

# A study on the correlation between the English score of college entrance Examination and the score of the first CET-4

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## Abstract:

English is the most widely used language in the world. Nowadays, the world is showing a trend of globalization. As a bridge connecting us with the world, the importance of English is self-evident. The study of high school is to let us master the ability to use English communication and to strengthen our ability to use English further when we enter the university. The college entrance examination is a standard reference examination for high school students in China after completing the basic learning stage. Its purpose is to comprehensively check whether the students who have completed the high school courses have met the requirements stipulated in the syllabus. After years of practice, it has become one of the most authoritative examinations in China. [1] In recent years, many colleges and universities have paid great attention to the CET-4 test, and most have linked the CET-4 test with a bachelor's degree. Students cannot get the CET-4 certificate in universities, and the schools will not award bachelor's degrees to the students. China's College entrance examination and CET-4, as two of the most objective level examinations in China, have strong reliability and validity in the field of English learning and have a certain continuity over the years, which can objectively and honestly reflect the English learning level of students from high school to college. [2] The English score of the college entrance examination can also reflect the English level of first-year college students when they first enter school. While CET-4 represents a student's English level at the university level. Keywords: College, English, learning, college, entrance, examination, correlation

## 1. Introduction

With the continuous development of basic education in our country, English has become a compulsory course since primary school. After the college entrance examination, students move from the basic education stage to the higher education stage, and their English learning is more in-depth. As a direct reflection of quantitative education results, the examination carries multi-level standards and evaluations such as knowledge, ability and quality. [3] Then, do the scores of college entrance examination and college English Test have an impact on the first CET-4? If the relationship between the three can be verified through quantitative analysis, it will provide a theoretical basis

for the establishment of school English curriculum, and is of great significance to ensure the continuity and coherence of college curriculum and high school curriculum. Of course, if we want to verify the relationship between the three, we need a huge sample to support, which is far from the ability of the author. In order to facilitate the acquisition of data, the author selected 100 students from the class of 2020 in a university in Zhejiang Province as samples, hoping to approximate the conclusion of a small range to a large range, so as to see the big from the small [4].

## 2. Object and method of study

### 2.1 Research objects

A university in Zhejiang Province has 100 students from the province in 2020 (to avoid the influence caused by different examination papers of college entrance examination), including 43 male students and 57 female students.

### 2.2 Research Methods

The data analysis tool in Excel was used to calculate the correlation coefficient between the two pairs of the three scores, obtain the correlation coefficient, and analyze the correlation between the three. Let X and Y are two random variables, D(X) and D(Y) respectively represent the variance of X and Y, Cov(X, Y) represents the covariance of X and Y, then the correlation coefficient is calculated as  $\rho_{xy} = \frac{\text{Cov}(X, Y)}{\sqrt{D(X)}\sqrt{D(Y)}}$ . Correlation coefficient refers to the non-deterministic relationship between the two variables, it reflects the mutual relationship between the variables, is a kind of presumably so rather than absolutely so

relationship.  $\rho_{xy} \frac{\text{Cov}(X, Y)}{\sqrt{D(X)}\sqrt{D(Y)}} \leq 1$  From the change direction of the variables, if the change direction of the two variables is the same, then  $>0$ , we call it positive correlation;  $\rho_{xy}$  If the value of one variable increases while the value of the other variable decreases, then  $<0$ , they are said to be negatively correlated;  $\rho_{xy}$  If the direction of

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change between the two variables is not certain, then =0, not correlated.  $\rho_{xy}$  We classify the correlation between two variables as high correlation, medium correlation and low

correlation according to the magnitude of the magnitude, although the degree of correlation can be determined artificially for each study question.  $|\rho_{xy}|$  [5]

**Table 1. Correlation coefficient**

	College entrance examination	College entrance examination English	Cet-4 scores
College entrance examination scores	1	-	-
College entrance Examination English	0.409516	1	-
Level 4 results	0.454678	0.595865	1

**Table 2. Results of linear regression analysis (n=100)**

	B	Standard Error	Beta	t p	VIF	Tolerance
Constant	94.994	58.818	-	1.615 0.11		
College entrance Examination English	3.493	0.476	0.596	7.345 0.000**	1.000	1.000
R 2	-	-	-	0.355	-	-
Adjust R2	-	-	-	0.348	-	-
F	-	-	-	F (1,98)=53.951,p=0.000	-	-
D-W value	-	-	-	1.909	-	-
Dependent variable: Grade 4						
*p<0.05**p<0.01						

**Table 3. Experimental sample**

College entrance examination score	College entrance Examination English	Cet-4 scores	College entrance examination scores	College entrance Examination English	Cet-4 scores
635	132	582	625	126	574
638	131	545	642	129	632
614	125	525	600	116	524
633	128	579	598	116	566
613	120	585	594	130	508
620	132	602	600	113	420
645	126	626	610	115	547

