an Shiyou University

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Abstract: With the increasing international status of China, there are more and more Chinese language learners. China actively supports this trend and has implemented a series of policies to encourage foreigners to study in China. There are also many institutions that directly connect with Chinese universities to help more people study Chinese in China. This paper mainly studies the CCN pre-college education alliance's business Chinese C pathway as the research object, and Chinese scores as the research theme, to analyze the country-specific Chinese scores of business students and analyze the results and propose improvement measures.

Keywords: Business; C Pathway; Country-Specific.

1. Introduction to CCN

The China Campus Network (CCN) is a joint initiative by 28 Chinese universities, currently with 37 member universities, aiming to create a new brand of "Studying in China" and form a global brand promotion network to enhance the quality of international students and establish the admission standards for international students coming to China. High school graduates from abroad can come to China through CCN to study for one year or half a year, several months, etc. They can take the CCN exam and apply to Chinese universities.

The CCN International Chinese Preparatory Programme (IFP) is a bridge course for international students to receive university education in China. Based on whether the student's Chinese language proficiency reaches the level of their native language before entering the programme, IFP is divided into two categories: "Chinese as the First Language" and "Chinese as the Second Language".

Xi'an Shiyou University, as one of the member universities of CCN, has always been committed to teaching Chinese. The

university actively conducts education for international students and has been approved by the Ministry of Education as a "recipient institution for China government scholarships for international students" and a "construction unit of exemplary base for international student education."

CCN has three paths, A, B and C, with teaching weeks of 36, 18, and 11, respectively. The subjects are divided into four majors: business, science, engineering, and humanities. Currently, Xi'an Shiyou University is responsible for the A pathway humanities, engineering, and C pathway business teaching in the CCN project.

2. Student Level and Student Composition

2.1. Student Composition

The composition of the C pathway class at Xi'an Shiyou University in 2024 is mainly composed of students from Malaysia, Thailand, and Indonesia. There are 3 from Malaysia, 3 from Thailand, and 5 from Indonesia. A total of 11 students. The study time is from 5.13 to 7.28, a total of 11 weeks.

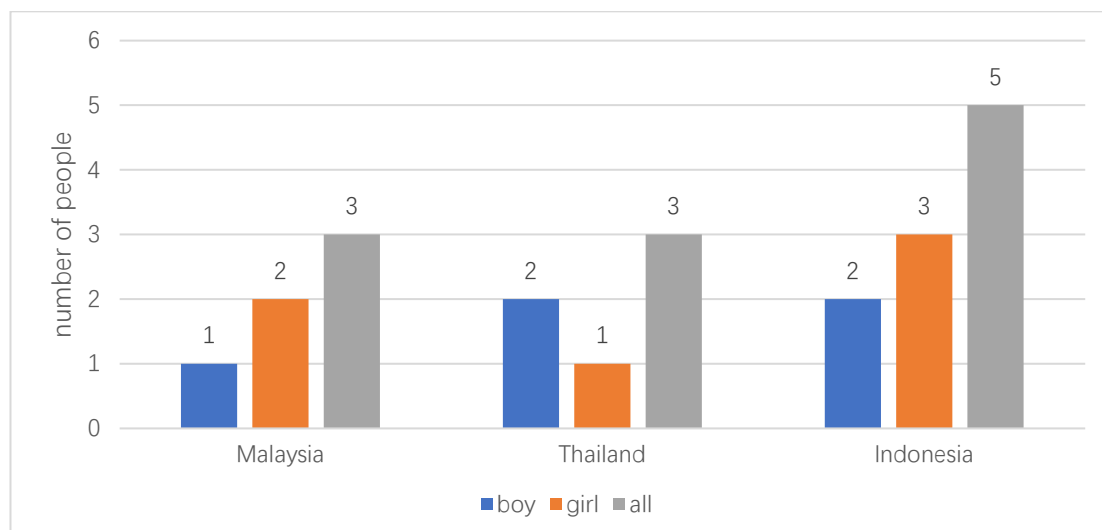


Fig 1. The composition of the C pathway class at Xi'an Shiyou University in 2024

2.2. Student Level

Since the C pathway has certain admission requirements, namely: “the teaching object is foreign high school graduates who intend to receive undergraduate stage qualifications at Chinese universities, and their Chinese language level reaches ‘International Chinese Proficiency Standards’ Level 4 or equivalent,” therefore, in 2024, all 11 students of Xi’an Shiyou University C pathway had a Chinese level of at least Level 4. Through teaching, we found that the students could communicate fluently in Chinese and had a certain understanding of Chinese national conditions and culture.

