The Study of Case-Based Learning Method in Intermediate Business Chinese Teaching

Yuping Liang
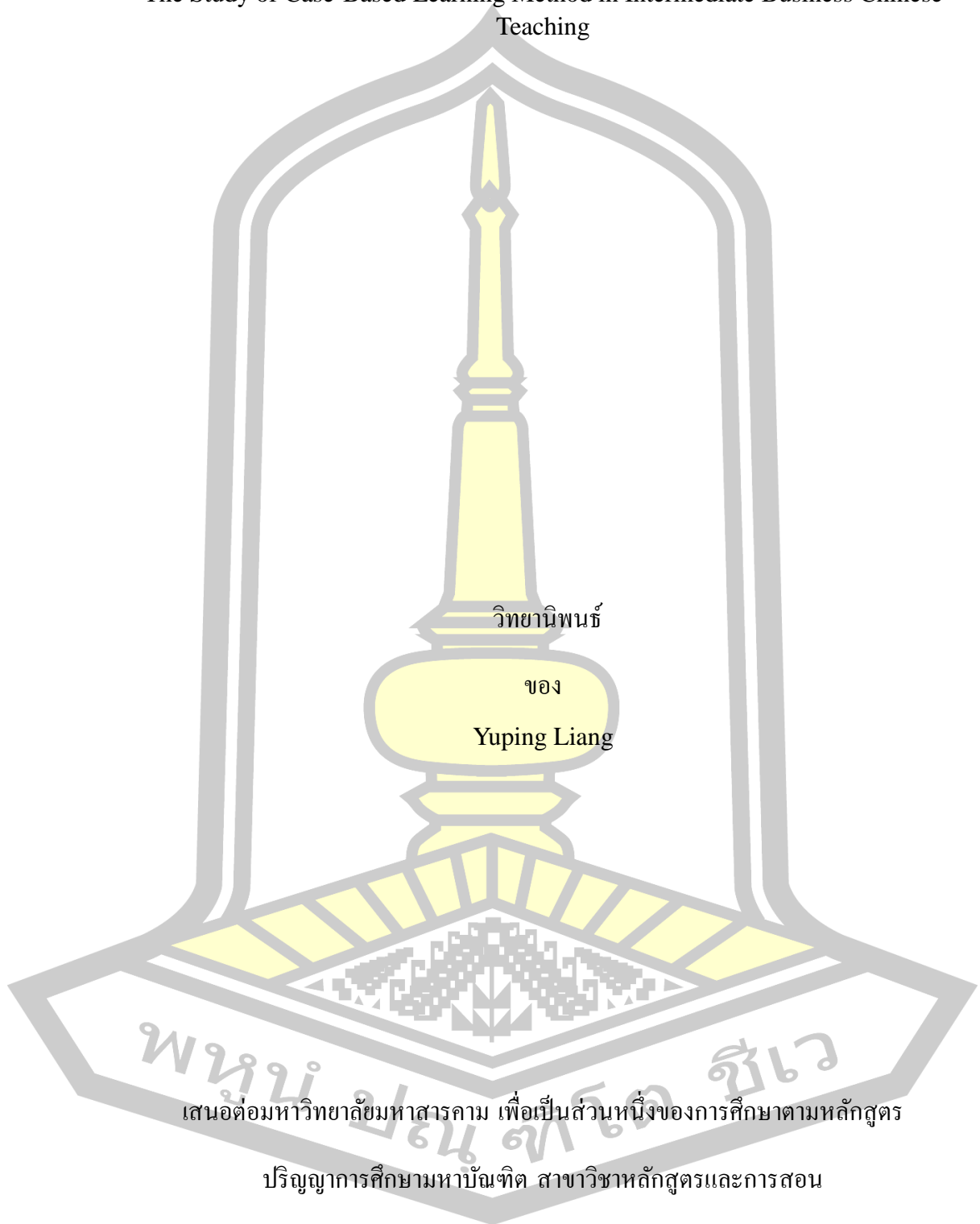
A Thesis Submitted in Partial Fulfillment of Requirements for

degree of Master of Education in Curriculum and Instruction

December 2023

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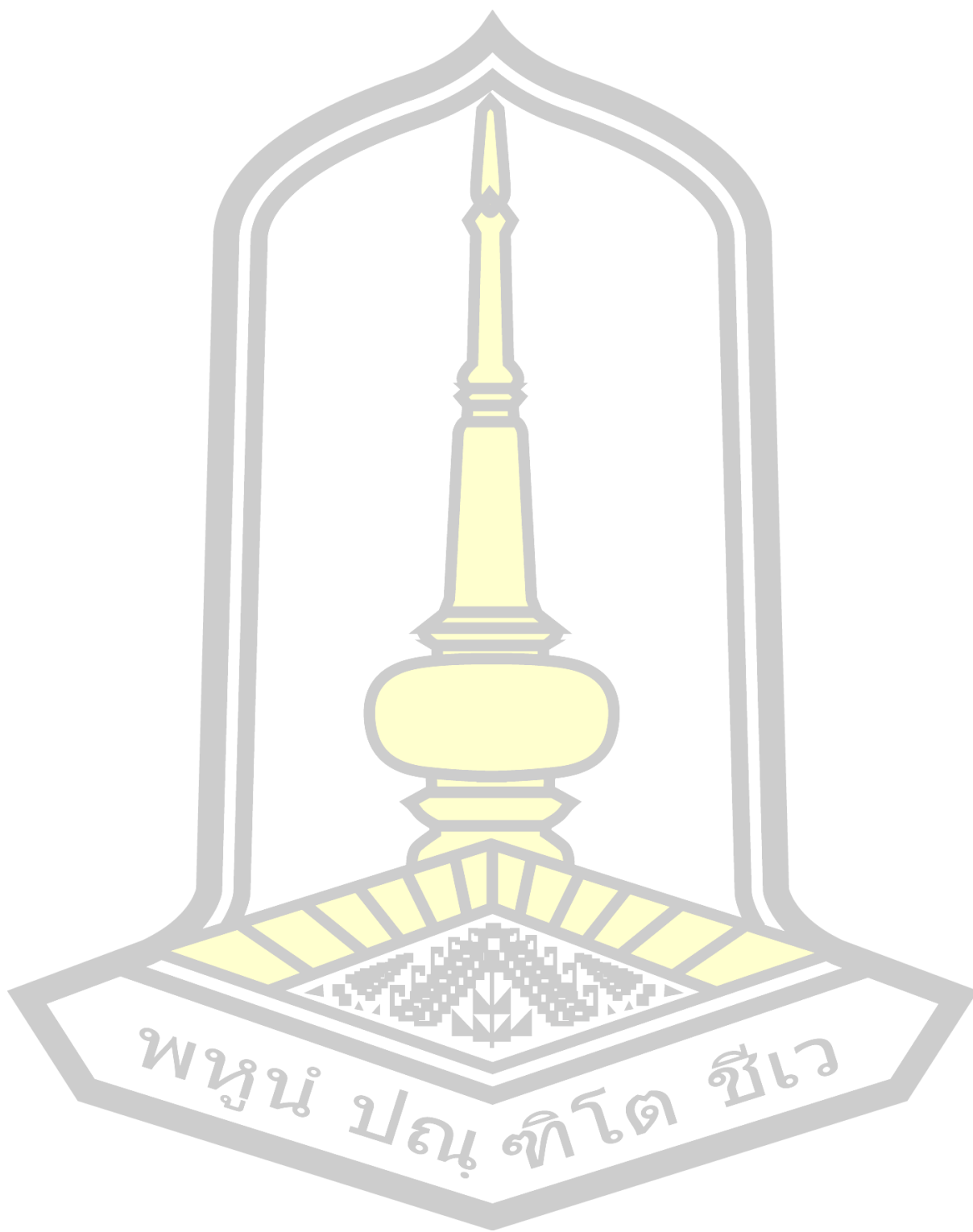Teaching

วิทยานิพนธ์

ของ

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เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร

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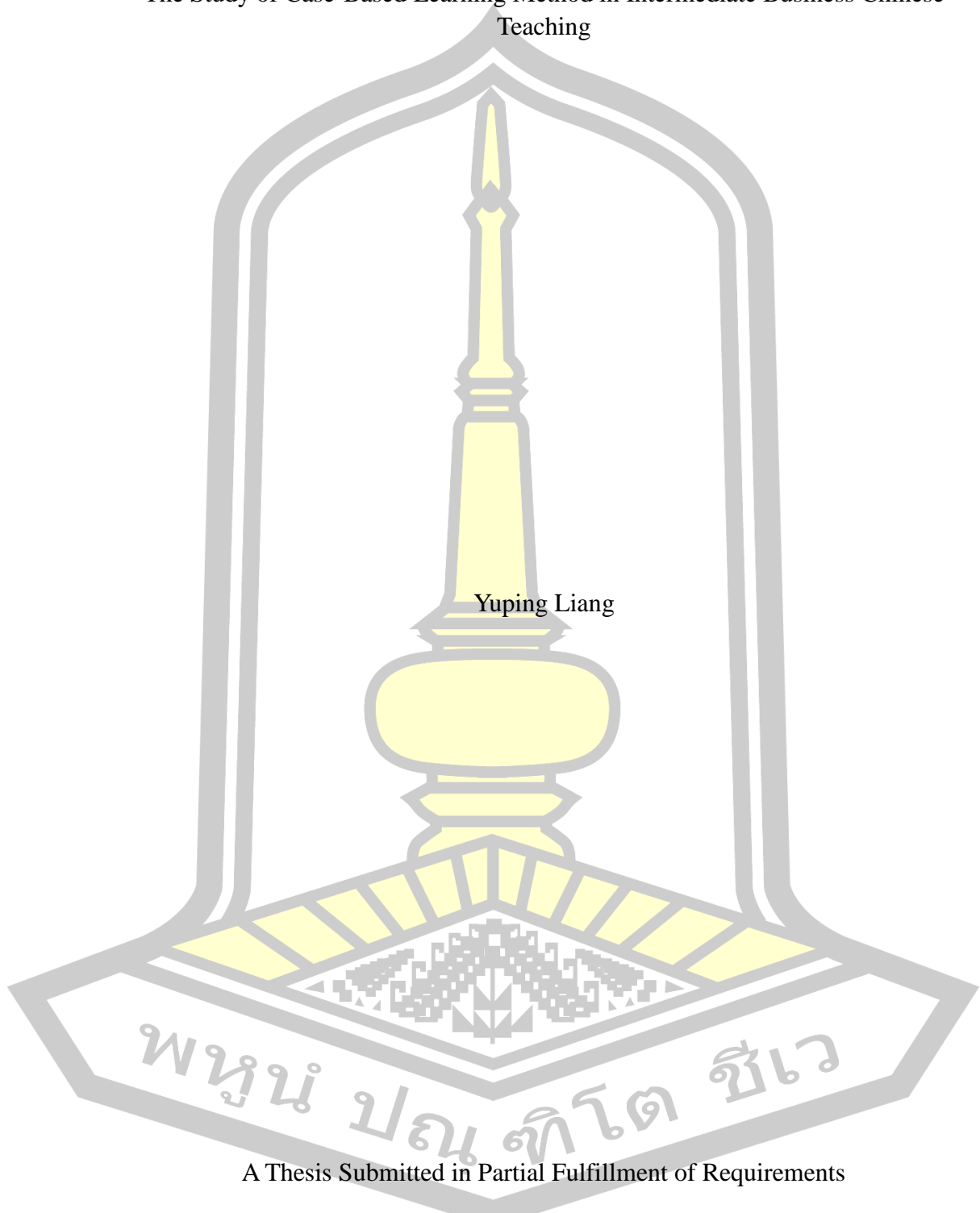The Study of Case-Based Learning Method in Intermediate Business Chinese
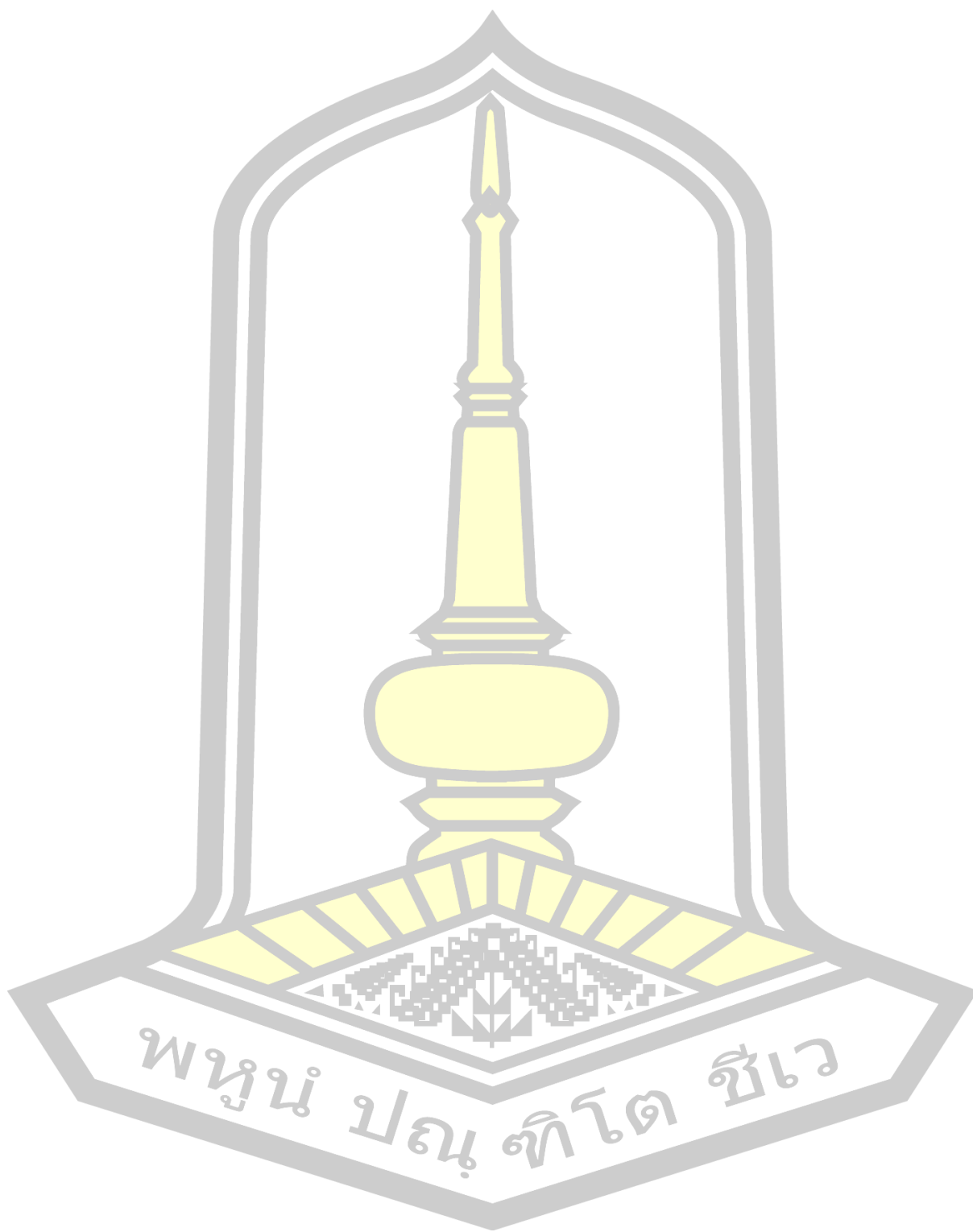Teaching

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The examining committee has unanimously approved this Thesis, submitted by Ms. Yuping Liang , as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction at Mahasarakham University

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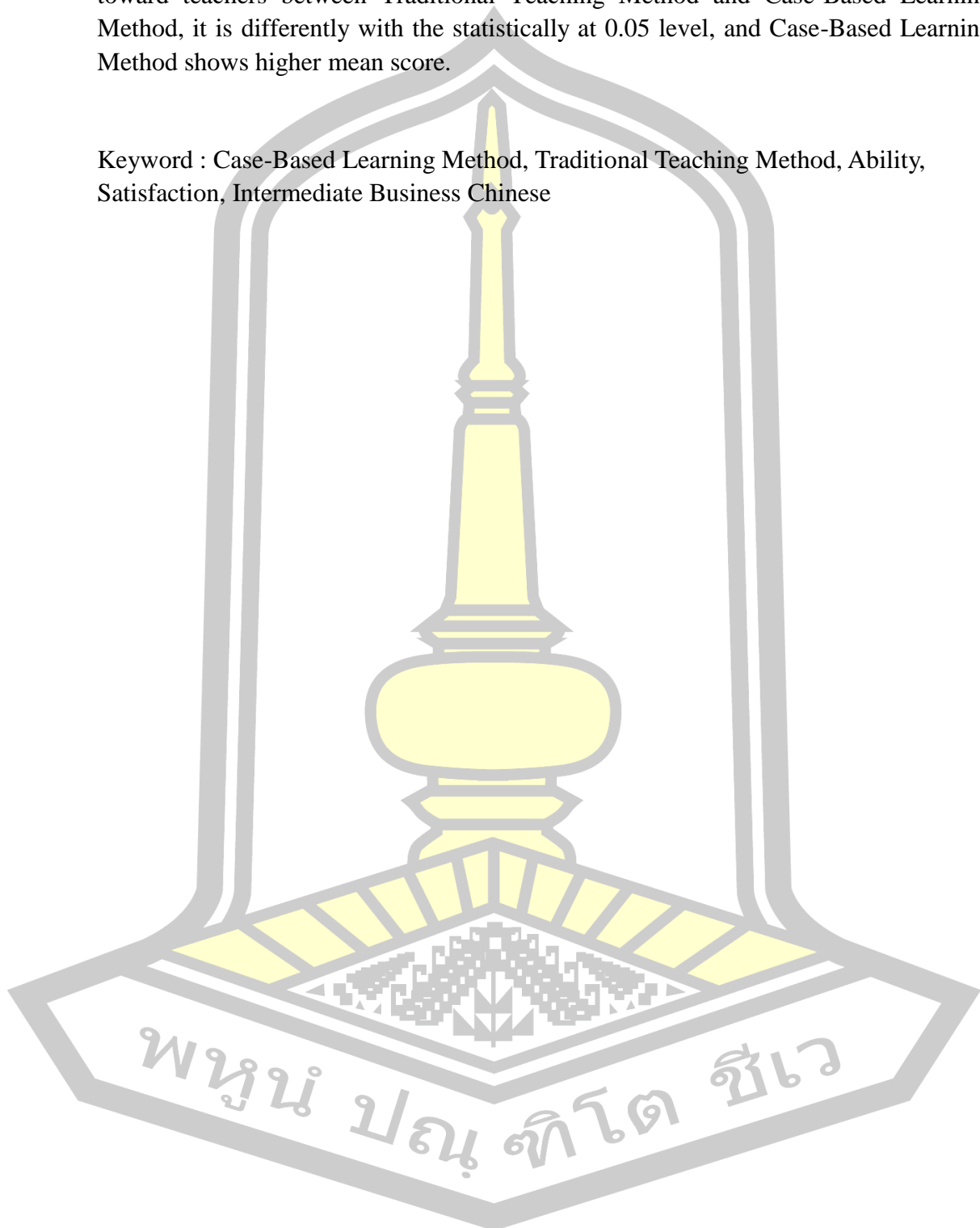|	
TITLE	The Study of Case-Based Learning Method in Intermediate Business Chinese Teaching
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ABSTRACT

There are 4 purposes of this research: (1)Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method; (2)Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method; (3)Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method; (4)Comparing student's satisfaction toward teachers between Traditional Teaching Method and Case-Based Learning Method.

The research participant is a purposeful sampling of 40 international students majoring in Chinese language and literature in the freshman year. They have studied Elementary Business Chinese courses in Guangxi Normal University for Nationalities in first semester of the freshman year. The data collection tools include: (1)Oral Communication Ability Test; (2)Reading Ability Test; (3)Writing Ability Test; (4)student's satisfaction toward teachers. The author mainly used methods such as mean value, standard deviation, frequency，independent sample t-test and descriptive statistics for statistics.

The research results show that: (1)Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method, it is differently with the statistically at 0.05 level, and Case-Based Learning Method shows higher mean score; (2)Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method, it is differently with the statistically at 0.05 level, and Case-Based Learning Method shows higher mean score; (3)Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method, it is differently with the statistically at 0.05 level, and Case-Based

Learning Method shows higher mean score; (4)Comparing student's satisfaction toward teachers between Traditional Teaching Method and Case-Based Learning Method, it is differently with the statistically at 0.05 level, and Case-Based Learning Method shows higher mean score.

Keyword : Case-Based Learning Method, Traditional Teaching Method, Ability, Satisfaction, Intermediate Business Chinese

ACKNOWLEDGEMENTS

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1. 1 Background and Significance of the Topic

1.1.1 Background

The author searched the keyword "the Belt and Road" on Baidu. In September and October 2013, China put forward the major initiatives of "the Silk Road Economic Belt and the 21st-Century Maritime Silk Road". It began to be referred to simply as "the Belt and Road" initiative. Since the 21st century, the "Chinese learning fever" has burgeoned around the world. More and more international students come to China to learn Chinese. As more people accept and acknowledge the cultural value of Chinese, Chinese is becoming more important. Driven by "the Belt and Road" initiative, Business Chinese has become a hot topic for overseas students. Business Chinese has also become a required course for international students to learn Chinese.(Commission, n.d.)

The press release can be seen on the official website of China's Ministry of Education. On June 28, 2022, the Ministry of Education held a press conference. Zhou Wei (2022), the director of the Language and Text Application Management Department of the Ministry of Education, delivered a report at the meeting. He said that at the end of 2021, more than 180 countries and regions has launched Chinese language education and 76 countries has incorporated Chinese into their national education systems. More than 25 million foreign students are learning Chinese. The cumulative number of people that are learning and using Chinese is nearly 200 million(Wei, 2022).

Zhang Li(2006) pointed out that Business Chinese is the Chinese used by people engaged in cross-language business communication activities and related activities in business work and daily life(Li, 2006). When teaching Business Chinese and Basic Chinese as a foreign language, Wan Yina(2004) proposed that Chinese business culture should be added to the Business Chinese course and Wan Yina pointed out that Business Chinese teaching should attach great importance to practicability and focus on

cultivating students' practical application ability and communicative ability(Yina, 2004). To sum up, Business Chinese is very different from Basic Chinese. The teaching content of Business Chinese is oriented towards business knowledge and business activities. Business Chinese mainly enables learners to master some Chinese business knowledge and business activity information, so as to prepare for future business activities and development in China. Basic Chinese mainly involves simple everyday conversation and classroom language. In China, Case-Based Learning Method is still a weak link in Business Chinese teaching.

Many universities and training institutions have also added Business Chinese as compulsory courses for international students. Taking Guangxi Normal University for Nationalities as an example, Business Chinese is a compulsory course for international students major. It provides a language foundation for international students to work in China in the future. International students can learn about business activities and culture while they are learning Business Chinese. Through the teaching practice in the UK, Xie Xiaojuan(2020) proposed that the selection of Chinese content on business language topics should follow the principles of practicality, interest, relevance, authenticity and contrast(Xiaojuan, 2020). Miao Xin(2011) tried to introduce Case-Based Learning Method into Business Chinese teaching; She believed that Case-Based Learning Method could significantly improve learners' comprehensive application ability of Business Chinese, but proper selection of teaching cases and effective organization of classroom teaching were necessary(Xin, 2011). Quan Zhi(2013) proposed that the content selection of Business Chinese textbooks should pay attention to contextualization, authenticity, national dialect, interest and practicability(Zhi, 2013). To sum up, economy, authenticity, typicality and timeliness are the unique properties of Business Chinese. When using Case-Based Learning Method in Business Chinese teaching, students' cultural background should be fully considered, and practical, classic and interesting cases should be selected for teaching.

