

Evaluation of College English Test (CET) – 6 and the Attainment of the Course Outcomes of the Chinese Students in the Graduate Program

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Abstract

This study assessed the level of performance of the respondents in the College English Test (CET)- 6 level and their performance in the course outcomes in the graduate programs test in Adamson University. Also, this study determined the significant difference in the CET-6 level of the respondents and their profile when taken as test factors; the significant difference in the performance of the respondents in attaining the course outcomes of the graduate programs and their profile when taken as test factors; and the significant relationship between the CET-6 and the level of performance of the respondents in attaining the course outcomes of the graduate programs of the respondents. No significant relationship was found between the profile of the Chinese students from Graduate School of Adamson University and their performance in the College English Test-6. And no significant relationship between the students' profiles (which includes gender and specialization) and their performance in the course outcomes. However, there is a significant relationship between the performance of the respondents in the College English Test-6 and their performance in the course outcomes in the graduate programs.

Keywords

CET-6, Graduate Program, Attainment, English Language Proficiency.

1. Introduction

As one of the most important carriers of information, English has become the most widely used language in all areas of human life, and English proficiency has become a necessary skill.

Bai and Hudson (2009) highlighted China's Economic Reform and its Open Door Policy, China has entered a new era of education (Adamson, 2002; Hu, 2005). English has gained status as a language for international relations (Graddol, 1997) and international trade (Qu, 2007). Hence, in 2001, China's Ministry of Education (MOE) required universities to offer 5-10% of their course units in English (Jen, 2001; MOE, 2001). However, "the upgrading of national English proficiency, then, is predicted largely on the professional competence of the teaching force" (Hu, 2005). As a result, English plays a crucial role in the field of business, education, media, and so on. And the needs for international talents who acquire good English language proficiency is urgent.

College and universities take the responsibility to cultivate talents for the country and society, which makes English a compulsory course for all college students in China. It makes perfect sense that the English teachers, likewise the graduate school professors, expect their students to achieve high level of fluency in spoken, written and understood English. English language proficiency test is, therefore, the best choice for both teachers and students. As students learn

a foreign language, such as English in the case of the Chinese, they progress along a continuum of predictable stages. Carefully observing and interacting with students helps educators determine each student's language level. This information is critical when developing appropriate instructional programs for English language learners.

The College English Test (CET) is a nation-wide standardized exam administered by the Ministry of Education (MOE) in China. It is aimed at college students who have completed the corresponding courses in college English. The fundamental purpose of the CET is to comprehensively evaluate English education in colleges and universities in China. CET assesses students' English proficiency against the teaching goals prescribed by MOE in the "College English Syllabus and Teaching Requirements". The teaching objectives set in 2017 scientifically measure the comprehensive English application ability of Chinese college students, and provide a reference basis for employers to understand the English proficiency of Chinese college students. In this study, the CET is hoped to serve as basis for the written and spoken discourse skills of the Chinese students that may facilitate them in performing and attaining the course outcomes of the graduate programs of Adamson University.

The CET exam assesses students' comprehensive ability to use English, including listening and reading comprehension, writing, translation, and oral expression skills. However, in this study, only the written discourse and spoken discourse skills as evaluated in CET-6 level which may be relevant to the written outputs/exams and oral presentations/exams in the graduate program. The assessment requirements for various language skills refer to the teaching requirements set in the "Basic Goals" and "Improvement Goals" in the "Guidelines on College English Education". Despite the CET-6 level is designed for the college students; this study will use the CET-6 level as reference to the graduate admission of the Chinese students.

The College English Test (CET)-6 is a higher level of test for English proficiency of the Chinese students. The CET-6 exam includes the written test (CET-6) and oral test (CET-Spoken English Test Band 6, abbreviation CET-SET6). Thus, CET-6 having considered as higher level, despite not compulsory in Adamson University, may be practically used as reference to assess the written and spoken discourse skills of the Chinese students which may provide reliable input to their admission and performance in the graduate program.

The CET written test is a standardized test of "standard related- -regular model reference". The introduction plan and propositions refer to the skills and requirements stipulated in the Guidelines of College English Education. The reference is reflected in the original score of each part after the test into the reference of the report part. Therefore, the examination is both standard related and has the nature of the norm reference.