3. Examination Form

3.1. Examination Platform

It is divided into three exams, namely, monthly exam, midterm exam (also known as periodical exam), and graduation exam. The examination method is to conduct the examination on the mobile phone end “Ding Talk” APP, closed-book examination, all of which are unified by CCN academic management center in terms of subject matter, and the objective questions are automatically marked by the platform examination system, while the subjective questions

are marked by the students’ schools.

3.2. Test Composition and Scoring Standards

The IFP Business Commerce Examination mainly consists of three categories, namely, academic Chinese written examination, oral examination, and mathematics. In this paper, the academic Chinese written examination is taken as the research object. The IFP Business Commerce “academic Chinese written examination” is composed of “basic Chinese”, “mathematics professional Chinese”, and “economics and business studies professional Chinese”. The three items are combined into one test paper, totaling 100 points. The CCN scoring standard details are as follows: 0-60 points - failing, 60-80 points - passing, 80-100 points - excellent.

4. Score Analysis

4.1. Results of the First Monthly Examination

The pass rate for this examination was 100%, with 100% excellent rates for Thailand and Malaysia, 80% excellent rate for Indonesia, and one student’s examination result was qualified. The overall excellent rate was 91%. The average score is shown in the following figure.

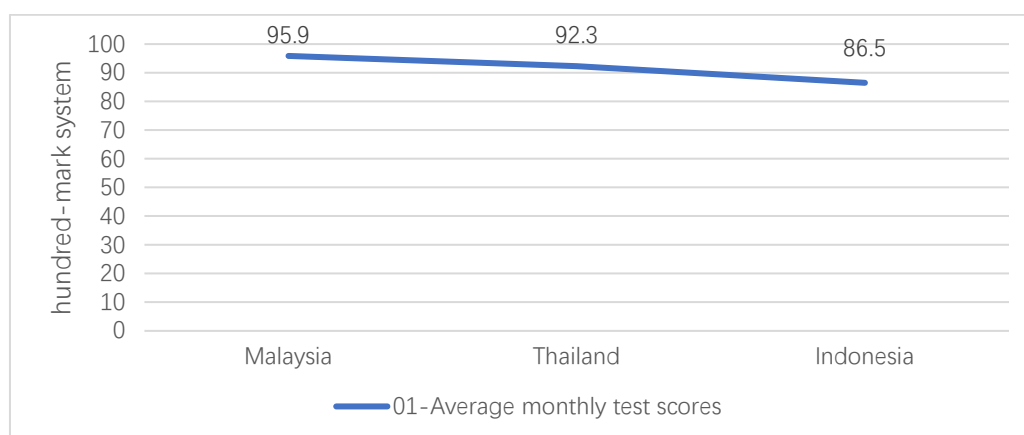


Fig 2. 01-Average monthly test scores

4.2. Midterm Examination

In this examination, the pass rate in Malaysia was 100%, and the excellent rate was 100%; the pass rate in Thailand was

100%, and the excellent rate was 67%; the pass rate in Indonesia was 100%, and the excellent rate was 80%. The average scores are shown in the following chart.