Yang Qiaoyu(2012) said that at present, there are several problems in foreign students' oral Chinese learning, such as the influence of their mother tongue, learning purpose and psychological factors(QiaoYu, 2012). Influenced by the mother tongue, it is difficult to master oral skills. Poor pronunciation can also cause stress. The study purpose is different and the study effort is also different. Liu Xun(2020) pointed out that the purpose of second language teaching is to cultivate language communication ability, which determined the teaching goal(Xun, 2020). Xu Mengzhen(2022) pointed out that language is not only an important tool of communication, but also an indispensable part of national culture(Mengzhen, 2022). Therefore, teaching Chinese as a foreign language is not only the teaching of language, but also the teaching of culture. In different cultural contexts, foreign students understand different concepts when reading texts.

Huo Jinlong(2023) pointed out that the style of business Chinese is biased towards formal and solemn written expressions, and teachers pay attention to the cultivation of learners' written language ability and the teaching of different types of writing styles in business Chinese(Jinlong, 2023). There are many studies on the Chinese writing ability of foreign students. Yang Fanghua said the they are mainly from the perspective of error analysis, learners' learning strategies and Chinese writing teaching, it is aiming at improving the Chinese writing ability of foreign students, and the main problems are errors among students, teachers and textbooks and the misuse of verbs, nouns, quantifiers and sentence patterns(Fanghua, 2020).

This study mainly focuses on teaching Intermediate Business Chinese and gradually improve students' oral communication ability, reading ability, and writing ability and their satisfaction towards teachers.

1.1.2 Significance of the Study

When the author was working at Guangxi Normal University for Nationalities, the author had taught foreign students Intermediate Business Chinese for two semesters. And the author got some ideas about Intermediate Business Chinese teaching. The

author was planning to study and solve the problems existing Case-Based Learning Method in Intermediate Business Chinese teaching. The Case-Based Learning Method was used real and typical cases as teaching content, so that students could obtain information and communicate with each other in class. The Case-Based Learning Method combined classroom teaching with practical business knowledge to close the gap between the classroom and the real work. In China, Case-Based Learning Method was seldom used in Business Chinese teaching.

Wang Xuan(2006) pointed out that the Case-Based Learning Method can comprehensively cultivate students' four skills: listening, speaking, reading and writing(Xuan, 2006). The Intermediate Business Chinese textbook which was selected by the author contains many Business Chinese cases. First, before class, the author will also combine work or find some classic cases on the Internet to show. Students must first read the case, be familiar with and understand the case when analyzing the case. This familiar process allows students to practice their reading skills. Second, after students are familiar with the case, they discuss the case in groups in class. In group discussion, Students need to express their opinions, interact with other students, and report back to class after discussion. All these can fully exercise students' oral communication ability. Third, after the presentation, students will write a case study report. Students review classroom knowledge and discussion cases, and summarize them in written form to form reports, so that students can improve their writing. At the end of the semester, the author used a questionnaire survey to collect students' satisfaction towards teachers and fully understand the students' satisfaction with the class. To sum up, the author uses Case-Based Learning Method to teach Intermediate Business Chinese courses, which can improve students' oral communication ability, reading ability, writing ability, and students' satisfaction towards teachers. Shorten the gap between classroom teaching and actual business activities. It provide students with comprehensive abilities and comprehensively improve oral communication skills, reading skills and writing skills. Combining the characteristics of Intermediate

Business Chinese and Case-Based Learning Method, the author analyzed Case-Based Learning Method in Intermediate Business Chinese teaching in detail. This paper has certain research significance for Business Chinese teaching.

1.1.3 Research Questions

1.Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average value and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' oral communication ability?

2.Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' reading ability?

3.Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve students' writing ability?

4.Comparing student's satisfaction towards teachers between Traditional Teaching Method and Case-Based Learning Method, the author used average value and standard deviation statistics to research whether the Case-Based Learning Method better improve student's satisfaction toward teachers?

1.2 Research Purpose

There are 4 purposes of this research:

1.Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method.

2.Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method.

3.Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method.

4.Comparing student's satisfaction towards teachers between Traditional Teaching Method and Case-Based Learning Method.

1.3 Research Hypothesis

1.Teaching with Case-Based Learning Method will better improve students' oral communication ability than Traditional Teaching Method.

2.Teaching with Case-Based Learning Method will better improve students' reading ability than Traditional Teaching Method.

3.Teaching with Case-Based Learning Method will better improve the students' writing ability than Traditional Teaching Method.

4.Teaching with Case-Based Learning Method will better improve the student's satisfaction towards teachers than Traditional Teaching Method.

1.4 Research Scope

1.4.1 Population and Sampling

The population is 120 international students majoring in Chinese Language and Literature from Guangxi Normal University for Nationalities. The author purposefully sampled 40 first-year students majoring in Chinese language and literature as the research object. The experimental group of 20 students in Class 1 using Case-Based Learning Method and the control group of 20 students in Class 2 using Traditional Teaching methods.

1.4.2 Research Direction

This study compared Traditional Teaching Method and Case-Based Learning Method to research whether the Case-Based Learning Method can improve students' oral communication ability, reading ability, writing ability and students' satisfaction towards teachers in Intermediate Business Chinese teaching. The students in the experimental group and the control group had the same basic level. The experimental group adopted the Case-Based Learning Method in teaching. The control group was taught by Traditional Teaching Method. Both the experimental group and the control group studied five chapters in the textbook. The author designed the oral

communication ability test, reading ability test, writing ability test and satisfaction survey to compare the two teaching methods, whether Case-Based Learning Method is more conducive to improve students' satisfaction in Intermediate Business Chinese teaching.

1.4.3 Research Plan

The author adopted the experimental research design and selected the sampling survey method with purpose. The participants of this study included 40 first-year Chinese language and literature students from Guangxi Normal University for Nationalities. They have been studying Chinese for two years and have about the same level of knowledge. The study covered the first semester of 2023, with teaching research and testing from May to June. There are a total of 6 teaching plans in this study, each containing lesson plans designed using Case-Based Learning Method and Traditional Teaching Method: 1)Lesson plan 1 and Lesson plan 4 focus on training students' oral communication ability; 2)Lesson plan 5 and Lesson plan 6 focus on training students' reading ability; (3)Lesson plan 2 and Lesson plan 3 focus on training students' writing ability. The Case-Based Learning Method was taught 6 classes, with each class lasting three hours, totaling 18 hours. The Traditional Teaching Method was taught 6 classes, with each class lasting three hours, totaling 18 hours. The total research teaching time is 36 hours.

1.4.4 Use of Teaching Materials

This study mainly used Intermediate Business Chinese textbooks. The author planned to explain the first five chapters of the course. The first lesson is to visit the factory. In Lesson two, we begin the meeting. In Lesson Three, I'm very interested in your new products. The fourth lesson is what your company's quotation is. The last lesson is when it will be delivered. The author focused on the meeting notice and writing.

1.5 Independent and Dependent Variables

1.5.1 Independent Variable

    Case-Based Learning Method

    Traditional Teaching Method

1.5.2 Dependent Variable

    Oral Communication Ability

    Reading Ability

    Writing Ability

    Student Satisfaction towards Teachers

1.6 Duration

The research duration of this paper is about one year, and the time arrangement is as follows:

In the first stage, from June to December 2022, the author searched for documents related to Case-Based Learning Method and Business Chinese teaching from the school library and CNKI. The author determined the title of the paper is the Study of Case-Based Learning Method in Intermediate Business Chinese Teaching. The author determined the research plan, wrote the first three chapters, and completed the opening report.

The second stage, from January to February 2023, the author determined the teaching plan of the Intermediate Business Chinese course. This paper mainly studies the teaching content of five chapters, each chapter has six hours, and the second chapter has been increased six hours, a total of thirty-six hours. The author determined the curriculum teaching plan of the experimental group and the control group.

The third stage, from May to June 2023, it was the teaching stage. The experimental group used Case-Based Learning Method in teaching, while the control group used Traditional Teaching Methods in teaching. During the course teaching, the author took a quiz in class, and after the course. The author took a final test on students' oral communication ability, reading ability, writing ability and released a

questionnaire survey on students' satisfaction towards teachers. The author collected and processed the data from the final test of oral communication ability, reading ability, writing ability, and the questionnaire survey. The author analyzed and summarized the results of the thesis, and completed the writing and defense of the thesis.

1.7 Definitions

1. Business Chinese is a language course to learn specialized business vocabulary, expressions, communication skills and other professional knowledge. Business Chinese includes multiple fields such as business, economy, and culture. Common content includes business etiquette, business communication, business culture, business translation, and business law. The characteristics of Business Chinese are formal and professional language, with Chinese cultural expressions and business thinking patterns. Learners need a certain foundation in Chinese language, which is suitable for students majoring in economics and trade and Chinese language learners planning to engage in economics and trade.

2. Case-Based Learning Method takes cases as the carrier, selects teaching cases that meet the teaching objectives, and carries out teaching. Teachers play the role of designer and motivator in teaching and encourage students to actively participate in discussions. The main steps of Case-Based Learning Method include introducing new lessons, explaining vocabulary, teachers sharing cases, students discussing and analyzing cases, students reporting and teachers summarizing. The characteristic of Case-Based Learning Method is to provide authentic typical cases and enhance students' ability to analyze and solve problems.

3. Traditional Teaching Method is a teacher-centered, book-centered and classroom-centered teaching mode, which is instilled by teachers and passively accepted by students. The steps of Traditional Teaching Method are to introduce new lessons, explain vocabulary, explain the text, students retell the text, and the teacher summarize. The characteristic of Traditional Teaching Methods is that teachers are the main body, teaching a large amount of knowledge, students receive a large amount of

knowledge, and students memorize and do a large number of questions to consolidate their knowledge.

4. Oral communication ability refers to a person's ability to communicate through listening and speaking. It is an external ability and the externalization of language ability. The composition of oral communication ability includes language ability, listening ability, oral expression ability, and communication ability. The evaluation instrument for oral communication ability mainly is an oral test of oral communication ability.

5. Reading ability refers to people's ability to understand and use written language. It is a comprehensive ability, including five aspects: literacy, understanding, analysis, reasoning and evaluation. The reading ability evaluation instrument mainly is a multiple choice question test of reading ability.

6. Writing ability refers to individual's written language expression ability, which is a kind of speech ability. The composition of writing ability includes three aspects: problem-solving, writing content, and language expression ability. The writing ability evaluation instrument mainly is a short answer test of writing ability.

7. Student satisfaction towards teachers refers to the degree which students are satisfied with teacher's teaching. Student satisfaction towards teachers constitutes teaching attitude, teaching content, teaching design, and teaching effectiveness. The main instrument for evaluating student satisfaction towards teachers is a survey questionnaire on student satisfaction towards teachers evaluation.

Chapter II Literature Review

The second chapter is literature review. It mainly introduces Intermediate Business Chinese, Case-Based Learning Method, Traditional Teaching Method, oral communication ability, reading ability, writing ability, and students' satisfaction towards teachers. Then the author discusses the feasibility of Case-Based Learning Method in Intermediate Business Chinese teaching. Finally, the author summarizes the content of this chapter.

2.1 Intermediate Business Chinese

2.1.1 The Essence of Intermediate Business Chinese

The essence of Intermediate Business Chinese is a language course. It mainly learns business vocabulary, expression methods and communication skills. It cultivates learners' abilities in Chinese and business. Intermediate Business Chinese is more about reflecting the functionality of communication.

Liao Yunlin(2016) pointed out that the Business Chinese is a language used in the business environment with Chinese as the form of communication from the language level. And the Business Chinese is a language course to learn professional business vocabulary, expression methods, communication skills and other professional knowledge from the curriculum level.(Yunlin, 2016)

This paper focused on Intermediate Business Chinese. The teaching knowledge mainly included factory introduction, meeting and meeting minutes, product introduction and product quotation, product packaging and shipping, agent, contract signing and claims and other aspects of business knowledge. Due to the class time involved, the author only explained factory introduction, meeting and meeting minutes, product introduction and product quotation, product packaging and shipping in the study.

2.1.2 Teaching Plan Design of Intermediate Business Chinese

Xie Qiuju(2015) introduced the Case-Based Learning Method in the teaching of

Song Form Analysis in some classes, while some classes still adopted the Traditional Teaching mode and through the comparison of teaching practice, the teaching effect of the two methods reflects obvious differences, the most direct manifestation is the examination results(Qiuju, 2015). It can be seen from the examination results that there are obvious changes in the two classes using the Case-Based Learning Method in the same semester. In the class that did not use the Case-Based Learning Method, the number of students failing accounted for one-third of the total number of students, and the number of students with good grades and above was zero. Compared with the two methods, the Case-Based Learning Method has more advantages(Qiuju, 2015).

Zhang Lu(2020) applied the Task-Based Teaching Method and Traditional Teaching Method to Business Chinese writing teaching, and Zhang Lu said that the traditional classroom generally adopted the "3P" teaching model, teaching was carried out according to the order of new words, sentence patterns and texts, and the teacher displayed language materials and students practice in the whole process(Lu, 2020). Traditional Teaching Methods are more teacher-centered. Teachers teach the content and students accept it. Task-Based Teaching Method is more about encouraging students to participate in the classroom. In this view, the purpose of the Task-Based Teaching Method is the same as that of the Case-Based Learning Method.

Baiyun Fei(2019) applied the Case-Based Learning Method in Chinese teaching in secondary vocational schools and summarized the steps of the Case-Based Learning Method as teaching preparation, problem presentation, case analysis, case solution, result presentation and summary evaluation(Yunfei, 2019). The Traditional Teaching Method of teaching consists of reviewing old lessons, teaching new lessons, checking for reinforcement, and assigning homework.

In this study, the author designed two different teaching designs based on the needs of predecessors, see Table 1 for details. First it is to write teaching design based on the Traditional Teaching Method with teachers as the dominant role. The second is to write teaching design based on Case-Based Learning Method. The Traditional

Teaching Method is designed to be used in the control group, and the Case-Based Learning Method is designed to be used in the experimental group. The advantages of the Case-Based Learning Method are demonstrated and summarized in the Intermediate Business Chinese teaching.

Table 1 Differences in Teaching Design between Case-Based Learning Method and Traditional Teaching Method

Steps	Case-Based Learning Method Teaching Plan	Traditional Teaching Method Teaching Plan
Step 1	Import and check the preview effect	Import and check the preview effect
Step 2	Explain the key words	Explain the key words.
Step 3	Group discussion to help students understand case materials	Explain the grammar of the text to deepen students' impression of the text
Step 4	Reproduce the case and report after group discussion	Guide the students to read the text, practice the text knowledge and practice after class
Step 5	Teachers summarize and students write reports after class	The teacher summarizes and students complete their homework after class

2.1.3 Evaluation of Intermediate Business Chinese Teaching

For the oral communication ability test, 20 questions are given, the first 10 questions are survey type, no score is set, and the last 10 questions are knowledge multiple choice questions. There are 10 points for each question, the total are 100 points. For the reading ability test, 20 questions are given to the students, with 5 points for each question, and the total are 100 points. For the writing ability test, 10 writing questions are given, the first 8 questions write short essays about 80 words according to the given words, and the last 2 questions write short essays about 120 words according to the pictures. There are 10 points for each question, the total are 100 points. The experimental group and the control group are used the same test questions to test the oral communication ability, reading ability and writing ability. The author used the

statistical methods of standard deviation and average value, compared the results of the experimental group and the control group, to find out which teaching method was more conducive in improving learners' oral communication ability, reading ability and writing ability. The author gave 10 satisfaction evaluation indicators, compared the students in the experimental group and the control group, and judged which group was more satisfied with teachers.

2.2 Case-Based Learning Method

2.2.1 The Essence of Case-Based Learning Method

Case-Based Learning Method is to cultivate learners' comprehensive ability. It mainly aims to cultivate learners' listening, speaking, reading, and writing abilities. Learners analyze and solve problems using a Chinese style thinking approach based on case studies and character analysis.

Yang Guangfu and Zhang Hongju(2008) pointed out that Harvard Business School in the United States had used the Case-Based Learning Method for the first time(Guangfu & Hongju, 2008). Harvard Law School initially took court cases as teaching cases. At the same time, Harvard Medical School had also introduced this teaching mode into relevant courses. The Case-Based Learning Method was officially recommended by Harvard Business School in 1921, and now many universities around the world were adopting this method. Many teachers in universities around the world are imitating it.

2.2.2 Case-Based Learning Method Research Design

Xu Yanyu(2002) pointed out four processes of Case-Based Learning Method when studying case teaching and its application: firstly, it is case preparation; secondly, it is group discussion which is discussed by group members within the group; thirdly, it is class case discussion with group representatives speaking and supplemented by other group members; finally, it is evaluation stage, teacher evaluation and student reflection(Yanyu, 2002).

Miao Xin(2011) pointed out that the procedure used in the Case-Based Learning

Method in Business Chinese is that teachers provide cases, organize students to discuss and teach inspiration, and students solve problems. The specific teaching includes case introduction, group discussion, teacher comments, and writing summary reports(Xin, 2011).

Based on Miao Xin's research, Shen Shuying considered the Case-Based Learning Method in Business Chinese teaching from two aspects: teachers and students. There are five steps for teachers to complete case teaching. Firstly, according to the actual needs of learners, select cases and determine the appropriate cases; Secondly, it is to send the case to the students in combination with the teaching focus and difficulties in the teaching stage, so that the students can preview the case; Thirdly, organize class discussions; Fourthly, evaluate the content of students' discussion and summarize the cases; Finally, assign and write a summary report to encourage students to participate in practical activities after class. Students complete the five steps of case study, accept the case, and clarify the problem; Preview and seek answers to questions; Classroom discussion, mutual communication; Follow the teacher comments to think deeply; Complete case summary and actively participate in practical activities.(Shuying, 2013)

According to the previous experience, the author summarized three steps of Case-Based Learning Method.

In the first step, the teachers collected and designed cases related to teaching content before the experiment. Under the premise of considering the teaching content and teaching progress, teachers combined actual cases with teaching. The teacher sent the cases materials to the learners before teaching, and the learners looked up the materials in advance to get familiar with the cases. Intermediate students had learned Chinese for two years and had a certain foundation in Chinese, so they could understand and accepted real cases.

In the second step, it was experimental teaching. Teachers divided the students into four groups according to their age, gender and performance of the trainees. Each group discussed and analyzed the key points, causes and solutions in the cases. Each

group was separated from each other and organized the discussion in its own way. During the group discussion, the teacher did not participate in or interfered in the discussion between students. Each group sent a student representative to publish the group's cases analysis and handling. Finally, the local team members who did not speak enough others could add. The speaking time was generally about 15 minutes. After the speech, the group should answer the questions raised by other group members and proposed solutions. At this time, the teacher was only the organizer and guider. The teacher did not participate in students' discussion. After reporting, the teacher could put forward more questions for each group and organized groups to focus on these issues. The teacher guided students to propose more reasonable solutions through discussion, and deepened students' impression of the case of this class and their accumulation of business knowledge.

The last step, it was a summary and reflection. After group and focus discussion, the teacher gave time for each group to make a final summary and reflection. The teacher pointed out the idea of Case-Based Learning Method and how to use case knowledge to solve practical problems. The group discussed the knowledge points and doubts and proposed the optimal solution. The teacher required students to write a summary in written form to deepen their impression of the case and the business knowledge involved. Teachers observed and evaluated students' classroom performance, as well as group summary reports, as a record of students' daily performance (see Table 2 for details).

Table 2 Three Steps for Teachers to Use the Case-Based Learning Method

Steps	Teachers	Students
Step 1	Teachers collected cases related to teaching content and sent them to students	Students searched for information and became familiar with cases
Step 2	Teachers organized and guided students to engage in case discussions	Students discussed and analyzed cases studies and reported on class

Step 3	Teachers guided students to summarized and reflected	Students summarized, and wrote reports

2.2.3 The Evaluation of Case-Based Learning Method

The evaluation of Case-Based Learning Method is not fixed. The author can only design oral communication ability test, reading ability test, writing ability test and satisfaction questionnaire. The author used these tests to test the improvement of students' comprehensive ability when the Case-Based Learning Method was used in Intermediate Business Chinese teaching.

2.3 Traditional Teaching Method

2.3.1 The Essence of Traditional Teaching Method

Traditional Teaching Method is a teaching method in which teachers make students master a lot of knowledge through systematic and detailed explanation, and the form is relatively simple. It consists of teachers, teaching content and students. The teacher is the subject of teaching, the student is the object of teaching, and the teacher plays the main role in teaching.

2.3.2 Types of Traditional Teaching Method

The Traditional Teaching Method includes Expository Method, Demonstration Method, Practice Method, Question and Answer Method, Discussion Method and Experimental Method.

Expository Method is to describe situations and explain concepts to students through oral language. It can be used to impart new knowledge or to consolidate old knowledge.

Demonstration Method is a method that teachers use accurate, vivid and expressive actions to demonstrate and guide students to practice.

Practice Method is that students practice repeatedly to consolidate what they have learned.

Question and Answer Method is a method in which teachers raise questions to students according to certain teaching requirements and guide students to acquire or

consolidate knowledge through question-and-answer.

Discussion Method is a method for students to explore and distinguish right and wrong to obtain knowledge under the guidance of teachers to solve a certain problem.

Experimental Method is a scientific research method, which is to verify the correctness of a certain hypothesis or theory through experimental means.

The author mainly used Expository Method and Practice Method in Intermediate Business Chinese teaching. The review and introduction of new content mainly use the Expository Method. Practice Method was used primarily for class exercises and homework assignments.

2.3.3 Learning steps of Traditional Teaching Method

In the Intermediate Business Chinese teaching, the author mainly used the following four teaching steps.

1. Review. Review the old and learn the new. The teacher briefly summarized the content of the last lesson.

2. Content introduction. The teacher introduced the background of the new lesson, the words, the content of the text and the grammar content.

3. Classroom exercises. The students read the text in different roles. The students role-played the exercises after class.

4. Homework. According to the class content, students completed the exercises after class and wrote the summary report.

2.4 Oral Communication Ability

2.4.1 The Essence of Oral Communication Ability

Oral communication ability is a person's basis communication and an important skill to form social interpersonal relations. Oral communication ability is one of the fundamental purposes of Chinese teaching.

2.4.2 Composition of Oral Communication Ability

Oral communication ability consists of language ability, listening ability, oral expression ability and communicative ability.

1. Language ability is the foundation of oral communication ability. Language skills include clear pronunciation, correct grammar and rich vocabulary. A sufficient vocabulary is necessary for accurate expression in oral communication.

2. Listening ability is the premise of oral communication. Only by listening carefully and understanding the content can we communicate.

3. Oral expression ability refers to the ability to express oneself clearly and accurately in oral language. A person with good oral expression ability can communicate with people smoothly.

4. Communicative ability refers to the ability to communicate and interact effectively with others. In communication, we should not only accurately express our own ideas, but also listen to others' speeches and opinions, and maintain good interpersonal relationships.

2.4.3 Evaluation of Oral Communication Ability

According to Thornbury's(2008) research, there were two main types of rating for assessing oral communication ability: overall rating and analytical rating, overall rating was achieved by giving a single rating based on the overall impression; analytical scoring was done by giving individual scores to different aspects of the subject(Thornbury, 2008). Pimonwan Suphan(2020) gave an overall rating based on a grading scale that included pronunciation, vocabulary, grammar and fluency(Suphan, 2020).