The test score of CET-6 reaches 425 points or above, indicating that their language ability has reached the teaching requirements of "improvement goal" set in the Guidelines of College English Education. It is assumed in this study that the Chinese students enrolling in the graduate programs passed the CET-4 level, thus it is the intent of this study to evaluate their CET-6 level which may show indicators of their written and spoken discourse skills especially needed to facilitate them in their graduate studies.

CET is widely recognized in China by all organizations, such as companies, schools, and government organizations. However, in this present study, the CET-6 level will be administered to the Chinese students officially enrolled in the graduate programs of Adamson University in the current school year. This study intends to evaluate the CET-6 level of the Chinese students as standard basis for the written and spoken discourse necessary in attaining the course outcomes of the graduate programs of Adamson University.

Bai and Hudson (2009) concluded that there is a dearth in research on Chinese Teaching English as a Foreign Language academics. They established that a large majority of universities did not conduct studies on EFL of the Chinese students. Thus, this present study pursues to

evaluate the CET level of the Chinese students in English as their foreign language and hopes to contribute to the scant literature that may serve as guide to English teachers in developing programs especially for the Chinese students in the graduate program.

2. Statement of the Problem

This study aimed to assess the level of performance of the respondents in the College English Test and their performance in the course outcomes in the graduate programs test in Adamson University.

Specifically, this study sought answers to the questions.

(1). What is the profile of the respondents in terms of the following:

(a) Sex;

(b) Graduate Degree Program

(2). What is the level of performance of the respondents in the College English Test in terms of:

(a) Spoken Discourse

(b) Written Discourse

(3). What is the level of performance of the respondents in attaining the course outcomes in the graduate programs in terms of:

(a) Oral Test

(b) Written Test

(4). Is there a significant relationship between the profile of the respondents and their performance in the College English Test?

(5). Is there a significant relationship between the profile of the respondents and their performance in the course outcomes in the graduate programs?

(6). Is there a significant relationship between the performance of the respondents in the College English Test and their performance in the course outcomes in the graduate programs?

(7). What English language program may be developed for the Chinese students in the graduate program?

3. Data Gathering Procedure

This study conducted the following steps:

(1).The researcher studied the existing literature on College English Test to determine the most appropriate CET level to be used to evaluate the written and spoken discourse skills of the Chinese students pursuing graduate studies.

(2).The researcher adopted the CET-6 level which is the higher level English proficiency test for the Chinese and is assumed to be most appropriate CET level to be used to evaluate the written and spoken discourse skills of the respondents pursuing graduate studies.

(3).The researcher coordinated with his adviser to determine the core subjects in the graduate program to be included in this study to evaluate the performance level of the respondents in the written outputs/tests and oral presentations/tests.

(4).The researcher had the two instruments validated by 3 experts in English and core subjects, respectively.

(5).The researcher conducted pilot test of the two instruments with Chinese students from other graduate schools.

(6).The researcher revised the two instruments based on the suggestions of the experts and results of the pilot testing.

(7).The researcher requested permission and consent from the Dean of the Graduate School of Adamson University. He included the respondents who qualified in the criteria and consented to participate in the study.

(8).The researcher prepared, distributed, and retrieved the two instruments from the respondents who attend their face to face classes in the Graduate School.

(9).The researcher organized, managed, analyzed and interpreted the data.

4. Data Analysis

Microsoft Excel and Statistical Package for Social Sciences were used in treating the gathered data in this study. Frequency count and percentage were used to describe the profile of the respondent. It was also used to in presenting the level of performance of the respondents in College English Test and in the course outcomes in the graduate program test.

The level of performance of the respondents in the College English Test-6 in terms of spoken discourse was described using the rating scale below and by using mean. The following Likert Scale was used:

Table 1. Likert scale for spoken test in CET-6

| Rating | Mean Rating | Verbal Description | Verbal Interpretation |
|--------|-------------|--|--|
| 4 | 3.25 – 4.00 | Be able to have in-depth conversations on general topics in English; Be able to express personal opinions, emotions, opinions and etc. clearly and fluently; Be able to state the facts, reasons and describe the events, phenomena and so on in detail. Be able to have an in-depth conversation on general topics in English; | The respondent is an excellent communicator. |
| 3 | 2.50 – 3.24 | Be able to express personal opinions, emotions, opinions and other opinions more clearly and consistently; Be able to state the facts, reasons and describe the events and phenomena in more detail. Be able to have a simple conversation on general topics in English; | The respondent is an effective communicator. |
| 2 | 1.75 – 2.49 | Be able to basically express personal opinions, emotions, opinions and so on; Be able to simply state the facts, the reasons, and describe the events, the phenomena, etc. | The respondent is an average communicator. |
| 1 | 1.00 – 1.74 | Does not have basic oral communication skills in English. | The respondent is a poor communicator. |