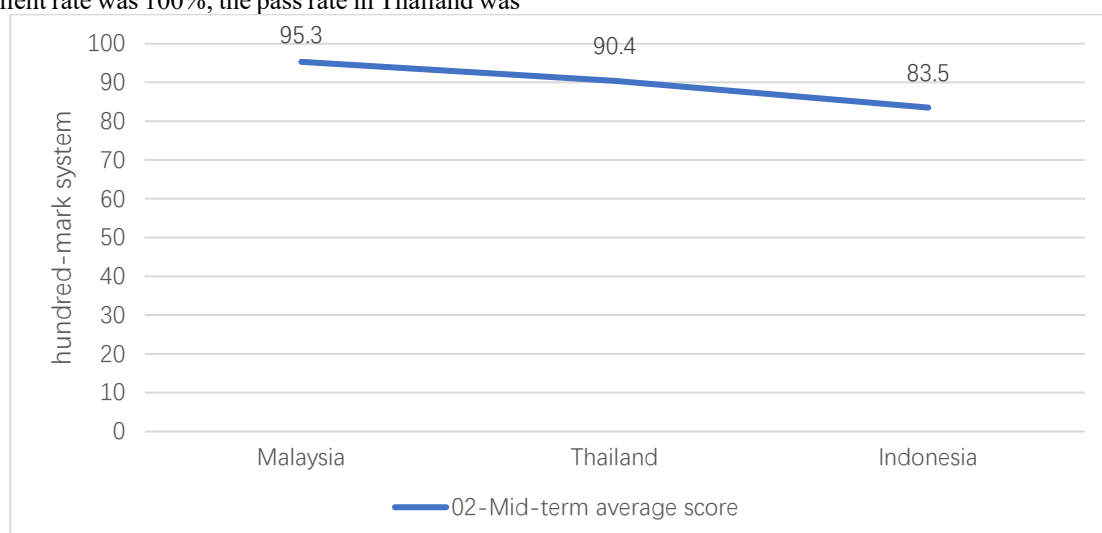


Fig 3. 02-Mid-term average score

4.3. Final Examination

Among them, the pass rate in Malaysia and Thailand was

100%, and the excellent rate was 100%. The pass rate in Indonesia was 100%, and the excellent rate was 60%. The average scores are shown in the following chart.

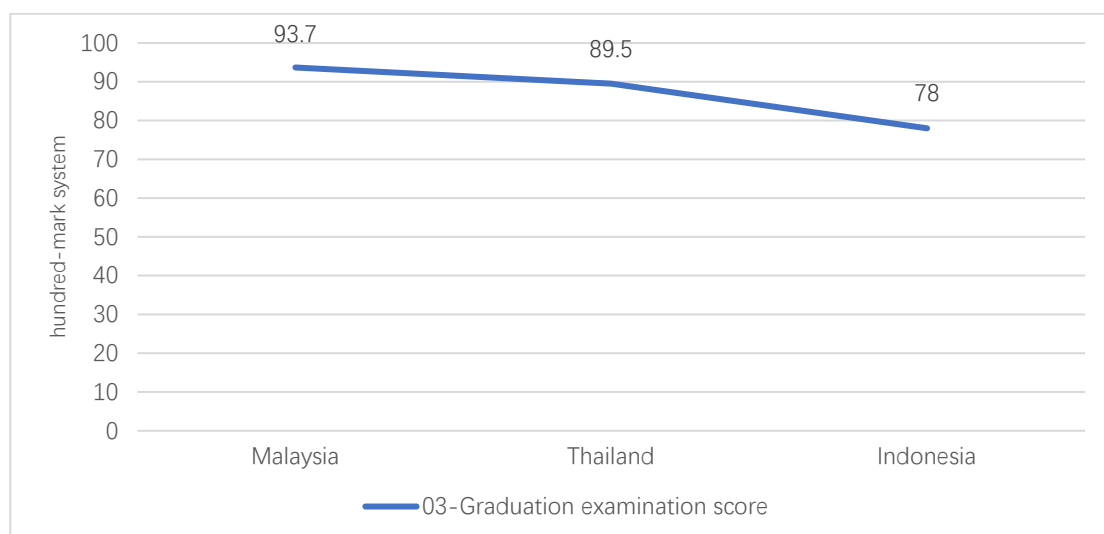


Fig 4. 03-Graduation examination score

4.4. Average Scores from Three Exams Taken in Each Country

After chart calculation and analysis, the author found that

the average scores of Chinese language proficiency tests for Malaysian and Thai students were all above 90 points, with the average score of Malaysian students being 94.97, and the average score of Thai students being 90.73. The average score of Indonesian students was 82.67.