With reference to Thornberry and Pimonwan Suphan, the author designed evaluation of the oral communication ability in four aspects.

1. The overall structure is good, no obvious structural errors, and the structural errors are deducted 1 point.

2. Pronunciation is accurate, words are accurate, and pronunciation errors, vocabulary errors are deducted 0.5 points.

3. Correct intonation and grammar. Intonation errors or grammar errors are deducted 0.5 points.

4. Accurate, natural and fluent language. Cultural errors, speaking too slowly, or pausing for too long are deducted 0.5 points.

2.5 Reading Ability

2.5.1 The Essence of Reading Ability

Reading ability refers to the ability to understand, analyze and evaluate text content. To improve reading ability requires long-term training and accumulation, and requires readers to have good reading habits and reading methods and skills. At the same time, it also requires readers to have certain knowledge reserves and cultural literacy.

2.5.2 Cultivation of Reading Ability

Yu Jiawei(2023) said that the training of students' reading ability mainly included sentence training, mastering reading methods, cultivating students' language sense, cultivating students' reading interest and cultivating students' reading habits(Jiawei, 2023).

Referring to previous studies, the author also cultivated from these five aspects.

1. Sentence Training

Sentence training is of great help to students in understanding the fluency of the text. Vocabulary is formed into sentences, sentences into paragraphs, strengthening the training of words and sentences is conducive to improving students' reading ability.

2. Mastering Reading Methods

Reading can be divided into skimming, intensive reading and silent reading. Skimming is to skim through the text to get a general understanding of the theme and meaning of the text. Intensive reading is to read the important contents and paragraphs carefully and understand the content of the text deeply. Silent reading refers to reading and understanding the text without making sound, which requires relatively high concentration. Different reading methods are used for different purposes.

3. Cultivate Students' Language Sense

The best way to cultivate students' language sense is to read a lot and accumulate

language constantly. By giving students different experiences through excellent articles, a lot of reading can broaden students' horizons and gain more knowledge.

4. Cultivate Students' Interest in Reading

Interest is the best teacher of learning. By taking a variety of cases, students can stimulate their interest in learning, actively explore the fun of reading, and constantly improve their Chinese level in reading.

5. Cultivate Students' Reading Habits

The formation of reading habit is a long-term process. Through the sharing of daily work cases, students keep reading every day. They read in a targeted way, use tools to find unfamiliar words, and understand what they read.

2.5.3 Reading Ability Evaluation

Reading ability is difficult to test, especially for students who cannot understand longer content. According to the shared cases and the classroom teaching content, the author designed 20 multiple-choice reading comprehension questions to judge the students' proficiency in the text content and daily case analysis. Each multiple-choice question has 4 different options, students must understand the meaning and purpose of the question, understand the meaning of each option, so that they could make a correct choice, choose correctly can get 5 points.

The author invited two leading experts in Chinese language and literature and an expert from the International Communication Department to evaluate the two teaching plans of reading teaching and the reading ability test. The difficulty and distinction of reading ability test of 40 second-year Chinese language and literature majors.

2.6 Writing Ability

2.6.1 The Essence of Writing Ability

The essence of writing ability is the ability of language expression, which is a way for writers to show their own ideas or experiences to readers after word processing.

2.6.2 Elements of Writing Ability

Yao Linqun and Chen Wei(2023) built a writing ability evaluation framework for

primary school students from four dimensions: writing context, writing content, writing process and writing strategy(Linqun & Wei, 2023). Yang Qinfen(2021) put forward that the components of writing ability include the ability of observation and analysis, the ability of thinking, the ability of selecting materials, the ability of language expression and the ability of revising articles(Qinfen, 2021). Based on the research of other scholars, the author constructed a writing framework from three aspects: consideration of the topic, writing content and language expression ability.

2.6.3 Writing Ability Evaluation

Zheng Zhigang(2022) proposed a unified standard for written expression. Writing grading can use five scoring criteria: writing, key points, sentences, markers, and overall(Zhigang, 2022).

The author set detailed writing ability scoring standards based on these 5 scoring criteria:

1. If the writing is neat and organized, full marks will be given; If the writing is not neat enough, 1 point will be deducted, and if the writing is very sloppy, 2 points will be deducted.

2. If all the words or images provided in the question stem involve content, full marks will be given, and if the given words are missing, 1 point will be deducted.

3. If the grammar is correct and the sentence conforms to the topic, full score will be given. If the sentence is incorrect or not smooth, 1 point will be deducted.

4. Word spelling errors or punctuation errors will be deducted 0.5 points.

5. Summarize the entire article, deduct 0.5 points for minor errors and 1 point for major errors.

2.7 Students' Satisfaction towards Teachers

2.7.1 The Essence of Students' Satisfaction towards Teachers

The essence of student satisfaction is a teaching evaluation method, where students use the internet to evaluate the satisfaction of the teacher's teaching process through oral communication, written evaluation, or questionnaire surveys. Student

satisfaction is one of the important standards for measuring teachers' teaching level.

2.7.2 Composition of Students' Satisfaction Towards Teachers

Liu Jiaxiu(2015) mainly investigated the quality of work and life of Chinese language teachers in public high schools in northeastern Thailand, analyzing 10 aspects including accommodation, clothing, homesickness, local culture, cooperative schools, privacy, food taste, relationship with Thai teachers, Thai climate, and language understanding, and the research has found that the first factor of teacher dissatisfaction is language understanding, the second is Thai climate, and the third is the relationship with Thai teachers(Jiaxiu, 2015). The author mainly collected and analyzed students' satisfaction towards teacher from four aspects: teaching attitude, teaching content, teaching design, and teaching effectiveness. Among them, teaching attitude includes 2 questions, teaching content includes 3 questions, teaching design includes 2 questions, and teaching effectiveness includes 3 questions. Please refer to Appendix E: Questionnaire Survey of Students' Satisfaction towards Teachers for details.

2.7.3 Evaluation of Students' Satisfaction Towards Teachers

Refer to the evaluation criteria for students' satisfaction towards teachers at Guangxi Normal University for Nationalities. The author designed five options for students' satisfaction evaluation of teachers, representing different scores. The total score is divided into five levels: Excellent, Good, Medium, Pass and Fail.

Scoring criteria for each option

A. Very good   10

B. Good   9

C. Generally   8

D. Poor   7

E. Very poor   6

The level of the total score of the questionnaire

90-100   Excellent

80-89   Good

70-79	Medium
65-69	Pass
60-64	Fail

2.8 Relevant Research on Case-Based Learning Method in Business Chinese teaching

There are many literature on Business Chinese and Case-Based Learning Method, but few literature apply Case-Based Learning Method in Intermediate Business Chinese. At present, Case-Based Learning Method is more popular in Business English research.

Zhang Li(2006) analyzed the target situation of Business Chinese needs, including communication activities and skills in the target situation; It also analyzed five different aspects of learning needs, such as educational objectives, learning schedule, teaching organization, learners' own Chinese level and the scope of language learning content(Li, 2006).

Chen Fang(2008) conducted a connotation and framework analysis of the needs for Business Chinese teaching; She pointed out that it was necessary to analyze learners' target needs, including target scope, target context, target level, and communication skills; The author conducted an in-depth analysis of learning needs from the perspectives of learners' reasons for learning Business Chinese courses, learning methods, learning resources, learning objects, and personal characteristics(Fang, 2008).

Jia Lili(2016) pointed out that Business English teaching had the problem of ignoring the teaching process and evaluating the teaching in a single way; Jia Lili pointed out that Case-Based Learning Method should be applied to Business English teaching; Teachers should classify and summarize excellent cases in teaching preparation; Students were the main body in classroom teaching; The use of Case-Based Learning Method combined with other teaching methods would have greater advantage(Lili, 2016).

Tian Yuelan(2017) combined with the curriculum objectives of primary school Chinese and proposed to quote Case-Based Learning Method in primary school Chinese teaching classes, in the article "Application Analysis of Case-Based Learning Method in Chinese Teaching"; Firstly, the teacher should clarify the teaching objectives; And then the teacher was carefully selecting cases; The teacher guided students to understand the thoughts and feelings in the cases and created emotional resonance; Finally, teachers should solve the problems in Case-Based Learning Method and carry out reform and innovation; Teachers paid attention to cultivating students' good thinking habits in teaching to lay a foundation for future study(Yuelan, 2017).

Zhang Yang(2018) explained in detail the problems that should be paid attention to in cases selection and preparation with examples, in the Research on the Application of Case-Based Learning Method in Advanced Business Chinese Course; A specific teaching mode was proposed that based on the case in the book; Zhang Yang provided a specific teaching reference model for novice teachers and put forward to constructive suggestions for Business Chinese teachers, learners, and textbook compilation(Yang, 2018).

Liao Yunlin(2016) wrote the Research on the Application of Case-Based Learning Method in Business Chinese Teaching; It was based on the theory of Case-Based Learning Method, she verified the necessity and feasibility of Case-Based Learning Method in Business Chinese teaching and pointed out that Case-Based Learning Method could obviously improve the learning atmosphere in the classroom, aroused their interest and cultivated their initiative; Students would reflect on the teaching activities of Case-Based Learning Method and build up their confidence in learning(Yunlin, 2016).

2.9 Summary of this chapter

This chapter mainly introduced Intermediate Business Chinese, Case-Based Learning Method, Traditional Teaching Method, oral communication ability, reading ability, writing ability, and students' satisfaction towards teachers. Then the author

discusses the feasibility of Case-Based Learning Method in Intermediate Business Chinese teaching. Thus lead to the next chapter specific teaching design and test design and other specific operations.

The author used Case-Based Learning Method that mainly guided students to discuss, report and summarize the cases provided in class through class learning, and strengthened the interaction between students and teachers. Students learned knowledge from practical classroom cases, combined practical cases with classroom theoretical knowledge, and finally applied what they have learned to future business communication. The main teachers in the Traditional Teaching Method of Intermediate Business Chinese teach business knowledge, summarize important and difficult points, and transfer a lot of knowledge to students, and students do not think deeply about knowledge.

Comparing Case-Based Learning Method and Traditional Teaching Method, Case-Based Learning Method helps students observe and summarize the rules, which makes students more impressed. Combining theory with practice in class is more conducive to students learning intermediate business knowledge and adapting to the real business environment as soon as possible after graduation. Based on the above views, the author also suggests the use of Case-Based Learning Method in Intermediate Business Chinese teaching.
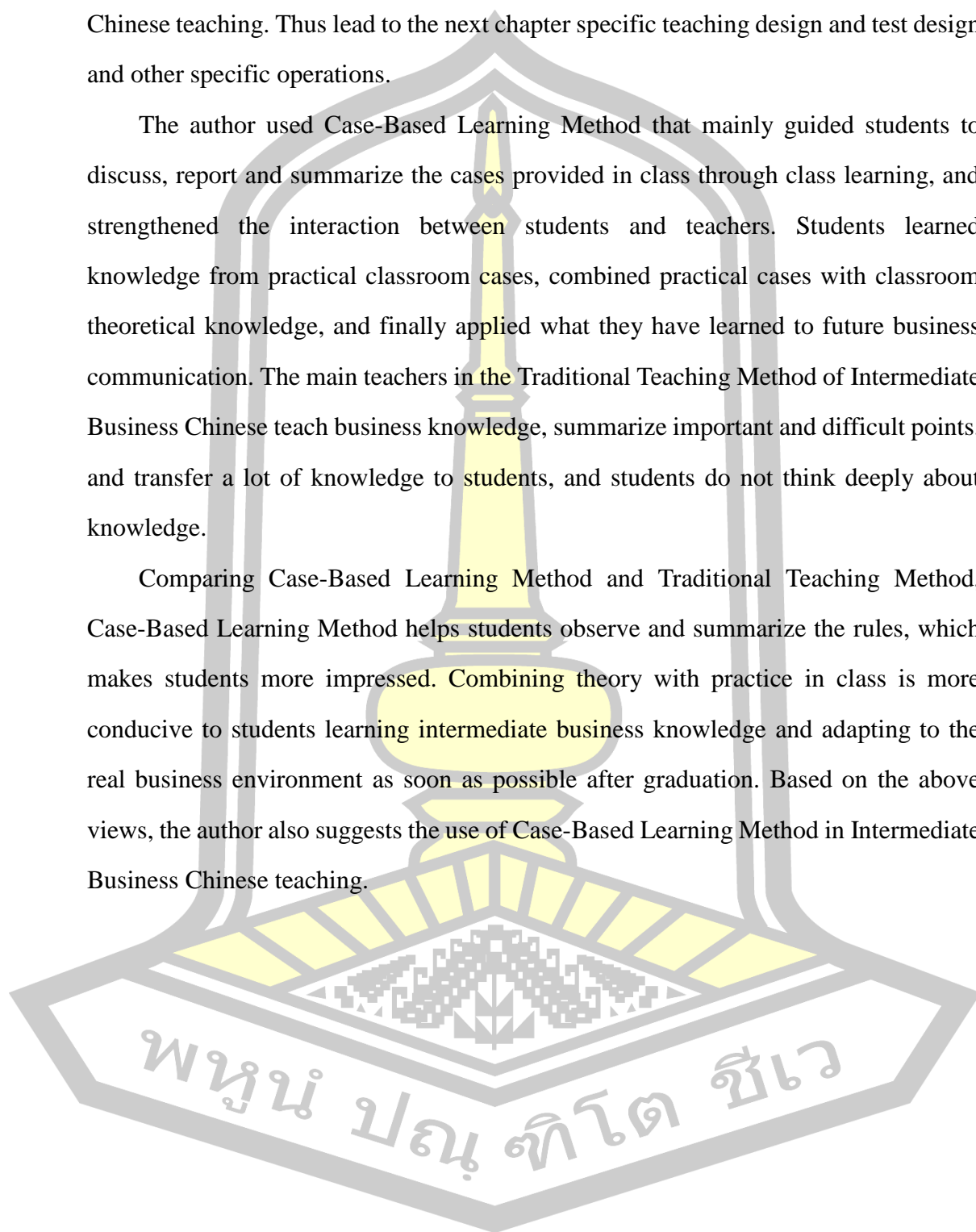
Chapter III Thesis Design

3.1 Thesis Structure

The first chapter is an introduction. It mainly introduces the background and significance of the topic, the purpose, hypothesis, scope, and duration of the study. There are also the definitions of Intermediate Business Chinese, independent variables and dependent variables. The second chapter is a literature review. It mainly includes Specific introduction of independent variables and dependent variables and the feasibility of the Case-Based Learning Method in Intermediate Business Chinese teaching. The third chapter is mainly about the paper design, including thesis structure, research methods, data collection and data analysis. The fourth Chapter, the author collected and sorted out the research data and analyzed the designed teaching plan, tests, questionnaires, Expert review and Index of Item-Objective Congruence. The last chapter, it is the summary, discussion, significance, limitations and suggestions. The author analyzed the research data of the paper, drew the conclusion of the research, and wrote the paper (See Table 3 for details).

Table 3 The Research Structure of the Paper

I. Introduction					
Background and Significance	Purpose	Hypothesis	Scope	Duration	Definitions
II. Literature Review					
Intermediate Business Chinese		Case-Based Learning Method		Traditional Teaching Method	
Oral Communication Ability		Reading Ability	Writing Ability		Student Satisfaction
III. Thesis Design					
Thesis Design		Research Method		Data Collection	Data Analysis
IV. Data Analysis					
Oral Communication Ability		Reading Ability	Writing Ability		Student Satisfaction
V. Discussion and Conclusion					
Summary	Discussion		Significance	Limitations	Suggestions

3.2 Research Methods

The research methods of this topic mainly include literature method, survey method, teaching plan design, comparative experiment method, observation method, test method, chart method, statistics method and other research methods.

3.2.1 Literature Method

The author searched various documents and books through the school library and CNKI. The author arranged Case-Based Learning Method and relevant research on Intermediate Business Chinese teaching for reference. The author analyzed the previous research results and applications of Case-Based Learning Method and Business Chinese.

3.2.2 Survey Method, Chart Method and Statistical Method

The author quoted the students evaluation indicators of Guangxi Normal University for Nationalities in 2020. the author conduced a questionnaire survey to collect students' satisfaction with teachers' teaching. There are ten indicators, and each indicator has five evaluation grades. Option A has 10 scores, Option B has 9 scores, Option C has 8 scores, Option D has 7 scores, and Option E has 6 scores. The satisfaction of the experimental group and the control group to the teachers were compared by using chart method and statistical method.

3.2.3 Teaching Plan Design

The author determined the teaching requirements of Intermediate Business Chinese. The author found appropriate teaching cases from online materials, or in work. The cited cases and texts were combined into the teaching plan that design to standardize the teaching process. The author used Case-Based Learning Method to achieve the training goal of Intermediate Business Chinese teaching requirements. The author used Traditional Teaching Method and Case-Based Learning Method to design two different teaching plans.

3.2.4 Class Test and Final Exam

After each class, the author assigned homework to understand the students'

mastery of classroom teaching knowledge, which was also used as the result of the classroom test. Through the implementation of Case-Based Learning Method, the author observed students' performance in the classroom. And author analyzed students' problems in class, reflected and summarized in time. The author combined with relevant theoretical knowledge by using Case-Based Learning Method, the teaching quality was continuously improved in Business Chinese teaching. In the teaching, the experimental group was used Case-Based Learning Method, while the control group was used Traditional Teaching Method. At the end of the term, the control group and the experimental group were given some formal test, like oral communication ability test, reading ability test, writing ability test and satisfaction questionnaire survey. They were discussed by three teachers and reviewed by the college leaders.

3.2.5 Comparative Experimental Method

The experimental group was used Case-Based Learning Method for teaching, while the control group was used Traditional Teaching Methods. By comparing different types of teaching between the experimental group and the control group, the author studied whether students' oral communication ability, reading ability and writing ability in Intermediate Business Chinese teaching are improved in the experimental group. And whether the experimental group is more satisfied with teachers.

3.3 Data Collection

It was assumed that students of experimental group and control group are comparable in terms of country, age, gender, performance, etc. The teaching materials, teaching time, syllabus, teaching purpose and teaching progress that were selected by teachers are the same. The teacher of the experimental group and the control group was the same person. The experimental group was used Case-Based Learning Method for teaching, while the control group was used Traditional Teaching Method in teaching. Both groups of students were given class test and final test to collect student materials. The author used the tool, input the test scores of the Intermediate Business Chinese course of the experimental group and the control group into the software for analysis.

The mean value and standard deviation was used to compare the scores of class test and final exam between the experimental group and the control group. At the end of the period, a questionnaire survey was issued to organize students to fill in their satisfaction with the teacher's teaching. By using the average value and standard deviation, the satisfaction of the experimental group and the control group to the teachers in the Intermediate Business Chinese teaching was compared.

The author compared the average and standard deviation of the scores of the experimental group and the control group in the class test and final exam. The author compared the average value and standard deviation of the two groups of students in the questionnaire survey. The author compared the test scores and evaluation results of the experimental group after using Case-Based Learning Method while the control group using Traditional Teaching Methods. And author judged whether the average value and standard deviation of the experimental group were better than the control group. The author wanted to verify whether teachers used Case-Based Learning Method that could improve students' oral communication ability, reading ability and writing ability in Business Chinese teaching. And if the Case-Based Learning Method was used in the Intermediate Business Chinese teaching, the students' satisfaction with teachers was higher.

The author first applied the tests of oral communication ability, reading ability and writing ability to 40 students majoring in Chinese Language and Literature in the class of second-year students who had already learned Intermediate Business Chinese. Examine the difficulty and discrimination of oral communication ability test, reading ability test and writing ability test. And 80 students from the second-year and third-year students majoring in Chinese Language and Literature were invited to test the reliability and validity of the survey on student satisfaction towards teachers. The author used SPSS software to calculate the reliability and validity of the survey on student satisfaction toward teachers by adopting the "reliability test" of Cronbach's Alpha and Cronbach's Alpha Based on Standardized Items.

3.3.1 Intermediate Business Chinese Oral Communication Ability Test

1. Lesson Plan and Test

The author mainly used lesson plan 1 and lesson plan 4 to focus on training students' oral communication ability. After class, three teachers met together to discuss 20 questions to test the oral communication ability of international students. The experimental group and the control group were used the same test to determine whether the oral communication ability of the experimental group was higher than the control group by using the average value and standard deviation. This test used statistical data with large average and small standard deviation to judge oral communication ability. The oral communication ability test was shown in Appendix B. The author designed the first 10 questions only to understand the situation of the students, without setting a score. And the last 10 questions each had 10 points, a total of 100 points. The Oral Communication Ability Test was scheduled for June 24, 2023, about a week after the end of the course.

2. Index of Item-Objective Congruence (IOC)

An expert group composed of 3 experts evaluated the two Lesson plans and the final test of Business Chinese oral communication ability. The three experts are Professor Lu Hanjun, Dean of the Institute of Literature and Media, Associate Professor Wang Qiaoming, Associate Dean of the Institute of Literature and Media, and Associate Professor Deng Xianyi, Dean of the Institute of International Exchange. The Index of Item-Objective Congruence (IOC) of Lesson plan 1 and Lesson plan 4 is 0.67, which is higher than 0.5. The overall Index of Item-Objective Congruence (IOC) of the oral communication ability test is 0.9, and the goal consistency index of individual items is between 0.67-1.00, which is higher than 0.5. The results of the Index of Item-Objective Congruence (IOC) show that the Business Chinese oral communication ability test can be used for testing foreign student.

3. Difficulty and Discrimination

The author's Intermediate Business Chinese Oral Ability Test was distributed to

40 students majoring in Chinese Language and Literature in second-year who had already learned Intermediate Business Chinese to test the difficulty and discrimination of oral communication ability.

The formula for calculating the difficulty of the entire test is: P= X/W. Among them, P is the difficulty, X is the average score, and W is the full score. The difficulty calculation of a single non-choice question also uses this calculation method.

The formula for calculating the discrimination of the entire test is: D=2(XH—XL)/W. Among them, D is the discrimination degree of the test paper, W is the total score of the test paper, XH is the average score of the 27% high group and XL is the average score of the 27% low group. The author arranged the total scores of all candidates from high to low. The author set the highest 27% of the total scores as the high group, and set the lowest 27% as the low group. And then the author respectively calculated the average score of each group, and the difference according to the formula Spend.

Item	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total
N	40	40	40	40	40	40	40	40	40	40	40
W	10	10	10	10	10	10	10	10	10	10	100
X	7.53	7.78	8.25	8.03	8.03	6.43	7.93	7.83	6.48	8.03	76.28
P	0.75	0.78	0.83	0.80	0.80	0.64	0.79	0.78	0.65	0.80	0.76
XH	8.91	9.09	9.18	9.18	9.00	7.91	9.00	9.00	7.82	9.00	83.09
XL	6.18	6.27	6.82	6.64	6.82	5.27	6.26	6.45	5.45	6.64	66.18
D	0.55	0.56	0.47	0.51	0.44	0.53	0.55	0.51	0.47	0.47	0.34

Figure 1 Difficulty and Distinction Degree of Intermediate Business Chinese Oral Communication Ability Test

The Business Chinese oral communication ability test is an easy question, and the degree of discrimination is relatively good. According to the formula calculation, the overall difficulty of Business Chinese oral communication test questions is 0.76, and the difficulty of individual questions is between 0.64-0.83. According to the formula, it can be calculated that the item discrimination of the Business Chinese oral communication ability test is 0.34, and the individual item discrimination is between 0.44-0.56. The data shows that the Intermediate Business Chinese oral communicative

ability test is an easy question. This question has a good degree of discrimination and can be used to test the Business Chinese oral communication ability for foreign students.