The level of performance of the respondents in the College English Test-6 in terms of written discourse was described using the rating scale below and by using mean. The following Likert Scale was used:

Table 2. Likert scale for written test in CET-6

| Rating | Mean Rating | Verbal Description | Verbal Interpretation |
|--------|-------------|---|---|
| 5 | 4.20 - 5.00 | There is no error in grammar and vocabulary. Be able to write coherently, and the structure is more complex. Be able to cope with different topics and the use of language can be related to the language territory, suitable for function and purpose. | The respondent shows advanced proficiency. |
| 4 | 3.40 - 4.19 | There are some errors in grammar and vocabulary and the vocabulary is richer. Can write mor coherently. Can cope with different topics and the use of language can basically be related to the language territory, suitable for function and purpose. | The respondent shows above average proficiency. |
| 3 | 2.60 - 3.39 | There are errors in grammar and vocabulary. The vocabulary is not rich. The structure is simple and sometimes unable to adapt to the topic. | The respondent shows average proficiency. |
| 2 | 1.80 - 2.59 | There are many errors in grammar and vocabulary, and write short and incoherent. | The respondent shows low proficiency. |
| 1 | 1.00 - 1.79 | Cannot write anything in English. | The respondent shows no proficiency at all. |

The level of performance of the respondents in the course outcome in the graduate program in terms of oral test was described using the rating scale below and by using mean. The following Likert Scale was used:

Table 3. Likert scale for oral test in graduate program

| Rating | Mean Rating | Verbal Description | Verbal Interpretation |
|--------|-------------|---|--|
| 4 | 3.25 - 4.00 | Can explain well ideas and answer a few question/s or follow instructions given; can provide relevant information from sources | The respondent is an excellent speaker. |
| 3 | 2.50 - 3.24 | Can somehow explain ideas and answer a few question/s or follow instructions given; can provide a few information only from sources | The respondent is a very satisfactory speaker. |
| 2 | 1.75 - 2.49 | Can minimally explain ideas and answer according to the question/s or instructions given; can provide limited information only from sources | The respondent is a satisfactory speaker. |
| 1 | 1.00 - 1.74 | Can hardly explain ideas and answer according to the question/s or instructions given; totally depends and copies information from sources | The respondent is a poor speaker. |

The level of performance of the respondents in the course outcome in the graduate program in terms of written test was described using the rating scale below and by using mean. The following Likert Scale was used:

Table 4. Likert scale for written test in graduate program

| Rating | Mean Rating | Verbal Description | Verbal Interpretation |
|--------|-------------|---|---|
| 4 | 3.25 – 4.00 | Can explain well ideas and answer a few question/s or follow instructions given; can provide relevant information from sources | The respondent is an excellent writer. |
| 3 | 2.50 – 3.24 | Can somehow explain ideas and answer a few question/s or follow instructions given; can provide a few information only from sources | The respondent is a very satisfactory writer. |
| 2 | 1.75 – 2.49 | Can minimally explain ideas and answer according to the question/s or instructions given; can provide limited information only from sources | The respondent is a satisfactory writer. |
| 1 | 1.00 – 1.74 | Can hardly explain ideas and answer according to the question/s or instructions given; totally depends and copies information from sources | The respondent is a poor writer. |

Lastly, Point Biserial Correlation was used to determine if there is a significant relationship between the profile of the respondents in terms of sex and their performance in the College English Test-6. It was also used to determine if there is a significant relationship between the profile of the respondents and their performance in the course outcomes in the graduate program test. Kendall Tau was used to determine if there is a significant relationship between the performance of the respondents in the College English Test and their performance in the course outcomes in the graduate program test.

5. Results

5.1. Profile of the respondents

5.1.1. Sex

Table 5. Distribution of the Respondents According to Sex

| Sex | Frequency | Percent |
|--------|-----------|---------|
| Male | 17 | 73.9 |
| Female | 6 | 26.1 |
| Total | 23 | 100% |

Table 5 shows the distribution of the respondents according to sex. As shown, 17 or 73.9% of the respondents are male while six or 26.1% of them are female.

