A Correlation Study on Achievements of CSL Courses and HSK

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Abstract. To investigate the correlation between CSL learning performance and HSK score, this paper makes correlation analysis on the results of the final HSK Level 4 examination and other course results at the end of the semester for 30 junior foreign students from The College of Advanced Chinese Training of Beijing Language and Culture University who took HSK courses. The results show that HSK scores are related to comprehensive classes, listening, reading and writing scores above medium level. The degree of correlation from large to small is listening, reading and writing and comprehensive classes. The course results of the three courses are all related to HSK results, which shows that the training of students' Chinese listening, reading and writing ability in the course teaching is also reflected in the examination ability of HSK. From the above analysis, it can be seen that for Chinese students who need to apply for HSK, it is necessary to strengthen the training and cultivation of HSK examination skills in curriculum teaching, especially as a comprehensive course with the largest number of hours.

Introduction

With the continuous improvement of China's international status, Chinese has become more and more influential in the world and has become an important choice for foreign language learning. The Chinese Proficiency Test (HSK) is an international Chinese proficiency standardized test, which focuses on the ability of non-first language Chinese candidates to communicate in Chinese in their life, study and work. It is an international Chinese proficiency standardized test. The new HSK is a Chinese proficiency test introduced by Hanban in 2010 on the basis of the old HSK. It is divided into written and oral tests, and the written test is divided into one to six levels. The objectivity and authority of the examination, the recognition of the examinees and examination users for the examination have been continuously improved, and the influence of HSK has also been increasingly expanded. In 2017, the total number of candidates for HSK/HSKK/YCT/BCT fee-based examination was 770,000. More and more examinees and employers regard HSK scores as an important criterion for studying and seeking jobs. Passing HSK examination has become an important purpose and drive for Chinese learning. Therefore, strengthening the pertinence of Chinese course teaching for HSK examination is also the requirement and trend to attract foreign students to teach Chinese as a foreign language.

However, the teaching of Chinese as a second language in China is not very targeted for HSK examination. Under the concept of "combining examination with teaching" and "combining examination with learning" promoted by Hanban, Confucius Institute Headquarters has developed a Chinese textbook "Standard Chinese Tutorial" [3], in order to promote the international promotion of Chinese and HSK. However, this set of teaching materials is mainly used in Chinese foreign language teaching in non-Chinese mother tongue areas, and is seldom used in China.

Take the situation of teaching Chinese as a foreign language in Beijing language and culture university as an example. At present, the Beijing language and culture university Chinese International Education Department has set up four teaching units for teaching Chinese as a foreign language, namely, School of Chinese Studies, College of Advanced Chinese Training, College of Intensive Chinese Studies and School of Preparatory Education. Among them, the School of Chinese Studies has taken the education of Chinese students' academic qualifications as its main
task. The teaching materials used are self-compiled undergraduate educational materials. The teaching mode is to carry out professional courses after the basic Chinese phase is over. College of Advanced Chinese Training takes the Chinese language further education for foreign students who have studied Chinese for 1 to 2 years as its teaching task to cultivate students' comprehensive listening, speaking, reading and writing abilities, and also uses self-compiled further education teaching materials. College of Intensive Chinese Studies takes short-term Chinese language training and various special programs for foreign students in China as its main teaching tasks, takes cultivating students' listening and speaking communicative ability as its main feature, and uses self-compiled teaching materials that emphasize listening and speaking ability. The School of Preparatory Education takes the completion of the teaching of basic Chinese and basic professional knowledge and basic language before the Chinese government scholarship appointed by the National Committee for Overseas Studies enters the university as its main task. All students need to pass the unified examination for the completion of preparatory education for Chinese government scholarship students. Its main feature is to cultivate the examination-taking ability for preparatory education. It uses teaching materials suitable for the completion of preparatory education examination.

With the increasing influence of the HSK, the willingness of Chinese learners to take or prepare to take HSK is increasing day by day. Therefore, it is of great significance to develop students' ability to deal with HSK in daily teaching for the development of subjects and to improve the attraction of Chinese continuing education teaching. This requires a quantitative analysis of the correlation and degree of correlation between the existing curriculum teaching and HSK, and then strengthening the weak links.