3.3.2 Intermediate Business Chinese Reading Ability Test

1. Lesson Plan and Test

The author mainly used lesson plan 5 and lesson plan 6 to focus on training students' reading ability. After class, three teachers hold a meeting to discuss 20 reading questions to test the reading ability for students. The experimental group and the control group were used the same test. The author judged whether the reading ability of the experimental group was higher than that the control group. The reading ability test is shown in Appendix C. There were 20 questions, with 5 points for each question, totaling 100 points. The Reading Ability Test was scheduled for June 25, 2023, about a week after the end of the course.

2. Index of Item-Objective Congruence (IOC)

An expert group composed of 3 experts evaluated the two Lesson plans and the final test of Intermediate Business Chinese reading ability. The three experts are Professor Lu Hanjun, Dean of the Institute of Literature and Media, Associate Professor Wang Qiaoming, Associate Dean of the Institute of Literature and Media, and Associate Professor Deng Xianyi, Dean of the Institute of International Exchange. The Index of Item-Objective Congruence (IOC) of Lesson plan 5 and Lesson plan 6 is 0.67-1, which is higher than 0.5. The overall Index of Item-Objective Congruence (IOC) of the reading ability test is 0.92, and the goal consistency index of individual items is between 0.67-1.00, which is higher than 0.5. The results of the Index of Item-Objective Congruence (IOC) show that the Intermediate Business Chinese reading ability test can be used for testing foreign student.

3. Difficulty and Discrimination

The author's Intermediate Business Chinese Reading Test was distributed to 40 students majoring in Chinese Language and Literature in second-year who had already

learned Intermediate Business Chinese to test the difficulty and discrimination of reading ability.

The formula for calculating the difficulty of the entire test is: P= X/W. Among them, P is the difficulty, X is the average score, and W is the full score. The formula for calculating the difficulty of a single multiple-choice question is: P=R/N. Among them, P represents the passing rate of the question, N is the number of all candidates, and R is the number of people who passed the question.

The formula for calculating the discrimination of the entire test is: D=2(XH—XL)/W. Among them, D is the discrimination degree of the test paper, W is the total score of the test paper, XH is the average score of the 27% high group and XL is the average score of the 27% low group. The degree of the discrimination of single-choice questions is also calculated based on the pass rate. The calculation formula is D=PH-PL. Arrange the total scores of all candidates from high to low. The 27% of the candidates with the highest total score for each question are designated as the high group, and the pass rate of the high group is PH. The 27% of the candidates with the lowest total score are designated as the low group, and the pass rate of the low group is PL. Calculate the pass rate of the two groups of candidates on a certain question, and the difference between the two pass rates is the degree of discrimination of this question.

Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
W	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
X	4.13	4.13	3.00	4.25	3.75	3.63	4.25	4.25	3.63	3.38	3.38	3.63	4.13	4.13	3.75	4.13	4.13	3.75	3.63	4.13	77.13
P	0.83	0.83	0.60	0.85	0.75	0.83	0.85	0.85	0.73	0.68	0.68	0.73	0.83	0.83	0.75	0.83	0.83	0.75	0.73	0.83	0.77
PH	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	84.55
PL	0.36	0.36	0.00	0.45	0.09	0.00	0.45	0.45	0.00	0.00	0.00	0.00	0.36	0.36	0.09	0.36	0.36	0.09	0.00	0.36	69.09
D	0.64	0.64	1.00	0.55	0.91	1.00	0.55	0.55	1.00	1.00	1.00	1.00	0.64	0.64	0.91	0.64	0.64	0.91	1.00	0.64	0.31

Figure 2 Difficulty and Distinction Degree of Intermediate Business Chinese Reading Ability Test

The Intermediate Business Chinese reading ability test is an easy question, and the degree of discrimination is relatively good. According to the formula calculation, the overall difficulty of Intermediate Business Chinese reading ability test questions is 0.77, and the difficulty of individual questions is between 0.68-0.83. According to the formula, it can be calculated that the item discrimination of the Intermediate Business Chinese writing ability test is 0.31, and the individual item discrimination is between 0.55-1. The data shows that the Intermediate Business Chinese reading ability test is an easy question. This question has a good degree of discrimination and can be used to test the Intermediate Business Chinese reading ability for foreign students.

3.3.3 Intermediate Business Chinese Writing Ability Test

1. Lesson Plan and Test

The author mainly used lesson plan 2 and lesson plan 3 to focus on training students' writing ability. After class, three teachers hold a meeting to discuss 10 writing questions to test the writing ability for students. The experimental group and the control group were used the same test. The author used standard deviation and average value to judge whether the writing ability of the experimental group was higher than the control group. The writing test is shown in Appendix D. There are 10 questions, 10 points for each question, a total of 100 points. Intermediate Business Chinese Writing Ability Test was scheduled for June 26, 2023, about a week after the end of the course.

2. Index of Item-Objective Congruence (IOC)

An expert group composed of 3 experts evaluated the two Lesson plans and the final test of Intermediate Business Chinese writing ability. The three experts are Professor Lu Hanjun, Dean of the Institute of Literature and Media, Associate Professor Wang Qiaoming, Associate Dean of the Institute of Literature and Media, and Associate Professor Deng Xianyi, Dean of the Institute of International Exchange. The Index of Item-Objective Congruence (IOC) of Lesson plan 2 and Lesson plan 3 is 1, which is higher than 0.5. The overall Index of Item-Objective Congruence (IOC) of the writing ability test is 0.84, and the goal consistency index of individual items is

between 0.67-1.00, which is higher than 0.5. The results of the Index of Item-Objective Congruence (IOC) show that the Intermediate Business Chinese writing ability test can be used for testing foreign student.

3. Difficulty and Discrimination

The author's Intermediate Business Chinese Writing Test was distributed to 40 students majoring in Chinese Language and Literature in second-year who had already learned Intermediate Business Chinese to test the difficulty and discrimination of writing ability.

The formula for calculating the difficulty of the entire test is: $P = X/W$. Among them, P is the difficulty, X is the average score, and W is the full score. The difficulty calculation of a single non-choice question also uses this calculation method.

The formula for calculating the discrimination of the entire test is: $D = 2(XH—XL)/W$. Among them, D is the discrimination degree of the test paper, W is the total score of the test paper, XH is the average score of the 27% high group and XL is the average score of the 27% low group. The author arranged the total scores of all candidates from high to low. The author set the highest 27% of the total scores as the high group, and set the lowest 27% as the low group. And then the author respectively calculated the average score of each group, and the difference according to the formula Spend.

Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
N	40	40	40	40	40	40	40	40	40	40	40
W	10	10	10	10	10	10	10	10	10	10	100
X	7.1	7.0	6.9	7.6	7.6	6.5	7.4	7.8	7.0	7.5	72.20
P	0.71	0.70	0.69	0.76	0.76	0.65	0.74	0.78	0.70	0.75	0.72
XH	8.64	8.27	8.45	9.09	8.63	8.27	8.73	8.82	8.27	9.00	79.55
XL	5.91	6.00	5.73	6.27	6.45	5.00	5.73	6.45	5.55	5.91	64.36
D	0.55	0.45	0.54	0.56	0.44	0.65	0.60	0.47	0.54	0.62	0.30

Figure 3 Difficulty and Distinction of Intermediate Business Chinese Writing Ability Test

The Intermediate Business Chinese writing ability test is an easy question, and the degree of discrimination is relatively good. According to the formula calculation, the

overall difficulty of Intermediate Business Chinese writing test questions is 0.72, and the difficulty of individual questions is between 0.65-0.78. According to the formula, it can be calculated that the item discrimination of the Intermediate Business Chinese writing ability test is 0.30, and the individual item discrimination is between 0.44-0.65. The data shows that the Intermediate Business Chinese writing ability test is an easy question. This question has a good degree of discrimination and can be used to test the Intermediate Business Chinese writing ability for foreign students.

3.3.4 Students' Satisfaction Towards Teachers

1. Students' Satisfaction Questionnaire

It mainly refered to the student evaluation index of Guangxi Normal University for Nationalities which was published in 2020. The author designed a satisfaction questionnaire, see Appendix E for details, and collected students' satisfaction towards teachers. It includes 10 indicators, 2 questions of teaching attitude, 3 questions of teaching content, 2 contents of teaching design and 3 contents of teaching effect. There are five evaluation levels for each indicator. A level of 10 points can be achieved very good, B level of 9 points can be achieved good, C level of 8 points can be achieved generally, D level of 7 points is be relatively poor, and E level of 6 points is very poor. The author used the average value and standard deviation to determine which group was more satisfied with the teacher's teaching in the experimental group and the control group. The questionnaire is designed with 10 questions in total, with 10 points for each question, a total of 100 points. The student satisfaction questionnaire was scheduled for June 27, 2023, with the test taking place about a week after the end of the course.

2. Index of Item-Objective Congruence (IOC)

An expert group composed of 3 experts evaluated the students' satisfaction toward teachers. The three experts are Professor Lu Hanjun, Dean of the Institute of Literature and Media, Associate Professor Wang Qiaoming, Associate Dean of the Institute of Literature and Media, and Associate Professor Deng Xianyi, Dean of the Institute of International Exchange. The Index of Item-Objective Congruence (IOC) of the

students' satisfaction toward teachers is 0.93, which is higher than 0.5. And the goal consistency index of individual items is between 0.67-1.00, which is higher than 0.5. The results of the Index of Item-Objective Congruence (IOC) show that the students' satisfaction questionnaire toward teachers can be used for survey foreign student.

3. Reliability and validity

The authors invited 80 students from second-year and third-year to test the reliability and validity of the students' satisfaction towards teachers.

Dimension	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Teaching attitude	0.643	0.647	2
Teaching content	0.676	0.681	3
Teaching design	0.522	0.522	2
Teaching effect	0.724	0.731	3

Figure 4 Reliability Analysis of Student Satisfaction questionnaire towards Teachers

Through SPSS software, the reliability test adopts the "reliability test" of Cronbach's Alpha and Cronbach's Alpha Based on Standardized Items. The author analyzes in four dimensions, the reliability of teaching attitude is 0.643, the reliability of teaching content is 0.676, the reliability of teaching design is 0.522, the reliability of teaching effect is 0.724, and the reliability range is between 0.522-0.724.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.870
Bartlett's Test of Sphericity	Approx. Chi-Square	270.780
	df	45
	Sig.	.000

Figure 5 Validity Analysis of Student Satisfaction questionnaire toward teachers

Through SPSS software, exploratory factor analysis was used for validity analysis. The coefficient of Kaiser-Meyer-Olkin Measure of Sampling Adequacy. KMO is 0.87, and the structure of the student satisfaction questionnaire toward teachers is relatively good. Bartley's sphericity test was significant (P<0.05) and the student satisfaction

questionnaire has good construct validity.

3.4 Data Analysis

The author used an independent sample t-test and descriptive statistics to compare students' Intermediate Business Chinese oral communication ability, reading ability and writing ability through percentage, average value, maximum, minimum, standard deviation and significance.

The author used comparative analysis of students' oral communication abilities. The experimental group used Case-Based Learning Method and the control group used Traditional Teaching Method. The author used an independent sample t-test and descriptive statistics to compare and analyze the influence of Case-Based Learning Method and Traditional Teaching Method on students' Intermediate Business Chinese oral communication ability.

The author used comparative analysis of students' reading abilities. The experimental group uses Case-Based Learning Method and the control group used Traditional Teaching Method. The author used independent sample t-test and descriptive statistics to compare and analyze the influence of Case-Based Learning Method and Traditional Teaching Method on students' Intermediate Business Chinese writing ability.

The author used comparative analysis of students' writing abilities. The experimental group used the Case-Based Learning Method and the control group used Traditional Teaching Method. The author used an independent sample t-test and descriptive statistics to compare and analyze the influence of Case-Based Learning Method and Traditional Teaching Method on students' Intermediate Business Chinese reading ability.

The author used a five level evaluation scale to measure students' satisfaction towards teachers.

The author used comparative analysis of student satisfaction. The experimental group used Case-Based Learning Method and the control group used Traditional

Teaching Method. The author used an independent sample t-test and descriptive statistics to compare and analyze the influence of the Case-Based Learning Method and Traditional Teaching Method on students' satisfaction toward teachers.
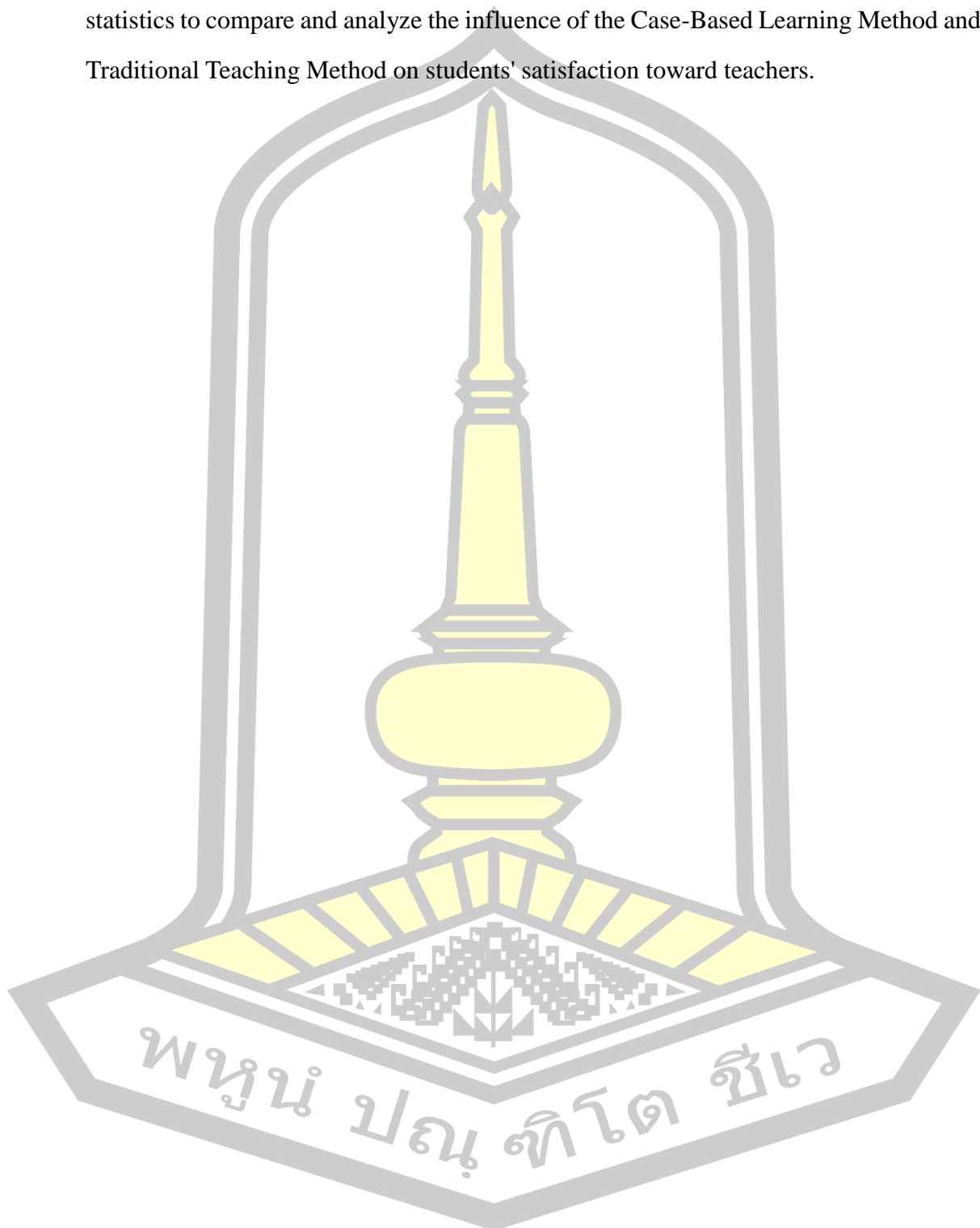
Chapter IV Data Analysis

According to the purpose of the research, the author proposed four questions for detailed study: 1) Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average value and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' oral communication ability? 2) Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' reading ability? 3) Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve students' writing ability? 4) Comparing student's satisfaction towards teachers between Traditional Teaching Method and Case-Based Learning Method, the author used average value and standard deviation statistics to research whether the Case-Based Learning Method better improve student's satisfaction toward teachers?

The data collection is mainly from 20 students in class 1 and 20 students in class 2 of the Chinese language and literature major in the 2022 grade. Class 1 is an experimental class using Case-Based Learning Method, and Class 2 is a control class using the Traditional Teaching Method.

The symbols are used to denote data analysis and statistical usage are defined as follows:

N   the number of students taking classes and tests

M   the mean value of a certain data

S.D.   the standard deviation of a certain data

Sig.   the significance of the t-test, statistically significant at the 0.05 level

Table 4 The Research of Total Scores of the Three Tests of Business Chinese Oral
Communication, Reading and Writing for Foreign Students in Class 1 and Class 2

Intermediate Business Chinese	N	Mean	S.D.	%	t-test	Sig.
Case-Based Learning Method (Class 1)	20	243.80	9.08	81.26%	13.148	0.000*
Traditional Teaching Method (Class 2)	20	206.65	8.79	68.88%		

It can be seen from Table 4 that the total average score of the three test of
Intermediate Business Chinese(M=243.8) for international students in Class 1,
accounted for 81.26%. And the total average score of the three test in Class 2
(M=206.65), accounted for 68.88%. The author showed that this difference was
statistically significant (t=13.148, p<0.05) through an independent sample t-test. There
are significant differences in the total average scores of the three test between class 1
and class 2.

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Case-Based Learning Method (Class 1)	20	223.00	259.00	4876.00	243.80	9.082
Traditional Teaching Method (Class 2)	20	192.00	222.00	4133.00	206.65	8.067
Valid N (listwise)	20					

Figure 6 Descriptive Statistics of Intermediate Business Chinese Oral Communication
Ability, Reading Ability and Writing Ability of Class 1 and Class 2

The data shows that in Class 1 using the Case-Based Learning Method, the highest
total score of the three items is 259 points, the lowest score is 223 points, the average is
243.8, and the standard deviation is 9.082. Class 2 using the Traditional Teaching
Method, the highest total score of the three items is 222, the lowest score is 192, the
average score is 206.65, and the standard deviation is 8.067.

Statistics show that the average value of the Intermediate Business Chinese oral
communication ability, reading ability and writing ability test of Class 1 is greater than
the average value of Class 2, but the standard deviation of the Intermediate Business

Chinese oral communication ability, reading ability and writing ability test of Class 2 is less than the standard deviation of Class 1.

4.1 Research of Intermediate Business Chinese Oral Communication Ability Test

Research question 1: Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average value and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' oral communication ability?

After the course is over, the author tests the foreign students' Intermediate Business Chinese oral communication ability and obtains various results. The author uses mean comparison and standard deviation statistics to carry out data statistics. The author uses the independent sample t-test method to compare the average scores of the Intermediate Business Chinese oral communication ability test between class 1 and class 2. And the author verifies that the Case-Based Learning Method or the Traditional Teaching Method is more conducive to improving the student's oral communication ability.

Table 5 Research of the Average Scores of the Intermediate Business Chinese Oral Communication Ability Test in Class 1 and Class 2

Oral Communication Ability	N	Mean	S.D.	%	t-test	Sig.
Case-Based Learning Method (Class 1)	20	81.65	3.60	81%	8.396	0.000*
Traditional Teaching Method (Class 2)	20	68.95	5.72	69%		

Table 5 shows the scores of the Intermediate Business Chinese oral communication ability test for students in Class 1 and Class 2. Table 5 shows that the average score of Class 1 (M=81.65) is higher than that of Class 2 (M=68.95) in the Intermediate Business Chinese Oral Communication Ability Test. According to the Shapiro-Wilk normality test of SPSS software, the Intermediate Business Chinese oral communicative ability test scores of Class 1 and Class 2 are significant ($p > 0.05$), conforming to the normal distribution. And the independent sample t-test can be used.

The independent sample t-test results show a difference is statistically significant (t=8.396, p<0.05). The results show that the oral communication performance of class 1 using the Case-Based Learning Method is significantly higher than that of class 2 using the Traditional Teaching Method.

Table 6 Descriptive Statistics of Intermediate Business Chinese Oral Communication Ability in Class 1 and Class 2

Oral Communication Ability	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Case-Based Learning Method (Class 1)	20	75.00	90.00	1633.00	81.65	3.602
Traditional Teaching Method (Class 2)	20	60.00	80.00	1379.00	68.95	5.725
Valid N (listwise)	20					

Table 6 shows descriptive statistics of Intermediate Business Chinese oral communication ability in Class 1 and Class 2. Table 6 shows that the valid date of the Intermediate Business Chinese oral communication ability test of class 1 is 20, the sum is 1633, the maximum value is 90, the minimum value is 75, the average value is 81.65, and the standard deviation is 3.602. The valid data of the Intermediate Business Chinese oral communication ability test in class 2 is 20, the total is 1379, the maximum value is 80, the minimum value is 60, the average value is 68.95, and the standard deviation is 5.725. Statistics show Intermediate Business Chinese oral communication ability test average of class 1 is better than class 2. The standard deviation of the Intermediate Business Chinese oral communication ability test of class 1 is less than the standard deviation of class 2.

The statistical results of the first 10 questions of the oral communication ability test are as follows:

Question 1 What do you think is the difficulty of the textbooks currently used in Business Chinese?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Difficult	17	42.5	42.5	42.5
	B. General	19	47.5	47.5	90.0
	C. Easy	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Figure 7 The Statistics for Question 1 of the Business Oral Communication Ability Test

Question 1 What do you think is the difficulty of the textbooks currently used in Intermediate Business Chinese? 42.5% of the students think that the textbooks currently used are difficult. 47.5% of the students think that the difficulty of the current teaching materials is general. 4% of students think it is easy to use the teaching material currently.

Question 2 How do you feel about the current Business Chinese teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Very satisfied	10	25.0	25.0	25.0
	B. Satisfied	26	65.0	65.0	90.0
	C. Not very satisfied	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Figure 8 The Statistics for Question 2 of Intermediate Business Chinese Oral Communication Ability Test

Question 2 How do you feel about the current Intermediate Business Chinese teaching? 25% of the students are very satisfied with the current Intermediate Business Chinese teaching, 65% of the students are satisfied with the current Intermediate Business Chinese teaching, and 10% are not very satisfied with the current Intermediate Business Chinese teaching.

Question 3 Which teaching method does you prefer your teacher use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Case-Based Learning Method	24	60.0	60.0	60.0
	B. Traditional Teaching Method	12	30.0	30.0	90.0
	C. Other teaching methods	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Figure 9 The Statistics for Question 3 of Business Oral Communication Ability Test

Question 3 Which teaching method does you prefer your teacher use? 60% of students hope that teachers use case teaching method, 30% of students hope that teachers use traditional teaching method, and 10% of students hope that teachers use other teaching methods.

Question 4 Which teaching form do you prefer?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Lecture by teacher, knowledge inculcation	19	47.5	47.5	47.5
	B. Interactive practice between teachers and students	13	32.5	32.5	80.0
	C. Group discussion	2	5.0	5.0	85.0
	D. Case role play	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Figure 10 The Statistics for Question 4 of Business Oral Communication Ability Test

Question 4 Which teaching form do you prefer? 47.5% of students like Lecture by teacher, knowledge inculcation, 32.5% of students like Interactive practice between teachers and students, 5% of students like Group discussion, and 10% of students like Case role play.