The findings imply that majority of the respondents are male, which proves that there is gender inequality in access to higher education, especially for graduate study. Gender inequality in higher education is a historic problem around the world. According to Yuzhen Hou (2022) "Male had more educational access and opportunities." and "There are still some discriminations against women's higher education research, which hinders people from conducting in-depth research." Also, Friedhoff, et. al. (2019) mentioned that in the High Education sector, men still hold more top-level positions --- both administrative and academic --- than women when seen in relation to their respective and academic --- than women when seen in relation to their respective shares in the population.

5.1.2. Graduated degree program

Table 6. Distribution of the respondents according to graduated degree program

| Specialization | Frequency | Percent |
|--|-----------|---------|
| MAED - School Administration and Supervision | 4 | 17.4 |
| MAED - Physical Education and Sports | 2 | 8.7 |
| Ph.D. -Educational Leadership | 9 | 39.1 |
| Ph.D. - Physical Education and Sports | 8 | 34.8 |
| Total | 23 | 100% |

Table 6 shows the distribution of the respondents according to specialization. As shown, four or 17.4% of the respondents are specialized in MAED-School Administration and Supervision, two or 8.7% of the respondents are specialized in MAED-Physical Education and Sports, nine or 39.1% of the respondents are specialized in Ph.D.-Educational Leadership, and eight or 34.8% of the respondents are specialized in Ph.D.-Physical Education and Sports.

The findings imply that Ph.D. respondents are much more than MAED respondents. The biggest reason would be the domestic education issues, which push Chinese students abroad. According to the Ministry of Education of China, out of 4.57 million test-takers for the 2023 academic cycle, only 1.1 million got a place in a postgraduate programme in China.

In this study, the Ph.D. students are all had a job in China, and most of them are teachers from universities or colleges. They choose to pursuit Ph.D. here for different kinds of reason. One of the most important reasons is that they want to get promotion in their institutions, which Ph.D. is a must. Compared to other universities abroad which requires the score of IELTS or TOFEL, most universities in the Philippines only need an entrance exam which is much easier. While most MAED students are unemployed. Most students choose to go to developed countries aiming to find a better job after graduation. More than half (55%) of those surveyed by EOL (Education OnLine --- online education portal of China) said their decision to pursue postgraduate studies stemmed from "the difficulty in finding employment."

5.2. Level of Performance of the Respondents in the College English Test -6

5.2.1. Spoken test

Table 7. Mean rating of the respondents per area in the spoken test of the CET-6

| Spoken Discourse | Mean Rating | Verbal Interpretation |
|-------------------------------|-------------|-----------------------|
| Language Production Ability | 2.43 | Average Communicator |
| Communicative Ability | 2.43 | Average Communicator |
| Information Providing Ability | 2.43 | Average Communicator |
| Average Mean Rating | 2.43 | Average Communicator |

Table 7 shows the mean rating of the respondents per area in the spoken discourse of the College English Test-6. As shown, the respondents obtain a meaning rating of 2.43 verbally interpreted as average communicator.

As a whole, the findings shows that the Chinese students are only able to have a simple conversation on general topics in English, basically express personal opinions, emotions, only can simply state the facts, the reasons, and describe the events, the phenomena, etc. It is a fact that students' spoken English is poor even if they have completed CET. (Ma, 2014) The reason

may be, first, Spoken English Test is not compulsory. And second, in the former English learning stages, the test-oriented education made students attach no importance to spoken English.

5.2.2. Written Test

Table 8. Mean rating of the respondents per area in the written test of the CET-6

| Written Discourse | Mean Rating | Verbal Interpretation |
|--------------------------------|-------------|---------------------------|
| Accuracy and Scope | 3.26 | Average Proficiency |
| Utterance Length and Coherence | 3.57 | Above Average Proficiency |
| Flexibility and Adaptability | 3.65 | Above Average Proficiency |
| Average Mean Rating | 3.49 | Above Average Proficiency |

Table 8 shows the mean rating of the respondents per area in the written discourse of the College English Test-6. As shown, the respondents obtain a meaning rating of 3.49, verbally interpreted as above average proficiency.