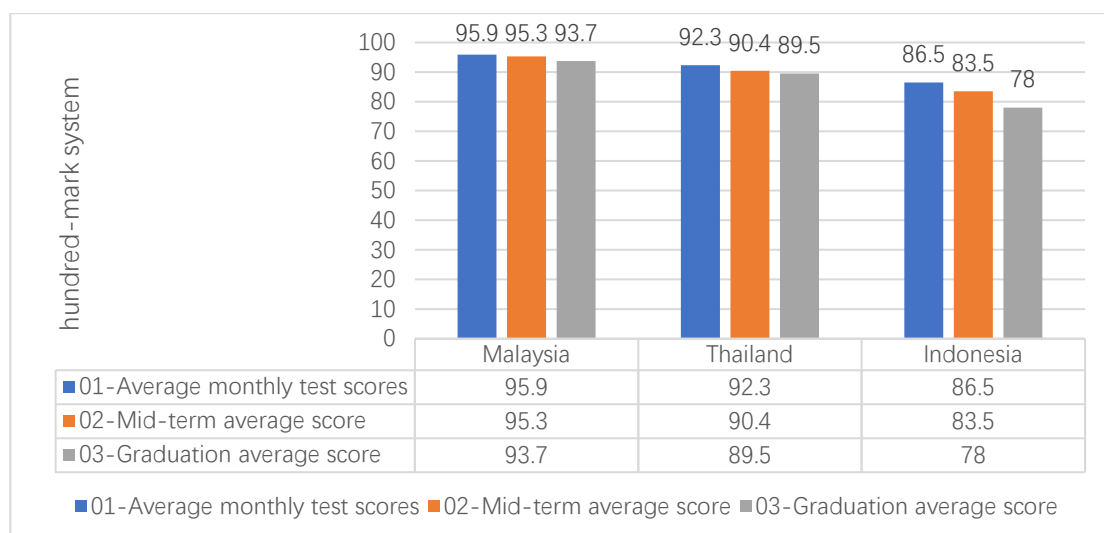


Fig 5. 04-The average of three test scores by country

4.5. Comparison of Average Scores of Three Exams with Those of Other Universities

The average scores of three exams for all preparatory schools were 79.5, 83.1, and 74.6, while the average score of Xi'an Shiyu University was higher than that of similar institutions. The average score of Xi'an Shiyu University was 90.7, 88.6, and 85.4.

5. Differentiated Analysis of Achievements

Based on the analysis of the students' Chinese language achievements, the Malaysian students' Chinese language achievements are higher than those of Thailand and Indonesia.

Through teacher observation and student communication as well as data analysis, the main reasons for the achievement differences are attributed to the following:

5.1. Students' Own Chinese Language Level

The C pathway admission requirements are for a Chinese language level of around Level 4, so students have relatively good Chinese language levels, but there are differences among them. Among them, three Malaysian students and two Thai students have Chinese listening, speaking, reading and writing skills that are close to native level. Five Indonesian students and one Thai student have Chinese skills that are ranked in the order of listening > reading > speaking > writing.

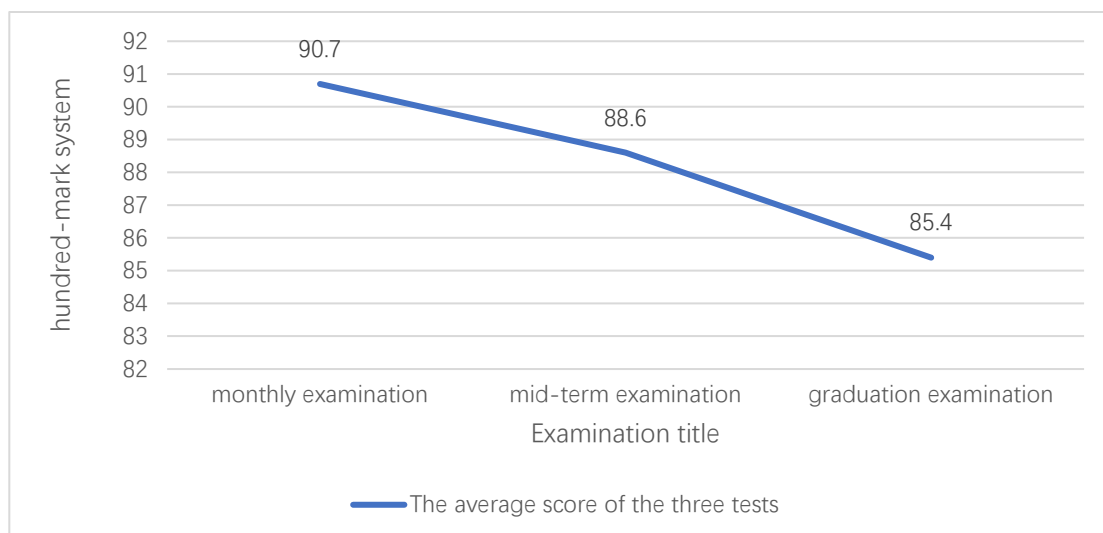


Fig 6. 05-The average score of the three tests

5.2. Relationship with Chinese Language Lineage

The three countries' students all belong to the Confucian cultural circle, with similar cultural backgrounds, of which Thailand belongs to the Sino-Tibetan language system and Malaysia and Indonesia belong to the Austronesian language system, which have a lot in common. After investigation, out of the 11 students, only 1 is not of Chinese descent, and the remaining 10 are the descendants of Chinese immigrants. After analyzing the Chinese language achievements of the 11 students and the Chinese language achievements of students from other institutions, it can be concluded that students from the Confucian cultural circle have higher Chinese language levels than those from other cultural systems.