Question 5 Do you think the Case-Based Learning Method or the Traditional Teaching Method is more conducive to improving your oral communication ability?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Case-Based Learning Method	34	85.0	85.0	85.0
	B. Traditional Teaching Method	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Figure 11 The Statistics for Question 5 of Business Oral Communication Ability Test

Question 5 Do you think the Case-Based Learning Method or the Traditional Teaching Method is more conductive to improving your oral communication ability? 85% of students think that Case-Based Learning Method can effectively improve their

oral communication ability, 15% of students think that Traditional Teaching Method can effectively improve oral communication ability.

Question 6 What do you think of the cases provided in the textbook?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A.Suitable	14	35.0	35.0	35.0
	B.Simple	18	45.0	45.0	80.0
	C. Too few	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

Figure 12 The Statistics for Question 6 of Business Oral Communication Ability Test

Question 6 What do you think of the cases provided in the textbook? 35% of the students think that the cases in the textbook are very appropriate, 45% of the students think that the cases in the textbook are relatively simple, and 20% of the students think that there are too few cases in the textbook.

Question 7 What do you think about the teaching cases provided by teachers?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Very interested	15	37.5	37.5	37.5
	B. General	23	57.5	57.5	95.0
	C. Not interested	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Figure 13 The Statistics for Question 7 of Business Oral Communication Ability Test

Question 7 What do you think about the teaching cases provided by teachers? 37.5% of students are very interested in the cases provided by teachers, 57.5% of students think that the cases provided by teachers are average, and 5% of students are not interested in the cases provided by teachers.

Question 8 How often do you communicate with your classmates in Chinese?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. More	33	82.5	82.5	82.5
	B. General	5	12.5	12.5	95.0
	C. Less	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Figure 14 The Statistics for Question 8 of Business Oral Communication Ability Test

Question 8 How often do you communicate with your classmates in Chinese? 82% of the students communicate with their classmates more frequently, 12.5% of the

students communicate with their classmates generally, and 5% of the students communicate less frequently with their classmates.

Question 9 Does the Business Chinese learning have a great impact on your oral communication ability?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A. Great effect	31	77.5	77.5	77.5
	B. General	7	17.5	17.5	95.0
	C. No effect	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Figure 15 The Statistics for Question 9 of Business Oral Communication Ability Test

Question 9 Does the Intermediate Business Chinese learning have a great impact on your oral communication ability? 77.5% of students think that Intermediate Business Chinese teaching has a great impact on oral communication ability, 17.5% of students think that Intermediate Business Chinese teaching has a great impact on your oral communication ability, 5% of students think that Intermediate Business Chinese teaching has no effect on oral communication ability.

Question 10 What kind of knowledge do you want teachers to provide?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A.Business case	24	60.0	60.0	60.0
	B. Cross-cultural communication	10	25.0	25.0	85.0
	C. Business Chinese vocabulary	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Figure 16 The Statistics for Question 10 of Business Oral Communication Ability Test

Question 10 What kind of knowledge do you want teachers to provide? 60% of students expect teachers to provide business cases in Intermediate Business Chinese teaching, 25% of students expect teachers to provide Cross-cultural communication in class, and 15% of students expect teachers to provide Intermediate Business Chinese vocabulary is provided in the classroom.

4.2 Research of Intermediate Business Chinese Reading Ability Test

Research question 2: Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' reading ability?

After the course, the author tests students' Intermediate Business Chinese reading ability. The author uses mean comparison and standard deviation statistics to carry out data statistics. The author uses the independent sample t-test method to compare the average scores of the Intermediate Business Chinese reading ability test of class 1 and class 2 to verify that the Case-Based Learning Method or the Traditional Teaching Method is more conducive to students' improvement of Intermediate Business Chinese reading ability.

Table 7 Research of the Average Scores of the Intermediate Business Chinese Reading Ability Test in Class 1 and Class 2

Reading Ability	N	Mean	S.D.	%	t-test	Sig.
Case-Based Learning Method (Class 1)	20	84.5	5.83	85%	7.097	0.000*
Traditional Teaching Method (Class 2)	20	71.0	6.20	71%		

Table 7 shows the scores of the Intermediate Business Chinese reading ability test for students in Class 1 and Class 2. Table 7 shows that the average score of Class 1 (M=84.5) is higher than that of Class 2 (M=71.0) in the Intermediate Business Chinese reading ability test. According to the Shapiro-Wilk normality test of SPSS software, the Intermediate Business Chinese reading ability test scores of Class 1 and Class 2 are significant (p>0.05), conforming to the normal distribution. And the independent sample t-test can be used. The independent sample t-test results show a difference is statistically significant (t=7.097, p<0.05). The result shows that the reading ability of class 1 using the Case-Based Learning Method is significantly higher than that of class 2 using the Traditional Teaching Method.

Table 8 Descriptive Statistics of Intermediate Business Chinese Reading Ability in Class 1 and Class 2

Reading Ability	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Case-Based Learning Method (Class 1)	20	75.00	95.00	1690.00	84.50	5.826
Traditional Teaching Method (Class 2)	20	60.00	80.00	1420.00	71.00	6.198
Valid N (listwise)	20					

Table 8 shows descriptive statistics of Intermediate Business Chinese reading ability in Classes 1 and class 2. Table 8 shows that the valid data of the Intermediate Business Chinese reading ability test of class 1 is 20, the sum is 1690, the maximum value is 95, the minimum value is 75, the average value is 84.5, and the standard deviation is 5.826. The valid data of the Intermediate Business Chinese reading ability test in class 2 is 20, the total is 1420, the maximum value is 80, the minimum value is 60, the average value is 71.0, and the standard deviation is 6.198. Statistics show Intermediate Business Chinese reading ability test average of class 1 is better than class 2. The standard deviation of the Intermediate Business Chinese reading ability test of class 1 is less than the standard deviation of class 2.

4.3 Research of Intermediate Business Chinese Writing Ability Test

Research question 3: Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve students' writing ability?

After the course, the author tests students' Intermediate Business Chinese writing ability. The author uses mean comparison and standard deviation statistics to carry out data statistics. The author uses the independent sample t-test method to compare the average scores of the Intermediate Business Chinese writing ability test of class 1 and class 2 to verify that the Case-Based Learning Method or the Traditional Teaching Method is more conducive to students' improvement of Intermediate Business Chinese

writing ability.

Table 9 Comparison of the Average Scores of the Intermediate Business Chinese Writing Ability Test in Class 1 and Class 2

Writing Ability	N	Mean	S.D.	%	t-test	Sig.
Case-Based Learning Method (Class 1)	20	77.65	3.26	78%	9.616	0.000*
Traditional Teaching Method (Class 2)	20	66.7	3.91	67%		

Table 9 shows the scores of the Intermediate Business Chinese writing ability test for students in Class 1 and Class 2. Table 9 shows that the average score of Class 1 (M=77.65) is higher than that of Class 2 (M=66.7) in the Intermediate Business Chinese writing ability test. According to the Shapiro-Wilk normality test of SPSS software, the Intermediate Business Chinese writing ability test scores of Class 1 and Class 2 are significant (p>0.05), conforming to the normal distribution. And the independent sample t-test can be used. The independent sample t-test results show a difference is statistically significant (t=9.616, p<0.05). The result shows that the writing performance of class 1 using the Case-Based Learning Method is significantly higher than that of class 2 using the Traditional Teaching Method.

Table 10 Descriptive Statistics of Intermediate Business Chinese Writing Ability in Class 1 and Class 2

Writing Ability	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Case-Based Learning Method (Class 1)	20	71.00	82.00	1553.00	77.6500	3.26505
Traditional Teaching Method (Class 2)	20	60.00	74.00	1334.00	66.7000	3.90816
Valid N (listwise)	20					

Table 10 shows descriptive statistics of Intermediate Business Chinese writing ability in Classes 1 and 2. Table 10 shows that the valid data of the Intermediate Business Chinese writing ability test of class 1 is 20, the sum is 1553, the maximum value is 82, the minimum value is 71, the average value is 77.65, and the standard deviation is 3.26. The valid data of the Intermediate Business Chinese writing ability

test in class 2 is 20, the total is 1334, the maximum value is 74, the minimum value is 60, the average value is 66.7, and the standard deviation is 3.908. Statistics show Intermediate Business Chinese writing ability test average of class 1 is better than class 2. The standard deviation of the Intermediate Business Chinese writing ability test of class 1 is less than class 2.

4.4 Statistics on Students' Satisfaction Towards Teachers

Research question 4: Comparing student's satisfaction towards teachers between Traditional Teaching Method and Case-Based Learning Method, the author used average value and standard deviation statistics to research whether the Case-Based Learning Method better improve student's satisfaction toward teachers?

This paper cited the evaluation indicators of students' satisfaction with teachers from Gangxi Normal University for Nationalities, and analyzed them from five aspects: overall and teaching attitude, teaching content, teaching design, and teaching effect. The author used the same questionnaire to survey Class 1 and Class 2, Class 1 used Case-Based Learning Method and Class 2 used Traditional Teaching Method.   After all the courses are over, the author released a questionnaire to investigate the data of the two classes. The author used the mean (M), standard deviation (S.D.) to analyze the overall data of the two classes. The author used the significance (Sig.) of the independent sample t-test to test whether the statistical significance of the questionnaire results is statistically significant. Then, the author used SPSS software to conduct descriptive statistics on the data of Class 1 using Case-Based Learning Method and class 2 using Traditional Teaching Method.

The grade division of the total score of the questionnaire

90-100	Excellent
80-89	Good
70-79	Medium
65-69	Pass
60-64	Fail

Table 11 Comparison of Student Satisfaction Questionnaire Survey

Satisfaction	Mean	S.D.	N	t-test	Sig.
Case-Based Learning Method (Class 1)	91.75	1.802	20	23.277	0.000*
Traditional Teaching Method (Class 2)	80.30	1.260	20		

Table 11 shows the results of the questionnaire on students' satisfaction with teachers in class. Table 11 shows the average satisfaction score of Class 1 using Case-Based Learning Method (M=91.75) and the average satisfaction score of Class 2 using Traditional Teaching Method (M=80.30). According to the SPSS statistics results, the Case-Based Learning Method and Traditional Teaching Method questionnaire data conform to normality statistics, and the author can use independent sample t-test. The author used the Case-Based Learning Method and Traditional Teaching Method questionnaire data as an independent sample t-test. Independent sample t-test results show (t=23.277, p<0.05) that a difference is statistically significant. Compared with Class 2 using the Traditional Teaching Method, the questionnaire survey results of Class 1 using the Case-Based Learning Method are significantly higher

Table 12 The Grade Statistics of Student Satisfaction Questionnaire

Satisfaction	Excellent	Good	Medium	Pass	Fail	Mean	Grade
Case-Based Learning Method (Class 1)	0	15	5	0	0	91.75	Excellent
Traditional Teaching Method (Class 2)	18	2	0	0	0	80.3	Good

Table 12 shows the grade statistics of the student satisfaction questionnaire. Table 12 shows that the average score of Class 1 using the Case-Based Learning Method is 91.75, reaching an Excellent level. There are 18 students in Class 1 who achieved an Excellent level and 2 students achieved a Good level. The average score of Class 2 using the Traditional Teaching Method is 80.3, reaching a Good level.

There are 15 students in Class 2 who reached a good level and 5 students reached a Medium level.

Table 13 Descriptive Statistics of the 4 Subdivision Indicators of the Questionnaire

Item	Method	N	Minimum	Maximum	Mean	Std. Deviation
Teaching attitude	Case-Based Learning Method (Class 1)	20	18.00	20.00	19.25	0.638
	Traditional Teaching Method (Class 2)	20	17.00	19.00	18.25	0.850
Teaching content	Case-Based Learning Method (Class 1)	20	26.00	29.00	27.50	0.945
	Traditional Teaching Method(Class 2)	20	22.00	25.00	22.80	0.833
Teaching design	Case-Based Learning Method (Class 1)	20	16.00	19.00	17.50	0.888
	Traditional Teaching Method(Class 2)	20	14.00	16.00	15.30	0.732
Teaching effect	Case-Based Learning Method (Class 1)	20	25.00	30.00	27.50	1.100
	Traditional Teaching Method(Class 2)	20	23.00	25.00	23.95	0.686
Total score	Case-Based Learning Method (Class 1)	20	88.00	95.00	91.75	1.802
	Traditional Teaching Method(Class 2)	20	78.00	82.00	80.30	1.260
Valid N (listwise)		20				

Table 13 shows that the satisfaction index scores of Class 1 using the Case-Based Learning Method are higher than those of Class 2 using the Traditional Teaching Method. Table 13 mainly shows the maximum, minimum, mean and standard deviation of each refinement index of the two classes after using the Case-Based Learning Method and Traditional Teaching Method.

In terms of total scores, the average of Class 1 using the Case-Based Learning Method is 91.75, the standard deviation is 1.802, the maximum is 95, and the minimum is 88. The average score of Class 2 using the Traditional Teaching Method is 80.3, the standard deviation is 1.26, the maximum is 82, and the minimum is 78.

The average score of Class 1 is higher than that of Class 2, and the maximum score of Class 1 is higher than that of Class 2. The minimum of Class 1 is also higher than that of Class 2. The standard deviation of the total score of Class 1 is greater than that of Class 2. This means that the discreteness of Class 1 of the Case-Based Learning Method is greater than that of Class 2.

In terms of teaching attitude, the average score of Class 1 using the Case-Based Learning Method is 19.25, and the average score of Class 2 using the Traditional Teaching Method is 18.25. The average score of Class 1 is higher than that of Class 2.

In terms of teaching content, the average score of Class 1 using the Case-Based Learning Method is 27.5, and the average score of Class 2 using the Traditional Teaching Method is 22.8. The average score of Class 1 is higher than that of Class 2.

In terms of teaching design, the average score of Class 1 using Case-Based Learning Method is 17.5, and the average score of Class 2 using Traditional Teaching Method is 15.3. The average score of Class 1 is higher than that of Class 2.

In terms of teaching effect, the average score of Class 1 using the Case-Based Learning Method is 27.5, and the average score of Class 2 using the Traditional Teaching Method is 23.95. The average score of Class 1 is higher than that of Class 2.
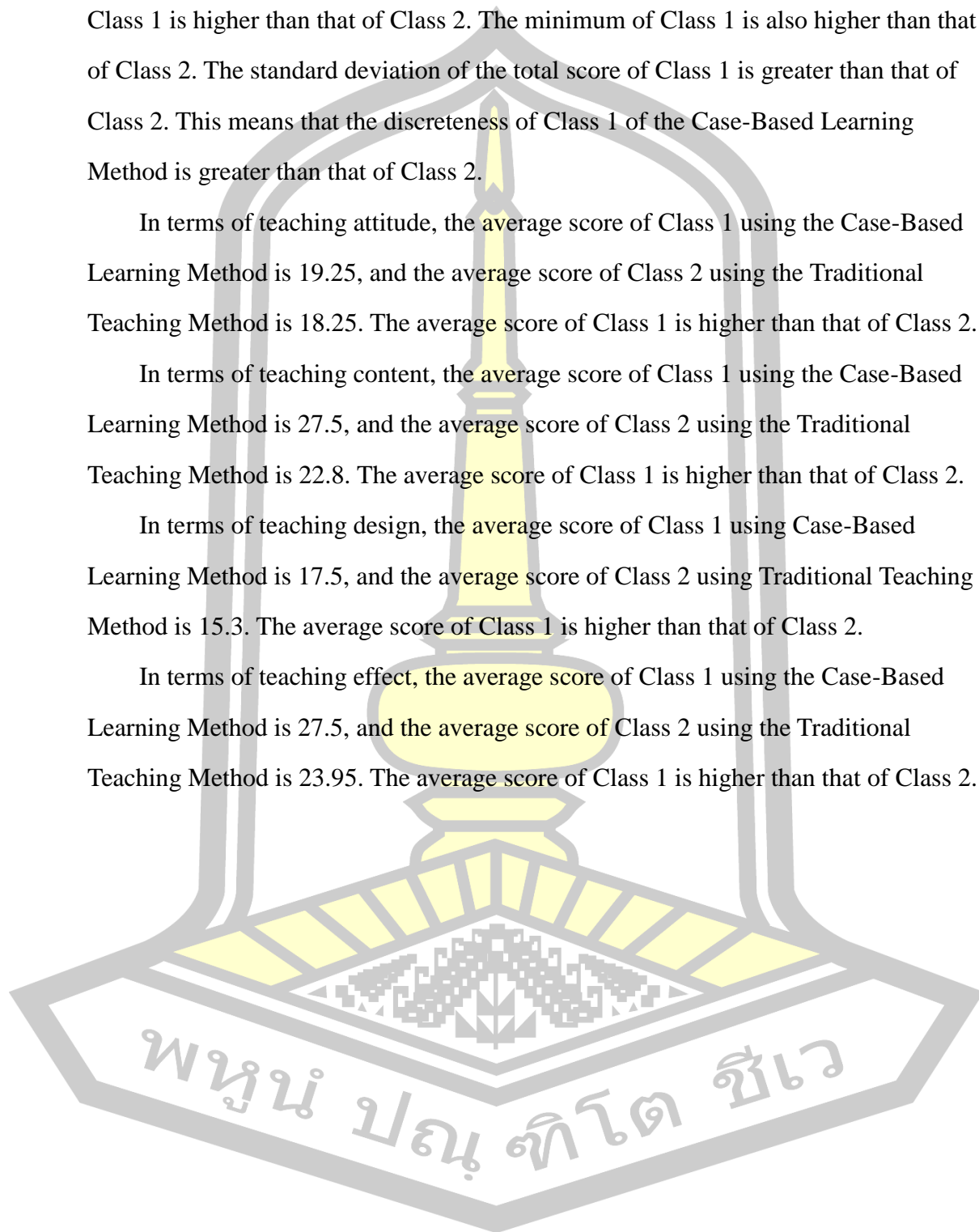
Chapter V Discussion and Conclusion

This chapter summarized the impact of the Case-Based Learning Method and Traditional Teaching Method on foreign students' Intermediate Business Chinese oral communication ability, reading ability, and writing ability, as well as the student's satisfaction towards teachers after the author used the Case-Based Learning Method. The author discussed respectively from students' oral communication ability, reading ability, writing ability, and satisfaction towards teachers. The author summarized the practical teaching significance and research limitations of the Case-Based Learning Method in Intermediate Business Chinese and made further suggestions.

5.1 Summary

Comparing the Intermediate Business Chinese test of class 1 and class 2, the test scores of class 1 are significantly higher than those of class 2. When teaching Intermediate Business Chinese, the author used the Case-Based Learning Method in Class 1 and the Traditional Teaching Method in Class 2. The test results of the two classes in Intermediate Business Chinese oral communication ability, reading ability, and writing ability are all improved compared with the beginning. The results show that there are significant differences at the level of 0.05 between Class 1 using the Case-Based Learning Method and Class 2 using the Traditional Teaching Method in oral communication ability, reading ability, and writing ability. The oral communication ability, reading ability and writing ability of Class 1 are significantly higher than that of Class 2. Students' oral communication ability, reading ability and writing ability are effectively improved after the author used the Case-Based Learning Method. The result shows that there is a significant difference at the level of 0.05 in students' satisfaction with teachers between the Case-Based Learning Method and the Traditional Teaching Method. Class 1 using the Case-Based Learning Method are significantly more satisfied than Class 2 using the traditional teaching method.

The author analyzed it from four aspects: oral communication ability, reading

ability, writing ability and student satisfaction.

5.1.1 Oral Communication Ability

The Intermediate Business Chinese oral communication ability test scores in Class 1 are significantly higher than in Class 2. The average score of class 1 (M=81.65) and the average score of class 2 (M=68.95) of Intermediate Business Chinese oral communication ability of international students, the score of Class 1 is significantly higher than that of Class 2 (p<0.05).

5.1.2 Reading Ability

The Intermediate Business Chinese reading ability test scores of Class 1 are significantly higher than those of Class 2. The average score of Intermediate Business Chinese reading ability in Class 1 (M=84.5), the average score of Class 2 (M=71.0), the score of Class 1 is significantly higher than that of class 2 (p<0.05).

5.1.3 Writing Ability

The Intermediate Business Chinese writing ability test scores of Class 1 are significantly higher than those of Class 2. The average score of Intermediate Business Chinese writing ability in Class 1 (M=77.65), the average score of Class 2 (M=66.7), the score of Class 1 is significantly higher than that of Class 2 (p<0.05).

5.1.4 Students' Satisfaction Towards Teachers

The satisfaction of class 1 using case teaching method is significantly higher than that of Class 2 using traditional teaching method. The average score of students' satisfaction with teachers in Class 1 (M=91.75), the average score of satisfaction in Class 2 (M=80.3), the satisfaction score of class 1 is significantly higher than that of Class 2 (p<0.05).

The above results show that compared with Class 2 using the Traditional Teaching Method, students' oral communication ability, reading ability, writing ability and satisfaction have been effectively improved after the author uses the Case-Based Learning Method. The effectiveness of the Case-Based Learning Method provides students with opportunities in real work scenarios through cases. Compared with the

Traditional Teaching Method with a single method, they are very interested in novel cases and classroom activities, and they can learn knowledge through interaction. It further promotes students' enthusiasm for learning Intermediate Business Chinese. Students' satisfaction with the Case-Based Learning Method is very high and they agree to Case-Based Learning Method. Therefore, the author believes that the Case-Based Learning Method is suitable for students to learn Intermediate Business Chinese.

5.2 Discussion

The authors discussed the results of this study, including Intermediate Business Chinese oral communication ability, reading ability, writing ability, and students' satisfaction towards teachers. The author wanted to explore whether Case-Based Learning Method can help foreign students learn Intermediate Business Chinese.

5.2.1 Oral Communication Ability

According to the research question 1: Comparing student's oral communication ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average value and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' oral communication ability? The author answered this question by comparing the oral communication ability test data of Class 1 and Class 2. The authors used independent samples t-test to verify whether this statistic is statistically significant. The average score of Class 1 (M=81.65) for international students' Intermediate Business Chinese oral communication ability, accounting for 82%, and the average score of Class 2 (M=68.95), accounting for 69%, reached the 60% standard. In China, the oral communication ability test on the 100-point system requires 60% of the standard, meaning 60 points to pass the test. There are 20 students who pass the standard of 60%, achieving a 100% pass rate. The results of the independent sample t-test show that the Intermediate Business Chinese oral test score of Class 1 is significantly higher than that of Class 2.

The research results prove that the Case-Based Learning Method is more conducive to improve students' oral communication ability than the Traditional Teaching Method. The Case-Based Learning Method provides real and visible cases, simulates real business scenarios, and combines classrooms with real scenarios. Students communicate and discuss based on cases, increasing classroom interaction, which is more conducive to students' understanding. Yang Qiaoyu(2012) supports this point of view. He believes that combining words with real objects is conducive to the establishment of Chinese thinking for foreign students, and object teaching can stimulate students' interest. If students are combined with examples while speaking, students will improve faster(QiaoYu, 2012). Zhao Xiaoxu(2017) stated that in the Case-Based Learning Method, students often participate in group discussions in the classroom, and students' oral expression ability has also been significantly improved(Xiaoxu, 2017).