**Literature Review and Question Raising**

**Literature Review**

Part of the research focuses on the matching degree of the existing Chinese textbooks and HSK teaching elements, such as vocabulary, grammar, exercises and other items, and the research results are inconsistent. Some studies have found that the existing teaching materials for Chinese as a foreign language are highly matched with HSK[1,2,6,7]. For example, Liu Chen found that the intermediate course of "Developing Chinese" is relatively matched with HSK Level 5[5]. However, most studies have found that the existing teaching materials for Chinese as a foreign language are not highly matched with HSK. For example, Feng Yuqing compared and analyzed the new HSK Level 6 and the "Developing Chinese" advanced comprehensive teaching materials from the perspectives of vocabulary, functional items and exercises, and found that the overall difficulty of the "Developing Chinese" advanced comprehensive teaching materials is lower than the new HSK Level 6[2]. Ma Yue found that "Contemporary Chinese (Indonesian Edition)" has only 51.7 %, 23.7 %, 5.5 % and 0.72 % vocabulary coverage for HSK level 3, 4, 5 and 6 respectively[6].

**Questions Raising**

The existing researches only examine the matching degree with HSK from the perspective of teaching materials, and cannot comprehensively examine the supporting degree of the course to HSK. By examining the correlation between different course results and HSK results, we can find the supporting function of the course to HSK and the pertinence of teaching, but such researches have not yet been seen. Therefore, this paper will conduct relevant research on the course results and HSK results of Chinese second language learners, and investigate the high degree of correlation between course results and HSK results, so as to find out the courses that lack HSK support and provide reference for improving teaching materials, teaching and other links.
Research Methods

Subjects

The School of Chinese Studies of Beijing Language and Culture University has taken HSK Level 4 as an elective course for 30 junior foreign students.

Collection of Data

Collect the test results of all subjects in the comprehensive courses, reading and writing courses, listening course final examination and HSK tutoring course. The HSK course examination uses the real questions of HSK and conforms to the formal HSK examination process and specifications.

Data Processing Tool

Use SPSS 21 to make correlation analysis between the final HSK Level 4 examination results and other course results at the end of the semester.

Results

The test results of the subjects' comprehensive courses, reading and writing courses, listening course final examination and HSK tutoring course are shown in Table 1. The full score of HSK is 300 points, and one third of HSK score is taken here.

<table>
<thead>
<tr>
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<th>Hsk comprehensive courses</th>
<th>Reading and writing</th>
<th>Listening class</th>
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</thead>
<tbody>
<tr>
<td>Average score</td>
<td>79.67</td>
<td>91.53</td>
<td>86.2</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>11.70</td>
<td>5.93</td>
<td>7.73</td>
</tr>
</tbody>
</table>

The results show that HSK scores are related to comprehensive classes, listening and speaking, reading and writing scores above medium level. The degree of correlation from large to small is listening and speaking ($r(30)=0.72$, $p<.001$), reading and writing ($r(30)=0.65$, $p<.001$) and comprehensive classes ($r(30)=0.57$, $p<.001$).

Discussion

All three subjects are related to HSK scores, the curriculum teaching for cultivating the students' listening, reading and writing in Chinese also reflected in the HSK test capabilities of three classes of different grades and the relevance of the HSK scores, reflecting the different role of cultivating the ability of course for HSK examination is different, but the overall correlation degree is not high grades and HSK scores more relevant skills class.

Listening course and literacy skills as two classes, teaching is more close to the HSK examination ability, and comprehensive course teaching may be more emphasis on the improvement of students' comprehensive qualities of language and literature, for examination skills for less direct instructions if you want to secondary students attend HSK, requires three courses targeted improvement according to the above review, from the perspective of teaching materials and teaching methods to improve the teaching, the teaching material, should improve grammar textbook vocabulary.

In terms of teaching, teachers should introduce the knowledge of HSK examination to students to make them familiar with it.

Also integrate the HSK examination skills in the usual classroom teaching, make students used to the rhythm of the HSK comprehensive course in the classroom as a class of course, most should become the main battlefield of cultivating the ability of HSK examination, so comprehensive course teachers should strengthen the research and analysis of HSK, the cultivation of HSK examination.
skills into classroom teaching. Some researchers have made special research on this issue and put forward teaching and tutoring strategies[4], These achievements are worth learning from.

Conclusions
The results of all courses are related to HSK results, of which the skills course has the greatest support for HSK examination, and the Chinese comprehensive course needs to consider docking with HSK examination.
From the above analysis, it can be seen that for Chinese second language learners who need to apply for HSK, it is necessary to strengthen the training and cultivation of HSK examination skills in curriculum teaching, especially as a comprehensive course with the largest number of hours, to choose more targeted teaching materials, to carry out targeted exercises and to use more suitable teaching methods.

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