The findings imply that the Chinese students' written English reach above average proficiency in utterance length and coherence & flexibility and adaptability, yet they only reach average proficiency in accuracy and scope. Spelling and written mistakes can be frequently found in Chinese students' English writing, and one of the interpreted causes is that Chinese students have limited skills in transforming the receptive vocabulary into productive vocabulary so as to sufficiently and appropriately explain, argue, and defend situations, opinions and ideas in English writing (Cai & Fang, 2006; Du, 2001; Ma, 2004; Wei, 2010; Wu 2001; Zhang, 2005). Chinese students still need to improve their comprehension ability in reading the given material and stick to it while writing/answering.

5.3. Level of Performance in the Course Outcome in the Graduate School Program Test

5.3.1. Oral Test

Table 9. Mean rating of the respondents per area in the oral test in the graduate school program

| Oral Test | Mean Rating | Verbal Interpretation |
|-------------------------------|-------------|---------------------------|
| Language Production Ability | 2.74 | Very Satisfactory Speaker |
| Communicative Ability | 2.39 | Satisfactory Speaker |
| Information Providing Ability | 1.83 | Satisfactory Speaker |
| Average Mean Rating | 2.32 | Satisfactory Speaker |

Table 9 shows the mean rating of the respondents per area in the oral presentation/test in the Graduate School program. As shown, the respondents obtain a meaning rating of 2.32 verbally interpreted as satisfactory speaker.

The findings show overall Chinese students' oral presentation/test performance in Graduate School is satisfactory, especially their language production ability rated the highest and verbally interpreted as very satisfactory speaker. However, their information providing ability rated the lowest. This implies that the Chinese students need to improve their information providing ability in Graduate School program.

As for the oral presentations, the students have enough time to prepare before class, they can prepare a good slide for the presentation with any possible help. They can present it on class by reading what is written on the slide, but when it comes to explain some key points by own understanding, a lot of students would not do as well as just read what is written. To some extent, that is one reason for the low score of information providing ability. As Radzuan and Kaur (2011) found that in terms of oral presentation, comments from demanding and

provocative evaluation panels during presentation may arouse students' anxiety resulted from their limited knowledge and barriers in students' English language proficiency.

5.3.2. Written Test

Table 10. Mean rating of the respondents per area in the written test in the graduate school program

| Written Test | Mean Rating | Verbal Interpretation |
|--------------------------------|-------------|--------------------------|
| Accuracy and Scope | 2.83 | Very Satisfactory Writer |
| Utterance Length and Coherence | 3.04 | Very Satisfactory Writer |
| Flexibility and Adaptability | 2.61 | Very Satisfactory Writer |
| Average Mean Rating | 2.83 | Very Satisfactory Writer |

Table 10 shows the mean rating of the respondents per area in the written test in the Graduate School program. As shown, the respondents obtain a meaning rating of 2.83 verbally interpreted as very satisfactory writer.

The findings imply that the respondents' performance in written discourse in Graduate School program is very satisfactory. Among the mentioned three aspects, utterance length and coherence rated the highest, which implies that the respondents did well in the length of answers and paid attention to the coherence of the answers. However, the flexibility and adaptability rated the lowest, which implies that the respondents are not very good at sticking to the topics or answer to the point. As Lyu (2013) demonstrated that the Chinese students, especially the non-English-majors, are good at finishing writing for tests, but struggle in collecting, reading, and using sources to support writing, as well as writing for communicative purposes (e.g., expressing personal feelings, sharing information, connecting social relationships, etc.).

5.4. Relationship Between the Profile of the Respondents and their Level of Performance in the CET-6

Table 11. Correlational analysis between the profile of the respondents and their level of performance in the CET-6

| PROFILE VARIABLES | | PERFORMANCE IN THE COLLEGE ENGLISH TEST | |
|-------------------------|-------------------------|---|-------------------|
| | | Spoken Discourse | Written Discourse |
| Sex | Correlation Coefficient | .064 | .147 |
| | Significance | .773 | .502 |
| | N | 23 | 23 |
| Graduate Degree Program | Correlation Coefficient | .315 | .174 |
| | Significance | .074 | .326 |
| | N | 23 | 23 |

Legend: * - Correlation is significant at 0.05 level (2-tailed)

** - Correlation is significant at 0.01 level (2-tailed)

Table 11 shows the correlational analysis between the profile of the respondents and their performance in the College English Test-6. As shown, graduate degree program is positively correlated to the performance in the College English Test-6 in terms of written discourse by

having a correlation coefficient of .174 with significance or p-value of .326. It means that respondents who are enrolled in doctorate program performed better in the written discourse. Overall, there was a very limited correlation between the profile of the respondents and their performance in the College English Test-6, thus the null hypothesis “There is no significant relationship between the profile of the respondents and their performance in the College English Test” was not rejected. It implies that the performance of the respondents in the College English Test-6 had nothing to do with their profile.