5.2.2 Reading Ability

According to research question 2: Comparing student's reading ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve the students' reading ability? The author answered this question by comparing the reading test data analysis of Class 1 and Class 2. The authors used independent samples t-test to verify whether this statistic is statistically significant. The average score of Class 1 (M=84.5) of the international students' Intermediate Business Chinese reading ability test accounted for 85%, and the average score of Class 2 (M=71) accounted for 71%, reaching the standard of 60%. In China, the reading ability test on the 100-point system require 60% of the standard, meaning 60 points to pass the test. There are 20 students who pass the standard of 60%, achieving a 100% pass rate. The independent sample t-test results show that the Intermediate Business Chinese reading test scores of Class 1 are significantly higher than those of Class 2.

When the author used the Case-Based Learning Method, he usually sends cases to foreign students to preview in advance, so that foreign students can familiarize themselves with the materials in advance, find unfamiliar words and usages, and help improve their reading ability. Gao Shengming(2020) also recognized this statement. The way to improve reading ability is to preview. Both the content of textbooks and teaching methods affect students' reading experience(Shengming, 2020).

5.2.3 Writing Ability

According to the research question 3: Comparing student's writing ability between Traditional Teaching Method and Case-Based Learning Method, the author used the average and standard deviation statistics to research whether the Case-Based Learning Method could better improve students' writing ability? The author answered this question by comparing the writing test data of Class 1 and Class 2. The author used independent samples t-test to verify whether this statistic is statistically significant. The average score of Class 1 (M=77.65) of foreign students' Intermediate Business Chinese writing ability accounted for 78%, and the average score of class 2 (M=66,7) accounted for 67%, reaching the standard of 60%. In China, the 100-point writing test questions are required to meet the 60% standard, meaning 60 points to pass the test. There are 20 students who pass the standard of 60%, achieving a 100% pass rate. The independent sample t-test results show that the Intermediate Business Chinese writing test scores of Class 1 are significantly higher than those of Class 2.

This article mainly designs 10 writing questions, which are relatively large for foreign students. Write about 80 words for the first 8 questions based on the words given, and write about 120 words for the last 2 questions based on the pictures given. In the actual test, the writing time will be extended appropriately. Liu Sijia(2008) also supports this point of view. International students who have studied Chinese for two years have reached Chinese HSK level 5 and can basically write short essays of about 80 characters, but the level of vocabulary they use in writing is relatively low(Sijia, 2018). Liu Sijia(2018) said that the teaching of Chinese writing needs to adjust the

teaching objectives according to the professional situation of the students. For international students majoring in Chinese, higher requirements for Chinese writing can be put forward(Sijia, 2018).

5.2.4 Students' Satisfaction Toward Teachers

According to the research question 4: Comparing student's satisfaction towards teachers between Traditional Teaching Method and Case-Based Learning Method, the author used average value and standard deviation statistics to research whether the Case-Based Learning Method better improve student's satisfaction toward teachers? Through the questionnaire survey of students' satisfaction with teachers, it is found that after the foreign students learn through the Case-Based Learning Method, their overall satisfaction with teachers' teaching is improved. Through the questionnaire survey of students' satisfaction with teachers, it is found that after learning with Case-Based Learning Method, the overall satisfaction with teachers' teaching has been improved in terms of teaching content, teaching design and teaching effect. The mean score of teaching content of Class 1 (M=27.5) is higher than the mean score of Class 2 (M=22.8). The mean score of the teaching design of Class 1 (M=17.5) is higher than the mean score of the Class 2 (M=15.3). The mean score of the teaching effect of Class 1 (M=27.5) is higher than the mean score of the Class 2 (M=23.95).

From these three aspects, the satisfaction of foreign students with teachers' teaching has been significantly improved. This also shows their recognition of teachers and the Case-Based Learning Method, which is suitable for Intermediate Business Chinese teaching. The average score of Class 2 (M=18.25) and Class 1 (M=19.25) of the teaching attitude, with a difference of 0.2 points between Class 2 and Class 1, shows little change in the evaluation of foreign students' attitudes towards teachers. Teachers can maintain sufficient lesson preparation from the early stage of class to the later stage, and devote themselves to teaching with a full spirit.

The author mainly uses novel and typical cases to stimulate students' interest in learning, make students fall in love with learning and devote themselves to learning,

and improve students' satisfaction. According to a literature review, Liao Yunlin (2016)indicated that increasing the number of cases in the teaching process can attract students' interest in learning(Yunlin, 2016). Lu Xiangjun and Zhang Jin(2017) also indicated that interest is a good teacher for language learning, and how to choose teaching materials to increase students' interest is a key consideration(Xiangjun & Jin, 2017).

5.3 The Significance of Practical Teaching

In order to explore the effect of Case-Based Learning Method in Intermediate Business Chinese, the author compared the application effect of Case-Based Learning Method and Traditional Teaching Method in Intermediate Business Chinese. According to the current research results, compared with the Traditional Teaching Method, after the author used the Case-Based Learning Method, the three scores of the students' oral communication ability, reading ability and writing ability are significantly higher. Students' satisfaction towards teachers had also improved a lot compared with the beginning. The author's research results prove that the Case-Based Learning Method can improve the Intermediate Business Chinese oral communication ability, reading ability and writing ability of foreign students.

5.4 Limitations of the Study

5.4.1 Research Group

The research group is small. Of course, the student group studied by the author is relatively small, and there may be deviations from the target group. From this study, the author should be aware of the differences in the learning groups and continuously improve the teaching methods to support students in learning Intermediate Business Chinese in the classroom environment.

5.4.2 Few Suitable Cases

The application of Case-Based Learning Method in China is relatively rare in the study of Intermediate Business Chinese, and there is a lack of typical cases. The author can only choose examples from daily work.

5.4.3 Lack of Teaching Experience

The author only works as an administrator in Guangxi Normal University for Nationalities, and also takes part-time courses. The author has insufficient teaching experience, and no experience in classroom control and testing.

5.5 Further Suggestions

5.5.1 Recommendations for Applying Research Findings

This article mainly compares the Case-Based Learning Method with the Traditional Teaching Method to study the application effect of Case-Based Learning Method in Intermediate Business Chinese. The results of the study found that Case-Based Learning Method can effectively improve students' Intermediate Business Chinese oral communication ability, reading ability, writing ability and satisfaction with teachers. This result can be applied to researchers in Intermediate Business Chinese teaching, application of Case-Based Learning Method, Chinese teaching, and various teaching types, providing a certain reference for future researchers.

5.5.2 Recommendations for Future Research

1.Teacher Experience

Master the professional knowledge of Intermediate Business Chinese. Teachers must have rich teaching experience. When applying the Case-Based Learning Method to Intermediate Business Chinese, teachers should be familiar with professional vocabulary and professional situations as much as possible, guide students to actively participate in classroom discussions, and use the business knowledge they have learned to solve corresponding problems.

2. Participant Selection

Writers choose the number of participants should be appropriate. The number of participants in this study is relatively small. In further research, the number of participants should be appropriately increased to make the data analysis more convincing.

3.Case Selection

Writers should choose the appropriate cases. Students' Chinese proficiency should be considered when selecting cases. Cases that are too difficult or too simple are not conducive to teaching. When necessary, teachers can make adaptations based on existing Intermediate Business Chinese teaching cases.
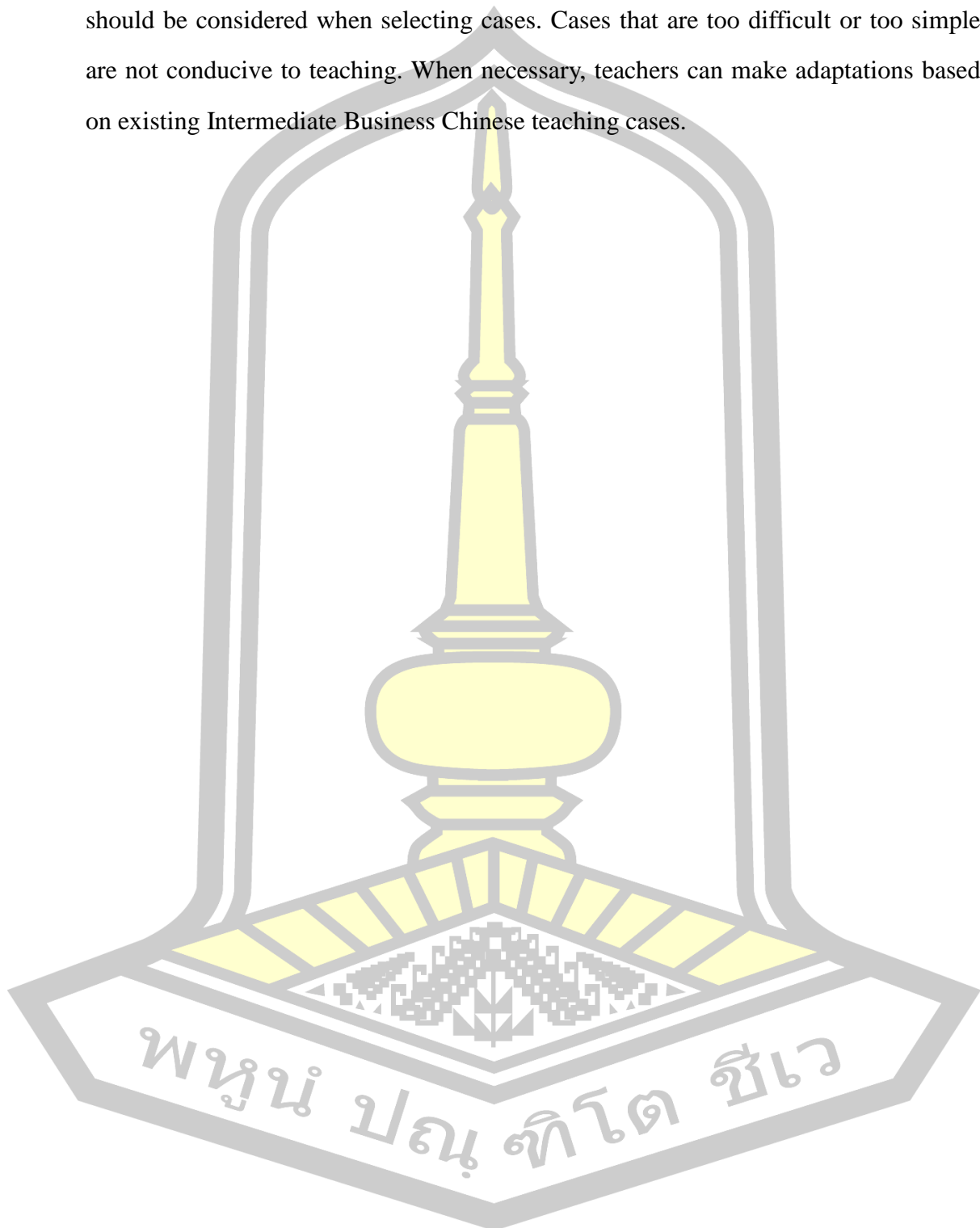
Appendix

Appendix A: Lesson Plan

Major (level): 2022 Chinese language and literature major

Time: 3 hours

Title (Unit): We start our meeting

Topic: Meetings, Minutes

Contents and language

Target:

1. Understand the meaning of the meeting.

2. Meeting content and requirements.

3. Master the requirements of meeting minutes.

4. Write meeting minutes.

Abilities: Speaking, Reading and Writing (Fluency and Accuracy)
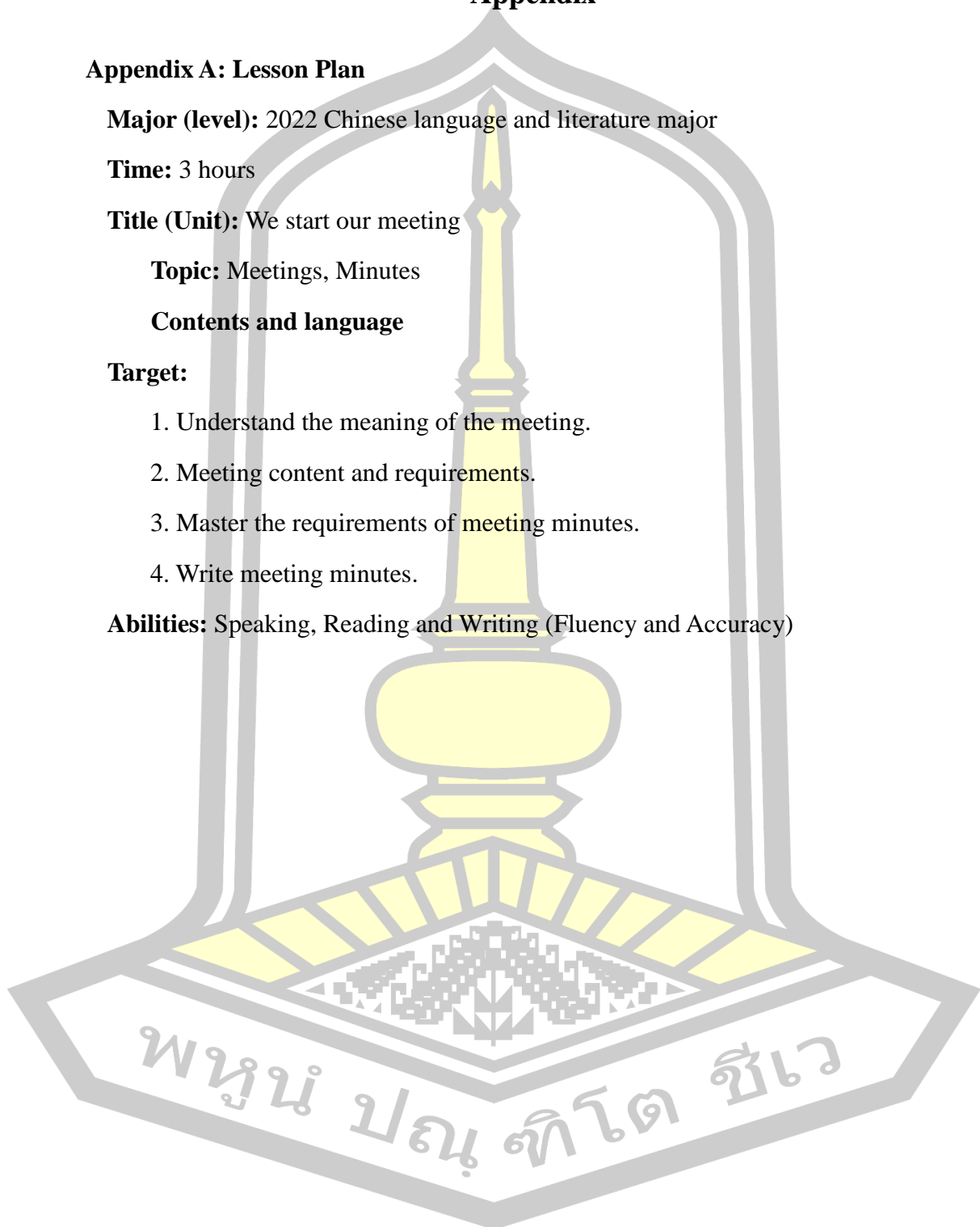
Lesson Plan：Let's start the meeting in Case-Based Learning Method

Topics / Details	Learning Activities	Teaching Procedures	Times
Lesson plan: Let's start the meeting **Objective:** About the meeting. Use the Case-Based Learning Method. According to the case, learn the content of the meeting, students can apply Intermediate Business Chinese and write simple meeting minutes			
Let's start the meeting	-**Case sharing import** **-vocabulary** After-sale service, host(n), topic(n), complain(v), as soon as possible(av.), make a statement, hot line(n), lack(n), consciousness(n), importance(n)	**- Warm-up:** the teacher sends materials to the students to preview before class, and the teacher prepares for the students before class **- Demonstration:** The teacher shows pictures related to the meeting: such as the meeting scene, venue layout, etc. **-Student reading:** familiarize yourself with the content of the case **- Teacher explanations:** vocabulary related to the topic, giving examples of words.	1 hour

	-Case-Based Learning Method	-According to the questions raised by the teacher, the students will discuss in groups on 3 cases provided by the teacher, and make a summary report in the third class	1 hour
	-According to the cases provided, the group discussion revolved around the following questions:	- When encountering problems during the discussion, students can ask questions and the teacher can answer them	
	1. What do meeting minutes contain?	-Teachers organize and guide to prevent students from deserting	
	2. What rights do participants have?		
	3. What is the problem that the meeting needs to solve?		
	4. What solutions and conclusions did the meeting draw?		
	-Report after case discussion	-Students report in groups, team members supplement, each group takes about 15 minutes -Teacher summary	1 hour

Warm-up:

Conference	2023 Zhuang-Chinese bilingual graduates related work		
Time	15:00—16:00, June 16, 2023	**Location**	Chongwen Building 310
Host	Huang Ping	**Record**	Shiting
Attendees	Tan Qunying, Huang Ping, Huang Hongxia, Huang Shiting, Huang Yuqing		

Conference content

1. Teacher Huang Yuqing reported on the professional practice of the 2023 Zhuang-Chinese bilingual students.

2. Huang Shiting reported the graduate credits, Mandarin scores, and teacher qualification certification of the 2023 Zhuang-Chinese bilingual students;

3. It was decided to hold the 20th grade on June 20 Graduation internship sharing meeting, each team leader shared internship experience, difficulties encountered, experience, suggestions for 21st grade.

4. The teaching and research section should take the initiative to know whether the graduates meet the graduation requirements.

5. Statistics on the credits and Mandarin of the 21st grade students.

Time	March 12, 2009	Location	The third meeting room of the company
Host	Zhao Guoan (Deputy Manager)	Record	Baiyun
Attendee	Managers and employees of the after-sales service department		
Issue	1.Discuss after-sales issues; 2. Arrange the work plan for the second half of the year		
Make a Statement	Issue: 1.Discuss after-sales service issues. 2.Arrange the work plan for the second half of the year Reason: 1. Insufficient understanding of new products. 2. The service hotline is busy. 3. We lack service awareness. 4. Many employees do not realize the importance of after-sales service. Solve: 1. Ask colleagues from the R&D department to introduce new products every week. 2. Increase the hotline service number. 3. Enhance service awareness, be deeply aware of the importance of after-sales service, and strengthen after-sales service.		

Conference	2023 About the Essay Contest Session		
Time	15:00—16:00, June 5, 2023	Location	Chongwen Building 210
Host	Huang Ping	Record	Shiting
Attendees	Huang Ping, Huang Hongxia, Li Meiyan,Huang Shiting,Yang Shasha		

Main content record

1. Contact the contestants
① Hand over the contestant registration form to Yang Shasha.
②Yang Shasha is responsible for informing the contestants participating in the essay competition to get ready.
2. Venue arrangement
①Responsible for coordinating time and applying for venue
3. Funding sources
①Responsible for contacting the dean to apply for prizes.
②Responsible for contacting the workstation, and trying to negotiate cooperation and sponsorship of prizes.
4. Post preparation
① Responsible for contacting the judges.
② Contact the event host.
③Responsible for the check-in of the staff and contestants.Conference content

Explanation of new words:

1. After-sales service: refers to various services provided after the goods are sold.

Example: Our company pays special attention to after-sales service of products.

2. Moderator (n): A person who is in charge of handling an activity.

Example: The host of this meeting is Deputy Manager Zhao Guoan.

3. Topic (n):   Generally refers to the topic discussed at the meeting.

Example: The main topic of the meeting is the after-sales service of products.

4. Complaint (v): A citizen or unit believes that his legitimate rights and interests have been violated and requests the relevant department to handle it. If you are dissatisfied with a certain thing or behavior, report it to the relevant department.

Example: Today, a customer called us to complain that our new product is not good.

5. As soon as possible: as quickly as possible

Example: Our factory should produce new products as soon as possible.

6. Speech: Expressing opinions, most of the time refers to expressing opinions at meetings.

Example: Factory Manager Li's speech at today's meeting was very exciting.

7. Hotline (n): It is convenient to contact immediately, and the phone is always connected.

Example: The consumer complaint hotline is 12315.

8. Lack (v): What is needed, wanted, or generally should be lacking or not enough.

Example: Learning this is not a lack of time, but a lack of effort.

9. Consciousness (n): The reflection of the human brain on the objective material world is also the sum of feelings, thinking, etc.

Example: When I went downstairs today, I saw that the stair floor was very wet, and I realized that it was back to the south.

10. Importance (n): The nature considered to be of great value and influence.

Example: Students who study in China understand the importance of Chinese.

Group Discussion:

Students are divided into 4 groups for discussion, with 5 people in each group.

Based on the cases provided, group discussions revolved around the following questions:

1. What do meeting minutes contain?

2. What rights do participants have?

3. What is the problem that the meeting needs to solve?

4. What solutions and conclusions did the meeting draw?

The teacher checks from time to time to prevent students from deserting.

Report:

After the group discussion, a group report will be made, each group will last about 15 minutes. After the group leader reports, the group members can make supplements.
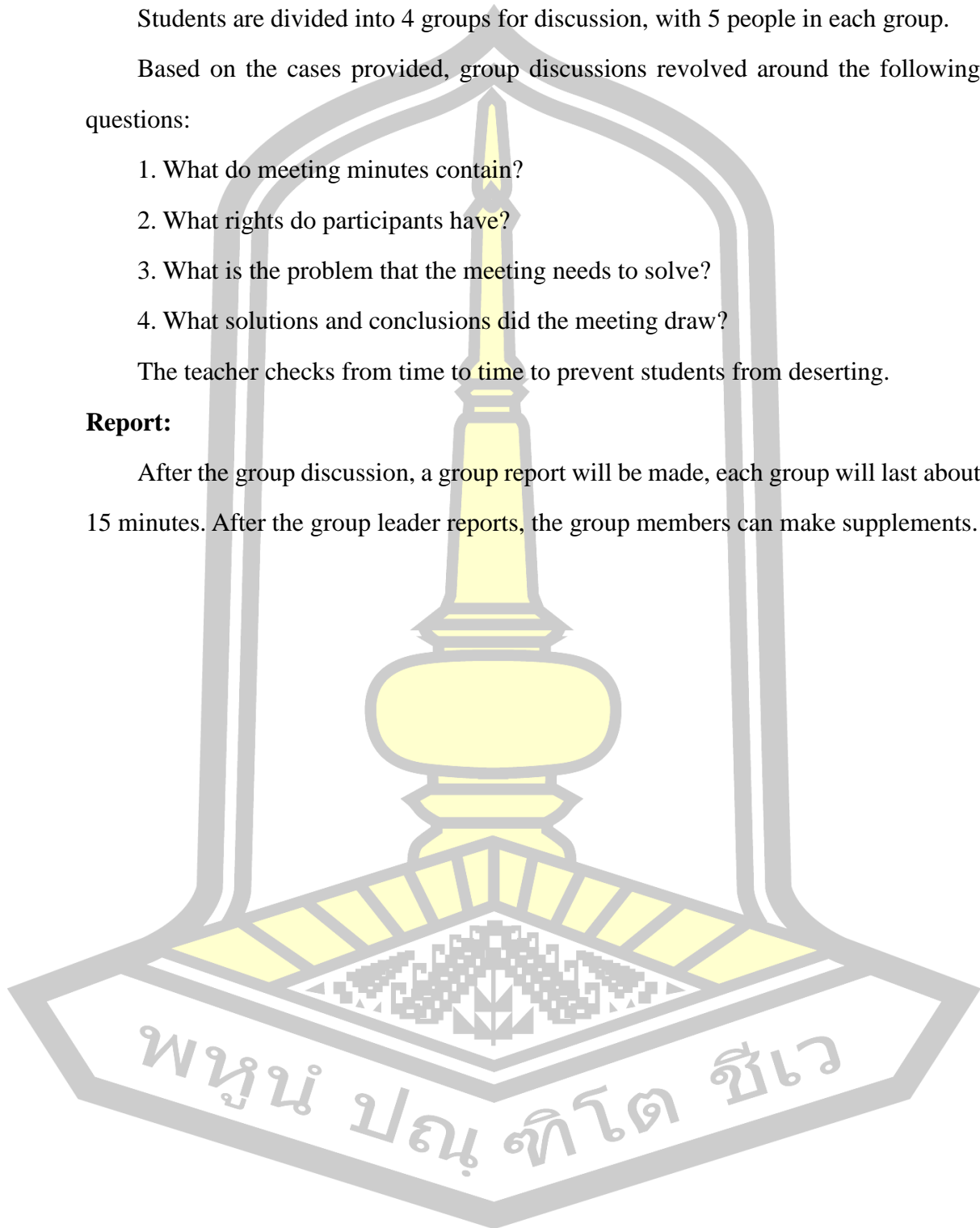
Lesson Plan：Let's start the meeting in Traditional Teaching Method

Topics / Details	Learning Activities	Teaching Procedures	Times
Lesson Plan: Let's start the meeting **Objective:** About the meeting. Using Traditional Teaching Method to learn the content of the meeting, students can apply Intermediate Business Chinese and write simple meeting minutes.			
Let's start the meeting	**-Problem import** **-Vocabulary** After-sale service, host(n), topic(n), complain(v), as soon as possible(av.), make a statement, hot line(n), lack(n), consciousness(n), importance(n)	**- Warm up:** the teacher introduces the questions according to the content of the text **- Demonstration:** The teacher explains the vocabulary related to the topic, and the teacher supplements the explanation of new words in the classroom. **- Follow-up:** the teacher leads the reading, and the student follow-up the new words twice **-Display:** Randomly check the pronunciation of students' words and correct them at any time.	1 hour
	Traditional Teaching Method	**- Text explanation：** The teacher introduces the content of the text and answers questions during the introduction	1 hour

		- Text reading： Teacher leads, students follow	
	Traditional Teaching Method	-Summarize The teacher summarizes the content of the class and explains the after-class exercises -Homework Students complete homework after class	1 hour

Import：

1. What meetings have you attended?

2. Do you know what the meeting contains?

Explanation of new words:

1. After-sales service: refers to various services provided after the goods are sold.

Example: Our company pays special attention to after-sales service of products.