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618	130	558	598	110	525
560	127	429	568	131	529
633	120	595	579	131	573
626	122	502	604	122	575
624	125	463	602	115	525
615	129	495	600	147	601
635	122	565	610	121	455
612	129	583	601	117	524
612	120	491	605	123	491
610	124	527	599	106	478
617	122	524	541	106	482
601	124	431	590	139	581
650	139	545	605	123	532
611	123	630	576	129	532
645	121	578	582	120	500
609	119	531	601	125	512
642	126	525	606	125	556
617	118	583	600	123	554

College entrance examination score	College entrance Examination English	Cet-4 scores	College entrance examination scores	College Entrance Examination English	Cet-4 scores
613	129	432	578	130	542
610	114	521	550	110	418
599	120	475	578	142	563
599	134	564	613	105	496
617	127	491	492	106	449
599	123	557	528	108	484
610	103	423	445	80	345
569	121	540	549	113	440
599	109	441	588	130	573
598	107	390	571	120	456
595	136	470	593	135	578
572	135	560	606	125	594
579	126	614	610	123	584
691	132	599	608	119	409
604	120	485	631	131	558
605	136	535	574	132	545
578	124	527	577	132	577
601	110	435	587	138	620
604	125	614	576	126	521

600	125	520	572	126	521
599	119	518	576	129	532
599	119	517	623	135	507
612	130	598	605	123	532
517	123	485	571	132	484
522	101	450	579	139	577

## 2. Data calculation and analysis

The correlation coefficient between the score of college entrance examination and the score of the first CET-4 is 0.448595, showing a moderate correlation, while the correlation coefficient between the score of English college entrance examination and the score of the first CET-4 is 0.592433, showing a high correlation.

Taking college entrance examination English as the independent variable and CET-4 score as the dependent variable, linear regression analysis is conducted. As can be seen from Table 2, the model formula is: CET-4 score = 94.994 + 3.493 \* College entrance Examination English, and the model R-square value is 0.355, which means that college entrance examination English can explain 35.5% of the change of CET-4 score. During the F-test of the model, it was found that the model passed the F-test (F=53.951, p=0.000<0.05), which means that college entrance examination English will definitely have an impact on the score of CET-4. The final concrete analysis shows that:

The regression coefficient value of college entrance examination English is 3.493 (t=7.345 p=0.000<0.01), which means that college entrance examination English will have a significant positive impact on the score of CET-4.

There is a high positive correlation between the English score and the score of the first CET-4 test, mainly because the content of CET-4 test is further expanded and extended on the basis of high school English. CET-4 listening, reading and writing all depend on students' vocabulary foundation and English language sense laid in high school. Therefore, students with a better English foundation in high school have relatively higher scores in the CET-4 test.

## 3. Conclusion

Such results should also be instructive to college educators. First of all, the teachers of English majors should not deny the importance of English learning in senior high school, nor should they try to separate the connection between English teaching and senior high school English teaching. Because there is a strong

correlation between high school English learning and CET-4 learning, teachers of English subjects should know about the English scores of college entrance examination as soon as new students enter school, so that they can have a good idea of the English foundation of students. In addition, English major teachers should also grasp the contents and key points of high school English teaching in a timely manner, so that they can design more reasonable and acceptable teaching plans and teaching methods according to the students' foundation, so that students can adapt to professional learning as soon as possible. On this basis, the teaching goal and thinking mode of professional English teaching are instilled in students step by step. [6] In terms of curriculum setting, colleges and universities should teach students at different levels according to their senior high school English foundation. For students with poor foundation, we should fully mobilize their enthusiasm for learning, pay more attention to the difficulties they encounter in English learning, and work with them to solve the difficulties and strive to improve their performance. For students with a better foundation, they should not be allowed to slowly lose their interest in classroom learning because of "insufficient food". In addition to the original teaching materials of higher level content, so that they can master the content of the tutorial on the basis of a higher level, maintain the momentum of learning, after passing the CET-4 exam still have the willingness to sprint the national CET-6 exam. Stratified teaching, so as to better teach students according to their aptitude, mobilize the initiative of students.

## 4. Concluding remarks

Through the research, we get the conclusion that there is a significant positive correlation between students' English scores in college entrance examination and CET-4 scores, that is, in the process of college English learning, high school English foundation is very important, but we can not deny that there are many factors affecting students' English scores. Students' interest in English learning, their motivation and strategies, as well as the setting of their learning goals, will all affect their English learning in college. How to stimulate students' interest in English

learning, how to formulate better learning strategies, and how teachers should guide students to achieve better results still need further in-depth research.

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