As for Chinese students, “Dumb English” is a widespread phenomenon in China. (Qianying Li, 2022) It is difficult for Chinese students to communicate with others freely in English, even after studying English for many years. English is a compulsory subject for College Entrance Examination (or “Gaokao”) in China. Thus, students learn English for exam instead of practical use. The written performance is better than spoken one.

Overall, the performance of the respondents in the College English Test-6 had nothing to do with their gender. Leah Li Echiverri, Haoyu Shang, and Yue Li (2022) tested gender differences in students’ academic performance from listening, speaking, reading and writing, and concluded that overall indicators didn’t show any differences between male and female. Also, Wang (2023) proved that the two genders saw the same contour for written and oral production.

Students in different specialization of graduate program may have different major background when they were undergraduates. Therefore, we can see no significant difference in their English language proficiency. That is to say, factors like course experience did not significantly impact students’ English test score. (Hua, Wang, 2023) Individual factors instead of external factors like gender or specialization plays the important role in English learning.

5.5. Relationship Between the Profile of the Respondents and their Performance in the Course Outcomes in the Graduate Program Test

Table 12. Correlational analysis between the profile of the respondents and their performance in the course outcomes in the graduate program test

| PROFILE VARIABLES | | COURSE OURCOMES IN THE GRADUATE PROGRAM TEST | |
|-------------------------|-------------------------|--|--------------|
| | | Oral Test | Written Test |
| Sex | Correlation Coefficient | .129 | .009 |
| | Significance | .557 | .968 |
| | N | 23 | 23 |
| Graduate Degree Program | Correlation Coefficient | .263 | .412 |
| | Significance | .143 | .022 |
| | N | 23 | 23 |

Legend: * - Correlation is significant at 0.05 level (2-tailed)

** - Correlation is significant at 0.01 level (2-tailed)

Table 12 shows the correlational analysis between the profile of the respondents and their performance in the course outcomes in the graduate program test. As shown, there are no significance or p-values which are less than 0.01 and 0.05. Thus, the null hypothesis “There is no significant relationship between the profile of the respondents and their performance in the course outcomes in the graduate program test” was not rejected. It implies that the performance of the respondents in the course outcomes in the graduate program test did not depend on their profile.

The results show that the performance of the course outcomes has nothing to do with gender. It is in consistent with Mobark's (2014) findings, "there was no significant difference in academic performance of male and female students."

Although there are researches on the academic performance differences between gender, Charlotte Wrigley-Asante et. al (2022) found that in the same subjects the gender difference may change from high school students to undergraduate students, which is affected by many factors. Factors like teaching methodologies and styles, motivation and support from parents, financial constraints, and engagement all can influence the academic performance of students. But these factors are changeable. In different studying period, the affecting factors may change, and the gender differences may be different. For example, in some places in China, male students get more support from family than female students for school. So, the female students may be more engaged in study and put more time and effort in study, then, their academic performance would be better.

Even both individual factors and external environmental factors can have a direct effect on learning performance of students, individual factors have a stronger predictive power compared to the external environmental factors. (Hua, Wang, 2023) Those who choose to study graduate program abroad (here in Adamson), first, they have no socio-economic problems concerns, especially for Ph.D. students, they have jobs and dependent on themselves. They choose to study here on their own will and they have the determination to study hard, acquire good learning strategies, and self-discipline. Therefore, we can set aside the external factors and only take internal factors into account. There should be no gender differences. What's more, the English language proficiency, as tested, has no significant difference between male and female. The performance of course outcomes should not have significant difference between male and female.