2. Moderator (n): A person who is in charge of handling an activity.

Example: The host of this meeting is Deputy Manager Zhao Guoan.

3. Topic (n): It generally refers to the topic discussed at the meeting.

Example: The main topic of the meeting is the after-sales service of products.

4. Complaint (v): A citizen or unit believes that his legitimate rights and interests have been violated and requests the relevant department to handle it. If you are dissatisfied with a certain thing or behavior, report it to the relevant department.

Example: Today, a customer called us to complain that our new product is not good.

5. As soon as possible: as quickly as possible

Example: Our factory should produce new products as soon as possible.

6. Speech: Expressing opinions, most of the time refers to expressing opinions at meetings.

Example: Factory Manager Li's speech at today's meeting was very exciting.

7. Hotline (n): It is convenient to contact immediately, and the phone is always connected.

Example: The consumer complaint hotline is 12315.

8. Lack (v): What is needed, wanted, or generally should be lacking or not enough.

Example: Learning this is not a lack of time, but a lack of effort.

9. Consciousness (n): The reflection of the human brain on the objective material world is also the sum of feelings, thinking, etc.

Example: When I went downstairs today, I saw that the stair floor was very wet, and I realized that it was back to the south.

10. Importance (n): The nature considered to be of great value and influence.

Example: Students who study in China understand the importance of Chinese.

Supplementary Word Explanation

Manager: the person in charge of the management of the company

Free speech: Express your opinions without restriction or restraint.

Specialized: It means that the action is limited to a certain range and concentrated in a certain range.

Busy: The phone line is busy.

The teacher leads the reading of new words, and the students follow along to read, and check the students' reading of new words

Explain the text and answer questions based on the content of the text

1. What are they meeting today to discuss?

2. What's wrong with their department?

3. What does Xiao Li think is the cause of the problem? What do you think should be done?

4. What does Xiao Liu think is the cause of the problem?

5. What does Xiao Zhang think is the cause of the problem?

6. What does Manager Li think is the cause of the problem?

The teacher reads the text, and the students follow the text. Spot check students reading text

Text knowledge supplement

1. Minutes of meetings: During the process of a meeting, the recorder records the organization and specific content of the meeting in accordance with a certain format, forming a meeting record.

2. The format includes two parts: one part is the organization of the meeting, which requires the name, time, place, number of attendees, number of absentees, number of attendees, host, recorder, etc. of the meeting. The other part is the content of the meeting, which is required to specify speeches, resolutions, and questions. This is the main part of the meeting minutes.

3. Make meeting minutes according to the content of the speech. First, record in detail and try to record the original words. It is mainly used for more important meetings and important speeches. The second is the summary record, which only records the main points and central content of the meeting, and is mostly used for general meetings.

4. Attendees: Participants in the meeting have the right to speak and vote.

Non-voting attendees: Those who participate in the meeting have the right to speak, but do not have the right to vote.

The teacher summarizes the class situation and explains the class exercises

Arrange after-class homework, requiring students to write a meeting record based on the materials given

Appendix B: Final Test of Students' Oral Communication Ability

Name: Student No.:   Major:

1. What do you think is the difficulty of the textbooks currently used in Intermediate Business Chinese?

A. Difficult   B. General   C. Easy

2. How do you feel about the current Intermediate Business Chinese teaching?

A. Very satisfied   B. Satisfied   C. Not very satisfied

3. Which teaching method does you prefer your teacher use?

A. Case-Based Learning Method   B. Traditional Teaching Method

C. Other teaching methods

4. Which teaching form do you prefer?

A. Lecture by teacher, knowledge inculcation

B. Interactive practice between teachers and students

C. Group discussion

D. Case role play

5. Do you think the Case-Based Learning Method or the Traditional Teaching Method is more conducive to improving your oral communication ability?

A. Case-Based Learning Method   B. Traditional Teaching Method

6. What do you think of the cases provided in the textbook?

A. Suitable   B. Simple   C. Too few

7. What do you think about the teaching cases provided by teachers?

A. Very interested   B. General   C. Not interested

8. How often do you communicate with your classmates in Chinese?

A. More   B. General   C. Less

9. Does the Intermediate Business Chinese learning have a great impact on your oral communication ability?

A. Great effect   B. General   C. No effect

10. What kind of knowledge do you want teachers to provide?

A. Business case   B. Cross-cultural communication

C. Intermediate Business Chinese vocabulary

11. What is your work intention?

12. Could you please describe the means of transportation you travel on?

13. What is your dream?

14. The person you most respect.

15. Your favorite class.

16. Recommend a product to your classmates.

17. Do you plan to travel?

18. Your favorite subject.

19. Please inform the class.

20. Your favorite city.
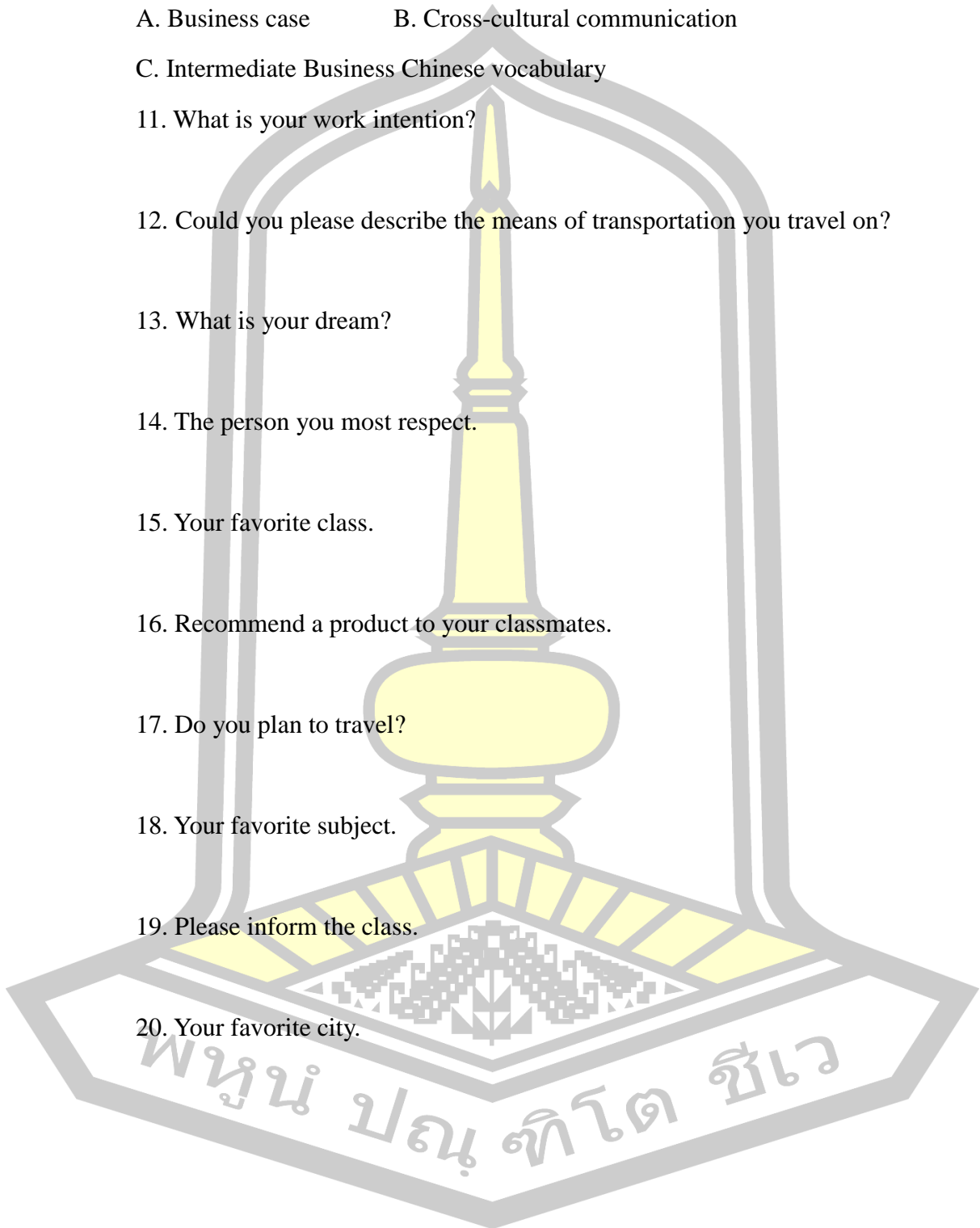
Appendix C: Final Test of Students' Reading Ability

Name:　　　　　Student No.:　　　　　Major:

1. We should take (　) with us when looking for a job.

A. Resume　　　　B. Notebook　　　　C. Calendar

2. We should bring (　) when we have a meeting.

A. Notebook　　　B. Calendar　　　　C. Textbook

3. My parents hope that I can enter (　) university.

A. Silver　　　　B. Gold　　　　C. Brand

4. Xiaoming's (　) is to be a policeman.

A. Dream　　　　B. Fantasy　　　　C. Thought

5. Everyone who has experienced traffic accidents knows that traffic accidents are a (　) matter.

A. Poor　　　　B. Terrible　　　　C. Hateful

6. After eating in the restaurant, we need to find the waiter (　).

A. Result　　　　B. Checkout　　　　C. End

7. I think it is very (　) to go shopping and eat with him.

A. Romantic　　　B. Waste　　　　C. Beautiful

8. This black coat is completely not (　) to her.

A. fit　　　　B. reaction　　　　C. adjustment

9. It is difficult to learn Intermediate Business Chinese. We must work hard to (　).

A. Help　　　　B. Overcome　　　　C. Give up

10. I brought my foreign friend to (　) my home.

A. Visit　　　　B. Introduce　　　　C. Help

11. We should take (　), passport, examination permit and other items with us when taking the national examination.

A. Gift　　　　B. Pen　　　　C. Textbook

12. There are 50 (　) tables in this classroom.

A. Zhang   B. Zhi   C. Tiao

13. (　) There are so many delicious foods in China, we must go there.

A. Because   B. Since   C. Even

14. Xiaoming bought a coat and a hat, and (　) spent 200 yuan.

A. Always   B. Totally   C. Summary

15. Xiaoming's math exam score is (　) good.

A. Quite   B. Contrary   C. Mutual

16. It's dawn. Let's go out and watch the (　).

A. Sunrise   B. Sunset   C. Moon

17. I (　): If you study hard, your performance will be better.

A. Obvious   B. Understand   C. Don't understand

18. Xiaoming changed his job today and got higher (　).

A. Income   B. Harvest   C. Results

19. You are (　) for this new project.

A. Responsible   B. Harvest   C. Give up

20. Allie's sister (　) bought her a set of skin care products from South Korea.

A. Professionally   B. Specially   C. Attentively
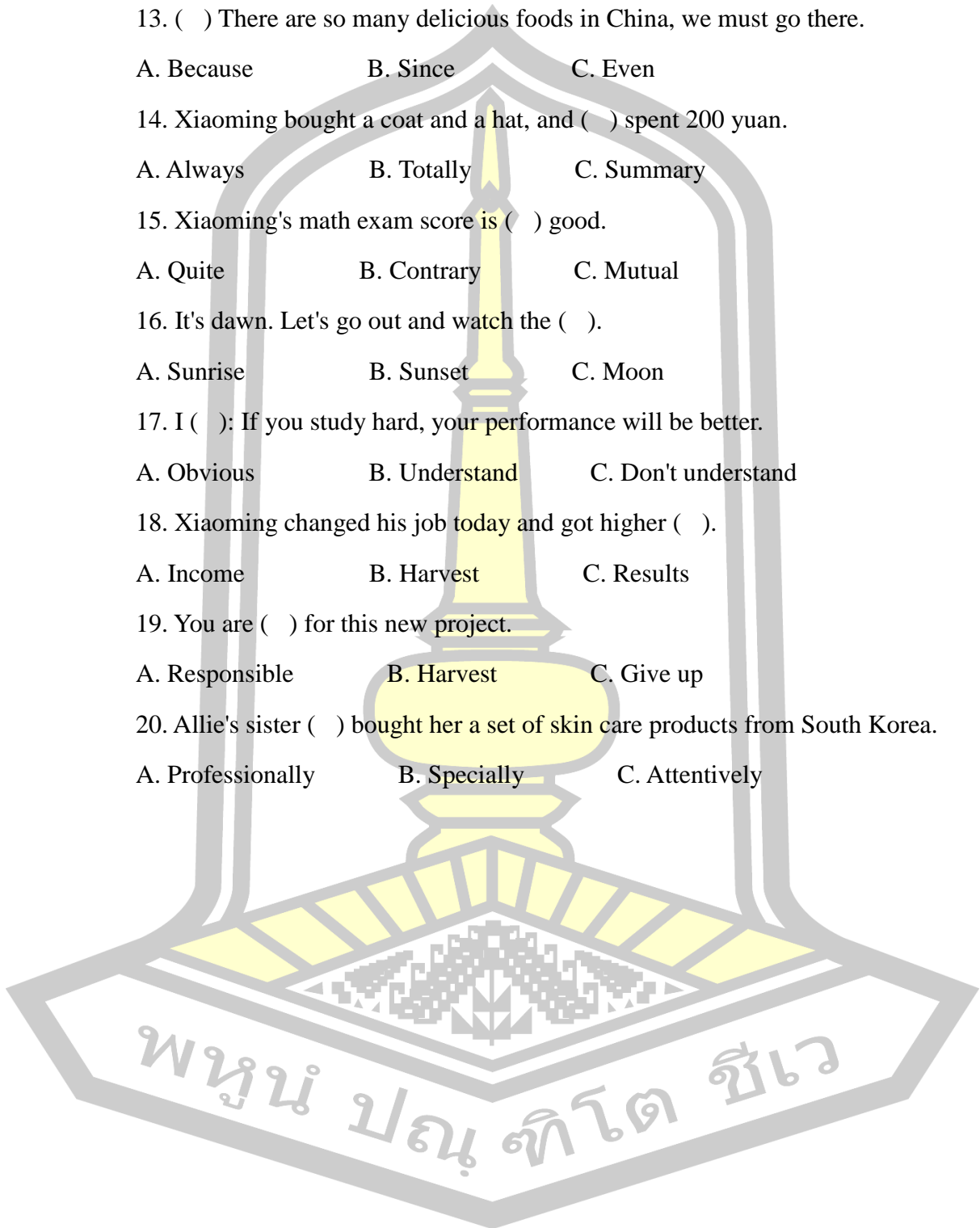
The Answers for the Final Test of Students' Reading Ability

Question	1	2	3	4	5	6	7
Answer	A	A	C	A	B	B	A
Question	8	9	10	11	12	13	14
Answer	A	B	A	B	A	A	B
Question	15	16	17	18	19	20	
Answer	A	B	B	A	A	B	
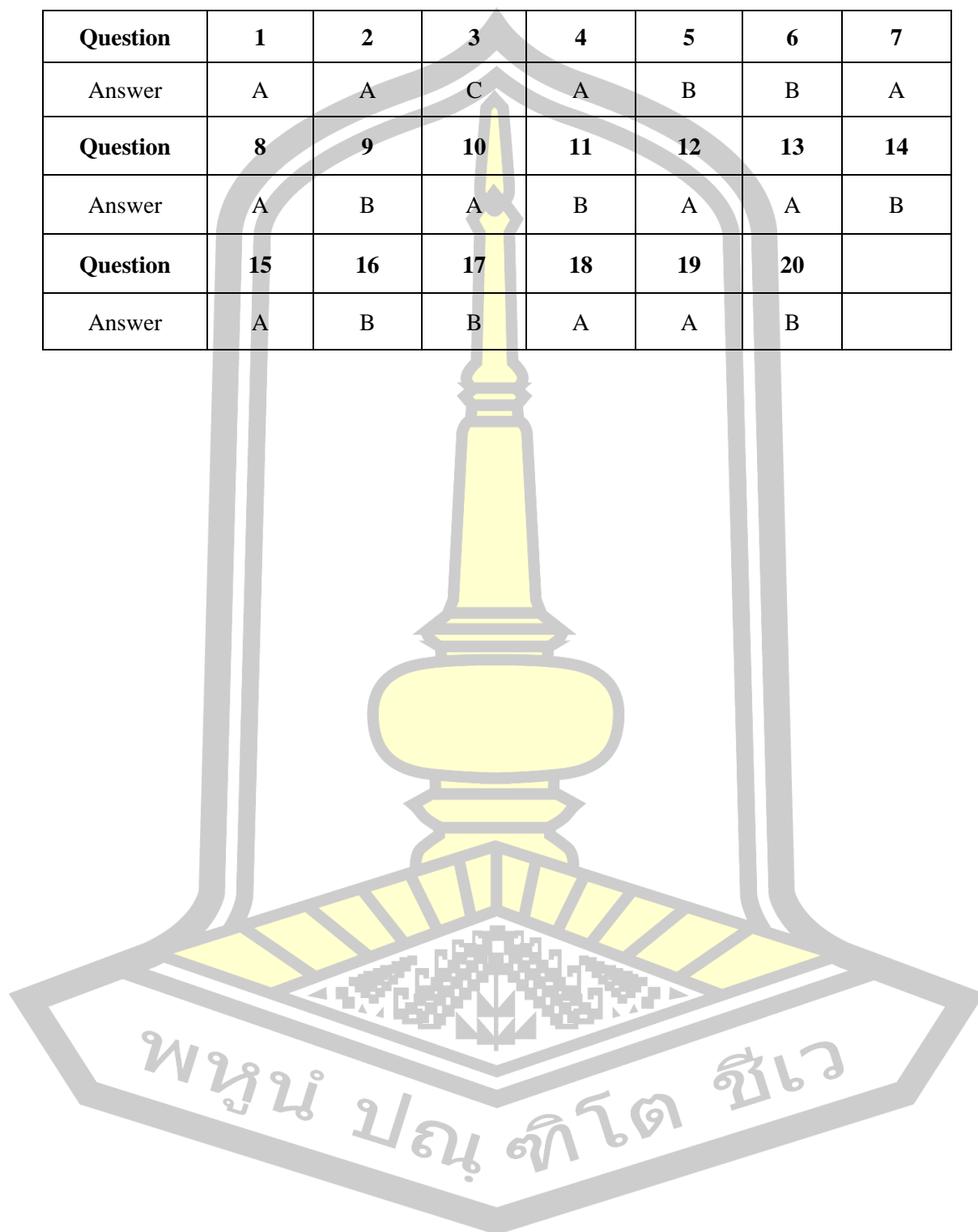
Appendix D: Final Test of Students' Writing Ability

Name: Student No.: Major:

1. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Factory Workers Workshop Equipment Product

2. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Sample Type Customer Study Company

3. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Offer Order Discounts Term of validity Reasonable

4. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Computer Chair Desk Pen Paper

5. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Car Train Plane Ship Transport

6. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Spring Summer Autumn Winter Season

7. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Meeting Record Participation Theme Conclusion

8. Please write a short article of about 80 words in combination with the following words. All the words given should be used, regardless of the order.

Washing machine Dryer machine Bread machine Refrigerator Sales volume

9. Please write a short article of about 120 words in combination with this picture.

10. Please write a short article of about 120 words in combination with this picture.

Appendix E: Questionnaire Survey of Students' Satisfaction Towards Teachers

Name: Student No.:   Major:

1.Teachers should be generous in appearance, civilized in language, and treat students fairly.

Very good   B. Good   C. Generally   D. Poor   E. Very poor

2.The teacher prepares the lesson fully, demonstrates the standard, and gives the lesson skillfully.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

3. Adhere to the correct political direction, and the curriculum objectives are in line with the school's orientation and talent training objectives.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

4. The teaching content tracks the development needs of the discipline in various forms, and the teaching resources are ideological and contemporary.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

5. Develop in an all-round way, focus on student development, and stimulate students' learning motivation.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

6. Combine different teaching contents and adopt different methods and means to stimulate learning interest and improve learning effect.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

7. Teaching design embodies integrity, including curriculum objectives, teaching content, teaching organization and implementation, learning evaluation and other elements.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

8. Inspire students' thinking, pay attention to cultivating and improving students' sense of social responsibility, innovation awareness and practical ability.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

9. Pay attention to the cultivation of knowledge, ability and quality. The curriculum objectives cover the three dimensions of knowledge, ability and quality, and the challenge setting is reasonable.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor

10. The course objectives can be measured, expressed clearly, and their degree of achievement can be measured and evaluated.