5.3. Learning Motivation and Attitude.

Motivation is an important part of emotional factors, and motivation can become the inner driving force for individuals to engage in certain behaviors, manifested as a behavior of constantly striving to achieve a certain goal. Since CCN is through the pre-university stage of study, after participating in the exam organized by CCN, students can apply for a bachelor's degree in Chinese universities based on their exam results. Therefore, each student has a high internal motivation to study in order to apply for a good university. In the learning process, teachers will also mobilize students' external motivation through rewards and punishments.

Attitude is one of the main factors that constitute motivation. During the 11-week learning process, the author found that Southeast Asian international students have a common phenomenon that they like to be late, but they will not tell the teacher the reason. After investigation, it is found that this is related to their culture. The class time of Path C is in the summer vacation of China, and students are impatient. Students in Indonesia and Thailand ask for leave frequently and their homework completion is not high. Therefore, students' learning attitude and motivation are important factors that affect their achievement.

6. Development Proposals

In recent years, the state has strongly supported the promotion of Chinese language education, and trained a large

number of Chinese teachers and volunteers to go to other countries to promote Chinese culture. With the construction of the Belt and Road Initiative, the economic and cultural ties between China and Southeast Asia have been strengthened, and the number of Southeast Asian people learning Chinese has gradually increased. China has also set up a series of scholarships to attract more and more foreigners to study in China. Xi'an Shiyu University, as a demonstration base for international students, has made outstanding contributions to the construction of Chinese as a foreign language, but there are also some problems.

6.1. Teachers Should Strengthen Class Management

The basic factors that constitute the teaching process are teachers, students and teaching materials. Teachers and students are the main body of teaching activities in the teaching process. In order to complete the teaching task smoothly, reasonable and good rules should be established between teachers and students. Class management is an important part of international student management, because each teacher has different class requirements, so teachers should make their own rules before class. In the teaching process, the author found that the phenomenon of playing mobile phones in class is very common, some students have very similar homework, and the interaction with teachers is not strong, and the phenomenon of being late for class often occurs. In order to improve classroom efficiency, it is necessary to make rules.

6.2. Enrich Teaching Resources and Improve Multimedia Equipment

Arousing students' interest in class is one of the ways to keep students' enthusiasm for Chinese. In the course of class, the author found that the textbook resources were not perfect, and the reference answers to after-class exercises and related exercises could not be found on the Internet. For students with higher Chinese proficiency, the resources in the book could not meet their needs. Therefore, schools should equip teachers with sufficient teaching AIDS and teaching resources. The teaching multimedia equipment is relatively perfect, but because of the long service life, the equipment often has problems, and the lack of page-turning pens and other related

facilities.

6.3. Stimulating Students' Learning Motivation

Xi'an Shiyou University has always been committed to teaching Chinese as a foreign language. The school actively carries out education for foreign students and receives students from all over the world. Students' learning attitudes are also very different. The school should formulate different plans and in class teachers should mainly encourage and praise students. Give learners more opportunities for success and affirm them in a timely manner. Appropriately use the competitive mechanism, hold learning competitions in class to stimulate learners' ambition, further motivate motivation, and mobilize learners' enthusiasm.

6.4. Cultivating Professional Teams and Strengthening Teacher Team Building

Xi'an Shiyou University's pre-college program is integrated with living and learning. It is also necessary to improve the cultural literacy of the service personnel in the dormitory to provide cross-cultural communication training

for the personnel in the foreign student dormitory to enhance the cross-cultural communication ability of all personnel and reduce cultural conflicts. At the same time, also create a good sanitation environment, clean the classroom and public areas in time. Due to the different culture of each country, it leads to the diversification of culture, and the composition of the class is also complex, so teachers should be familiar with the taboo culture of various countries, prohibit the use of sensitive words, and respect the cultural customs of various countries.

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