5.6. Relationship Between the Level of Performance of the Respondents in the College English Test and their Performance in the Course Outcomes in the Graduate Program Test

Table 13. Correlational analysis between the level of performance of the respondents in the CET-6 and their performance in the course outcomes in the graduate program test

| PERFORMANCE IN THE COLLEGE ENGLISH TEST | | COURSE OURCOME IN THE GRADUATE PROGRAM TEST | |
|---|-------------------------|---|---------------|
| | | Oral Test | Written Test |
| Spoken Discourse | Correlation Coefficient | .630** | .747** |
| | Significance | .001 | .000 |
| | N | 23 | 23 |
| Written Discourse | Correlation Coefficient | .099 | .035 |
| | Significance | .652 | .873 |
| | N | 23 | 23 |

Legend: * - Correlation is significant at 0.05 level (2-tailed)

** - Correlation is significant at 0.01 level (2-tailed)

Table 13 shows the correlational analysis between the performance of the respondents in the College English Test-6 and their performance in the course outcomes in the graduate program test. As shown, spoken discourse is positively highly correlated to oral test and written test by having correlation coefficients of .630 and .747 respectively with corresponding significance or

p-values of .001 and .000. It means that respondents with higher performance in the College English Test-6 in terms of spoken discourse also had higher performance in the oral test and written test in the course outcomes in the graduate program test.

Table 14. Overall correlational analysis between the level of performance of the respondents in the CET-6 and their performance in the course outcomes in the graduate program test

| OVERAL CORRELATION | | PERFORMANCE IN THE COLLEGE ENGLISH TEST | COURSE OURCOME IN THE GRADUATE PROGRAM TEST |
|---|-------------------------|---|---|
| PERFORMANCE IN THE COLLEGE ENGLISH TEST | Correlation Coefficient | 1.000 | .594** |
| | Sig (2-tailed) | | .000 |
| | N | 23 | 23 |
| | Correlation Coefficient | .594** | 1.000 |
| COURSE OURCOME IN THE GRADUATE PROGRAM TEST | Sig (2-tailed) | .000 | |
| | N | 23 | 23 |

Legend: ** - Correlation is significant at 0.01 level (2-tailed)

Table 14 shows the overall correlation analysis between the performance of the respondents in the College English Test-6 and their performance in the course outcomes in the graduate program test. As shown, the overall correlation is .594 meaning the correlation in combination of all the variables of College English Test and all the variables in the graduate program outcomes generated a significant positive moderate correlation. Thus, the null hypothesis "There is no significant relationship between the performance of the respondents in the College English Test and their performance in the course outcomes in the graduate program test" was rejected. It implies that the performance of the respondents in the course outcomes in the graduate program test had something to do with their performance in the College English Test-6.

Researchers have found that there is a relationship between English language proficiency and the academic achievement. Ogunsiji (2009) investigated the relationship between English language proficiency and academic achievement of among EFL students in Nigeria, the results showed that English language proficiency of the students has a significant positive relationship with their overall academic achievement and that there is a significant impact of English language proficiency on students overall academic achievement.

English language proficiency has insignificant positive relation with their academic achievement. (Abdirahman M. Addow, et. al., 2013) Rachawan Wongtrirat (2010) found that TOFEL scores have a predictive ability on the course completion and GPA of international students.

The findings of this research support the view that there is relationship between English language proficiency and academic achievement. According to the research (Yang & Weir, 1998), CET's internal reliability reaches 0.9 or above and 92% College English teachers responded that CET is a real reflection of students' English proficiency.

As a standardized language proficiency test, CET-6 has a predictive ability on the course outcomes of Chinese students from Graduate School of Adamson University.

6. Conclusion

The respondents' level of spoken test performance in the CET-6 are rated as average communicator and average proficiency in the written test. The respondents' level of spoken test

performance in the graduate course outcomes is rated as very satisfactory speaker and very satisfactory writer in written test. The performance of the respondents in the CET-6 had nothing to do with their profile, like gender and specialization. There is no significant relationship between the students' profiles (which includes gender and specialization) and their performance in the course outcomes. However, there is a significant relationship between the performance of the respondents in the CET-6 and their performance in the course outcomes in the graduate programs. The performance of the respondents in the course outcomes in the graduate program test had something to do with their performance in the CET-6.

Based on the results of the study the following recommendations are presented:

(1). That a language program be designed to increase the spoken discourse performance of the Chinese students so they can communicate better in the graduate program and attain better the graduate outcomes;

(2). That a language program be designed to enhance the written discourse performance of the Chinese students so they perform better in their written outcomes and attain better results in the written comprehensive examination in the future.

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