A. Very good   B. Good   C. Generally   D. Poor   E. Very poor
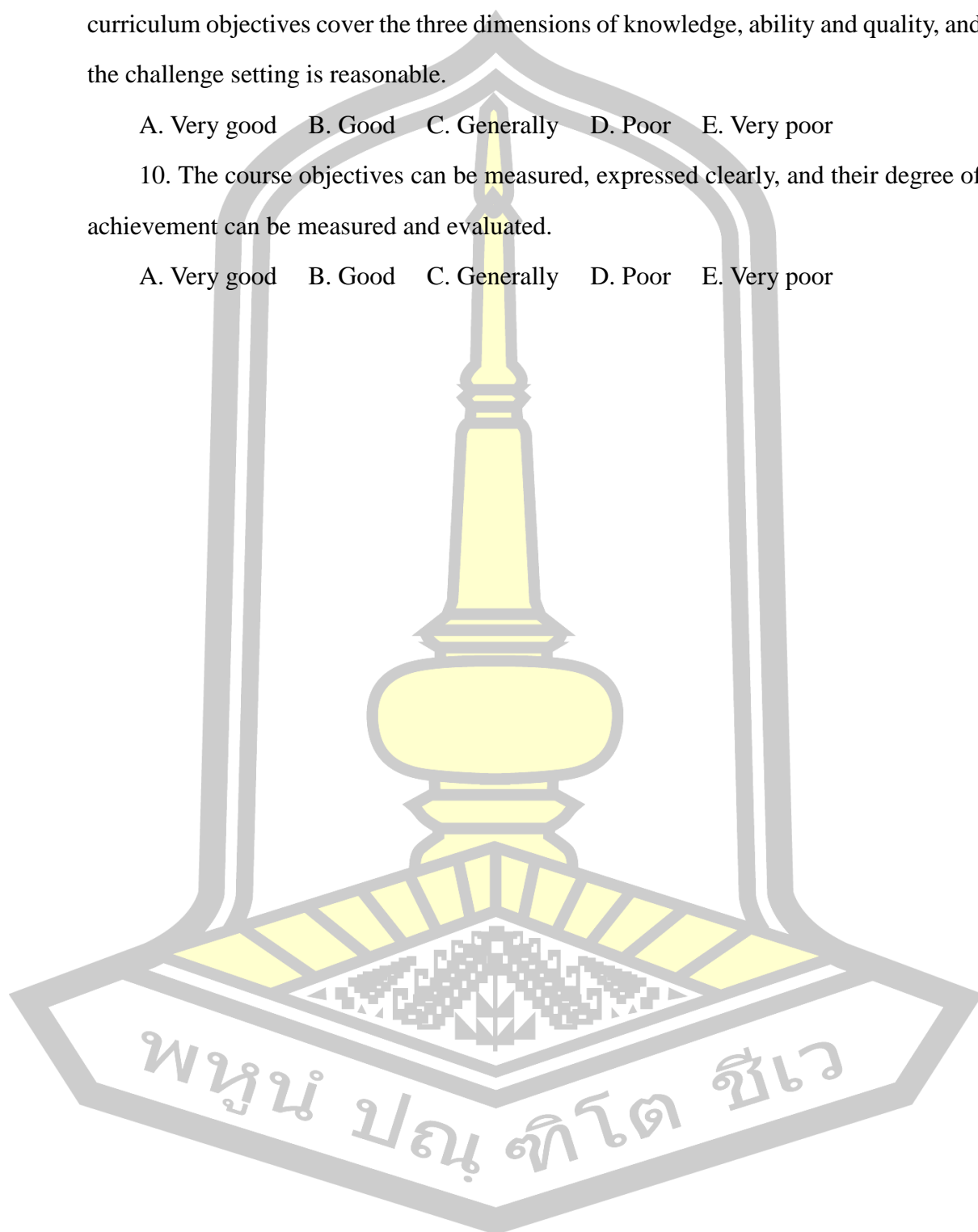
Appendix F: The Index of Item-Objective Congruence for the Intermediate Business Chinese Lesson Plan(IOC)

Item	Lesson Plan	Expert Opinion			Mean	Analytic Result
		1	2	3		
Lesson Plan 1	Visit the factory	+1	0	+1	0.67	Usable
Lesson Plan 2	Let's start the meeting 1	+1	+1	+1	1	Usable
Lesson Plan 3	Let's start the meeting 2	+1	+1	+1	1	Usable
Lesson Plan 4	I am very interested in your new product	+1	+1	0	0.67	Usable
Lesson Plan 5	What is your company's quotation	0	+1	+1	0.67	Usable
Lesson Plan 6	When can the delivery be delivered	+1	+1	+1	1	Usable
	Total	0.83	0.83	0.83	0.83	Usable

The total value of IOC equals 0.90.
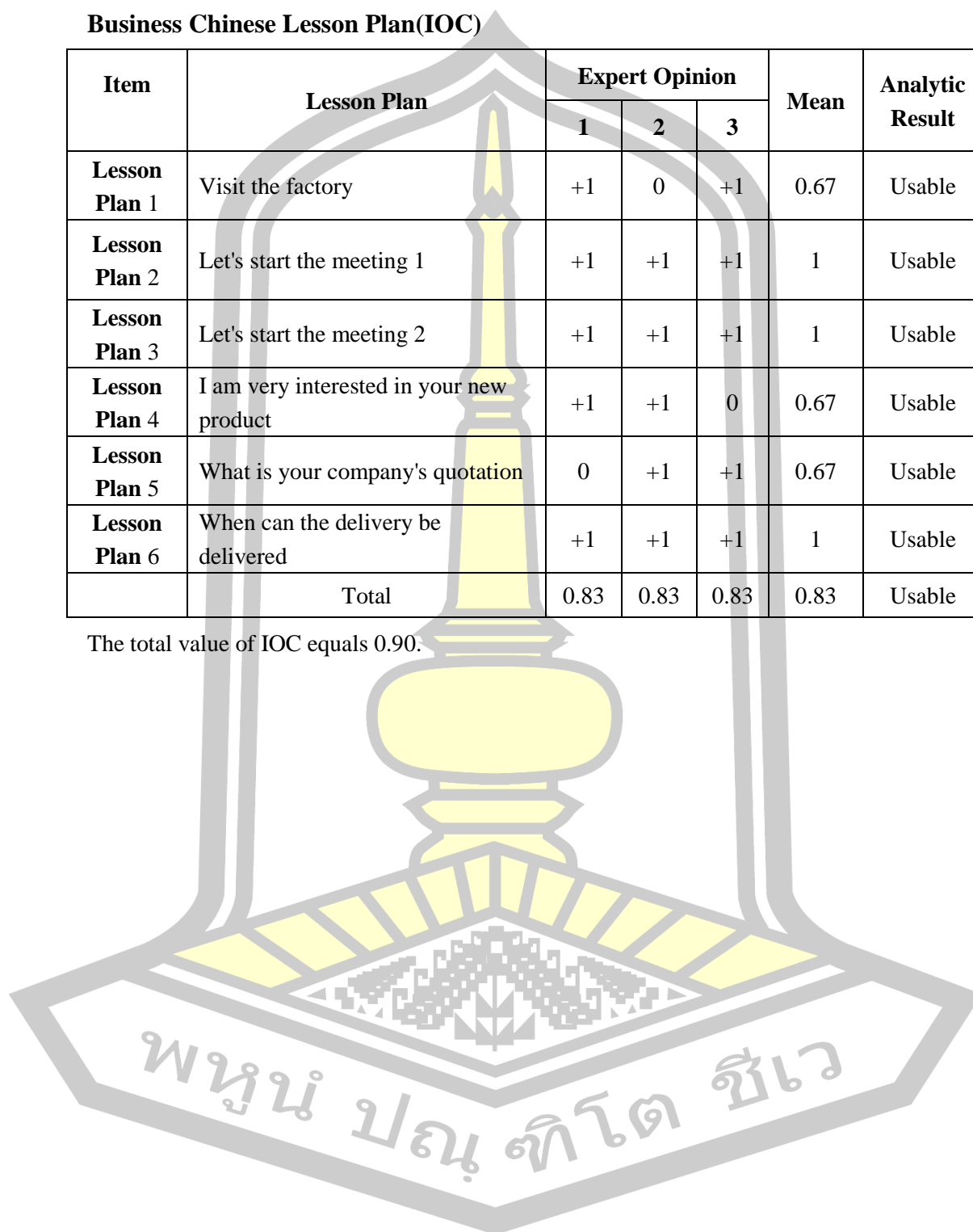
Appendix G: Index of Conformity for Final Test of Students' Oral Communication Ability (IOC)

Item	Question	Expert Opinion			Mean	Analytic Result
		1	2	3		
1	What do you think is the difficulty of the textbooks currently used in Intermediate Business Chinese?	+1	+1	+1	1	Usable
2	How do you feel about the current Intermediate Business Chinese teaching?	+1	+1	+1	1	Usable
3	Which teaching method do you prefer your teacher use?	0	+1	+1	0.67	Usable
4	Which teaching form do you prefer?	+1	+1	+1	1	Usable
5	Do you think the Case-Based Learning Method or the Traditional Teaching Method is more conducive to improving your oral communication ability?	+1	+1	+1	1	Usable
6	What do you think of the cases provided in the textbook?	+1	0	+1	0.67	Usable
7	What do you think about the teaching cases provided by teachers?	+1	+1	+1	1	Usable
8	How often do you communicate with your classmates in Chinese?	+1	+1	0	0.67	Usable
9	Does Intermediate Business Chinese learning have a great impact on your oral communication ability?	+1	+1	+1	1	Usable
10	What kind of knowledge do you want teachers to provide?	+1	+1	+1	1	Usable
11	What is your work intention?	+1	+1	0	0.67	Usable
12	Could you please describe the means of transportation you travel on?	0	+1	+1	0.67	Usable
13	What is your dream?	+1	+1	+1	1	Usable
14	The person you most respect.	+1	+1	+1	1	Usable
15	Your favorite class.	+1	+1	+1	1	Usable
16	Recommend a product to your classmates.	+1	+1	+1	1	Usable

17	Do you plan to travel?	+1	+1	+1	1	Usable
18	Your favorite subject.	+1	0	+1	0.67	Usable
19	Please inform the class.	+1	1	+1	1	Usable
20	Your favorite city.	+1	+1	+1	1	Usable
	Total	0.9	0.9	0.9	0.9	Usable

The total value of IOC equals 0.90.
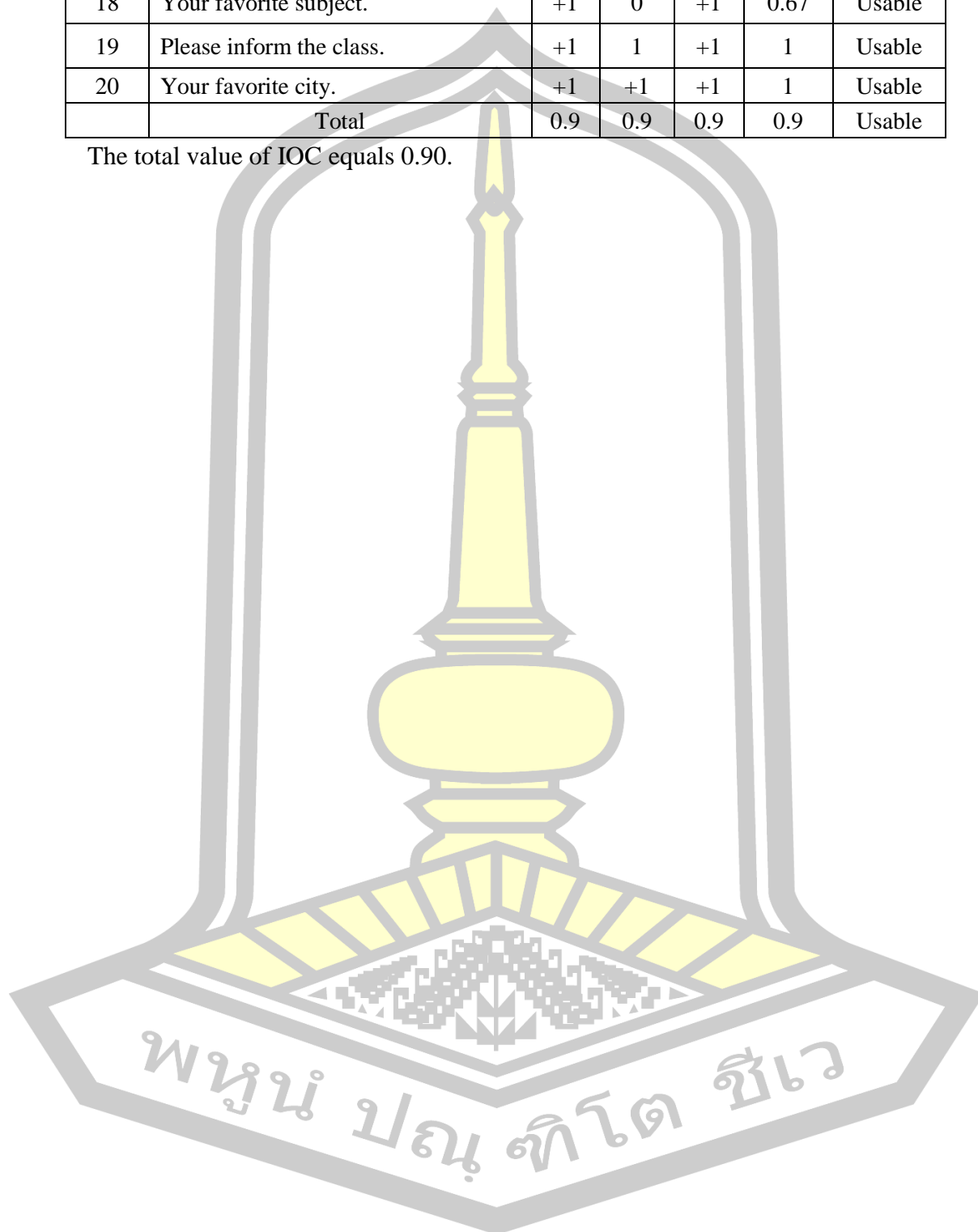
Appendix H: Index of Conformity for the Final Test of Students' Reading Ability(IOC)

Item	Question	Expert Opinion			Mean	Analytic Result
		1	**2**	**3**		
1	We should take ( ) with us when looking for a job.	+1	+1	+1	1	Usable
2	We should bring ( ) when we have a meeting.	+1	+1	+1	1	Usable
3	My parents hope that I can enter ( ) university.	+1	0	+1	1	Usable
4	Xiaoming's ( ) is to be a policeman.	+1	+1	+1	1	Usable
5	Everyone who has experienced traffic accidents knows that traffic accidents are a ( ) matter.	+1	+1	+1	1	Usable
6	After eating in the restaurant, we need to find the waiter ( ).	+1	+1	0	0.67	Usable
7	I think it is very ( ) to go shopping and eat with him.	+1	+1	+1	1	Usable
8	This black coat is completely not ( ) to her.	+1	0	+1	0.67	Usable
9	It is difficult to learn Intermediate Business Chinese. We must work hard to ( ).	+1	+1	+1	1	Usable
10	I brought my foreign friend to ( ) my home.	+1	+1	+1	1	Usable
11	We should take ( ), passport, examination permit and other items with us when taking the national examination.	+1	+1	+1	1	Usable
12	There are 50 ( ) tables in this classroom.	+1	+1	+1	1	Usable
13	( ) There are so many delicious foods in China, we must go there.	+1	+1	0	0.67	Usable
14	Xiaoming bought a coat and a hat, and ( ) spent 200 yuan	+1	0	+1	0.67	Usable
15	Xiaoming's math exam score is ( ) good.	+1	+1	+1	1	Usable

16	It's dawn. Let's go out and watch the ( ).	0	+1	+1	0.67	Usable
17	I ( ): If you study hard, your performance will be better.	+1	+1	+1	1	Usable
18	Xiaoming changed his job today and got higher ( ).	+1	+1	+1	1	Usable
19	You are ( ) for this new project.	+1	+1	+1	1	Usable
20	Allie's sister ( ) bought her a set of skin care products from South Korea.	+1	+1	+1	1	Usable
	Total	0.95	0.85	0.90	0.92	Usable

The total value of IOC equals 0.92.
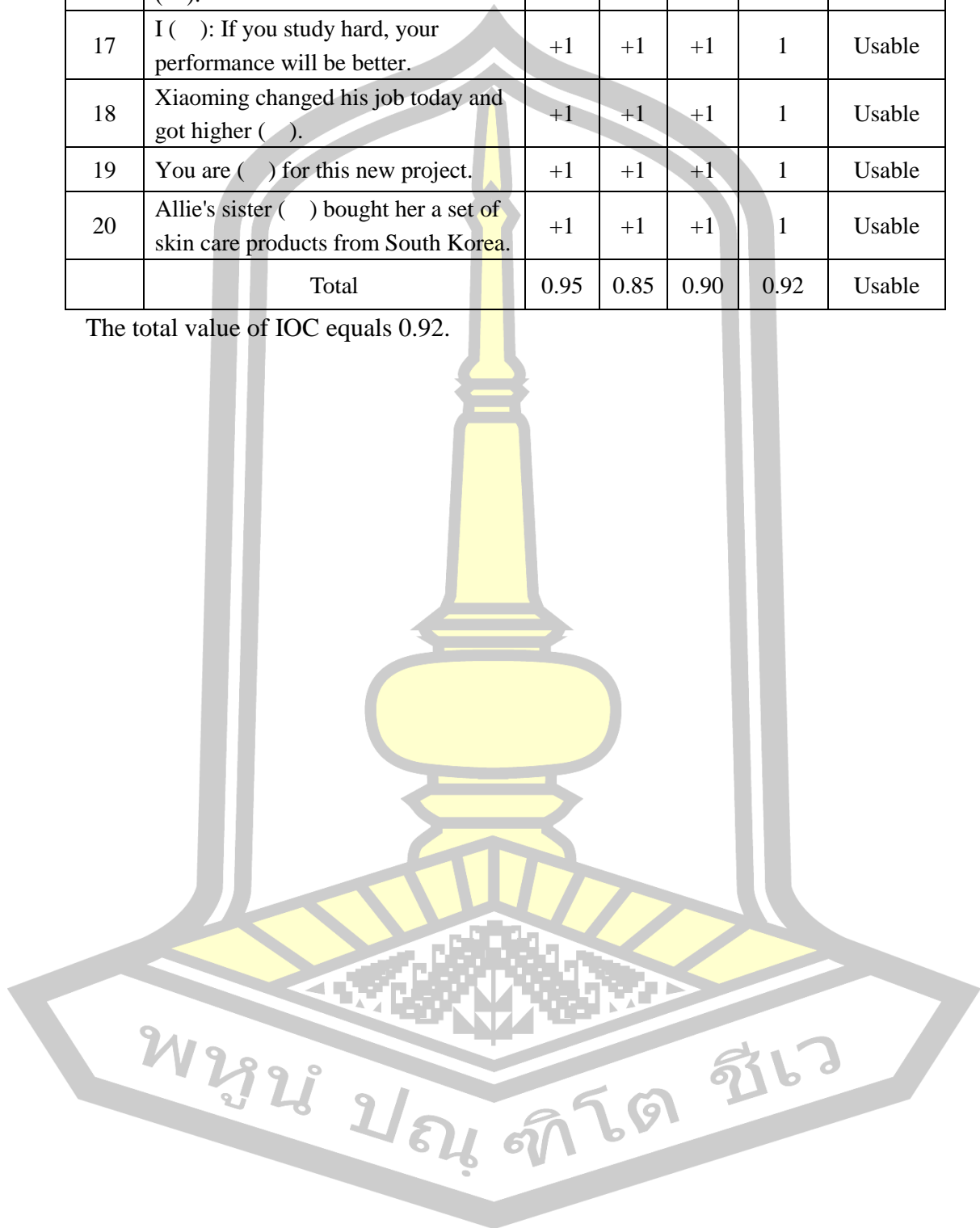
Appendix I: Index of Conformity for the Final Test of Students' Writing Ability(IOC)

Item	Question	Expert Opinion			Mean	Analytic Result
		1	**2**	**3**		
1	Please write a short article of about 80 words in combination with the following words: Factory, Workers, Workshop, Equipment, Product	+1	+1	+1	1	Usable
2	Please write a short article of about 80 words in combination with the following words: Sample, Type, Customer, Study, Company	+1	+1	0	0.67	Usable
3	Please write a short article of about 80 words in combination with the following words: Offer, Order, Discounts, Term of validity, Reasonable	+1	+1	+1	1	Usable
4	Please write a short article of about 80 words in combination with the following words: Computer, Chair, Desk, Pen, Paper	0	+1	+1	0.67	Usable
5	Please write a short article of about 80 words in combination with the following words: Car, Train, Plane, Ship, Transport	+1	+1	+1	1	Usable
6	Please write a short article of about 80 words in combination with the following words: Spring, Summer, Autumn, Winter, Season	+1	+1	+1	1	Usable
7	Please write a short article of about 80 words in combination with the following words: Meeting, Record, Participation, Theme, Conclusion	+1	0	+1	0.67	Usable
8	Please write a short article of about 80 words in combination with the following words: Washing machine, Dryer machine, Bread machine, Refrigerator, Sales Volume	+1	+1	+1	1	Usable
9	Please write a short article of about 120 words in combination with this picture.	0	+1	+1	0.67	Usable
10	Please write a short article of about 120 words in combination with this picture.	+1	+1	0	0.67	Usable
	Total	0.8	0.9	0.8	0.84	Usable

The total value of IOC equals 0.84.

Appendix J: Index of Conformity for the Questionnaire Survey of Students' Satisfaction with Teachers (IOC)

Item	Question	Expert Opinion			Mean	Analytic Result
		1	2	3		
1	Teachers should be generous in appearance, civilized in language, and treat students fairly.	+1	+1	+1	1	Usable
2	The teacher prepares the lesson fully, demonstrates the standard, and gives the lesson skillfully.	+1	+1	+1	1	Usable
3	Adhere to the correct political direction, and the curriculum objectives are in line with the school's orientation and talent training objectives.	+1	+1	+1	1	Usable
4	The teaching content tracks the development needs of the discipline in various forms, and the teaching resources are ideological and contemporary.	+1	+1	+1	1	Usable
5	Develop in an all-round way, focus on student development, and stimulate students' learning motivation.	+1	+1	+1	1	Usable
6	Combine different teaching contents and adopt different methods and means to stimulate learning interest and improve learning effect.	+1	+1	+1	1	Usable
7	Teaching design embodies integrity, including curriculum objectives, teaching content, teaching organization and implementation, learning evaluation and other elements.	+1	+1	+1	1	Usable
8	Inspire students' thinking, pay attention to cultivating and improving students' sense of social responsibility, innovation awareness and practical ability.	+1	0	+1	0.67	Usable
9	Pay attention to the cultivation of knowledge, ability and quality. The curriculum objectives cover the three dimensions of knowledge, ability and quality, and the challenge setting is reasonable.	+1	+1	+1	1	Usable

10	The course objectives can be measured, expressed clearly, and their degree of achievement can be measured and evaluated.	+1	+1	0	0.67	Usable
	Total	1	0.9	0.9	0.93	Usable

The total value of IOC equals 0.93.

Appendix K: The Difficulty and Distinction Degree of Intermediate Business Chinese Oral Communicative Ability Test

Item	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total
G202101	8	9	9	9	9	8	9	9	8	9	87
G202102	8	7	8	7	8	6	8	7	6	9	74
G202103	9	9	9	8	9	8	8	8	7	9	84
G202104	9	9	9	10	8	8	7	9	8	7	84
G202105	9	8	10	8	9	6	9	8	6	9	82
G202106	8	8	9	9	8	8	9	8	8	8	83
G202107	7	7	9	8	8	8	9	7	6	8	77
G202108	8	9	10	8	8	8	9	7	8	7	82
G202109	9	9	9	8	9	8	8	8	8	8	84
G202110	7	8	9	9	8	6	9	8	6	8	78
G202111	9	9	8	9	9	6	9	9	6	9	83
G202112	9	10	9	9	9	6	9	9	6	9	85
G202113	9	7	9	10	9	5	9	9	7	7	81
G202114	9	9	9	8	8	8	9	9	8	8	85
G202115	8	9	9	9	8	5	9	8	7	9	81
G202116	8	8	9	8	8	6	9	9	7	8	80
G202117	7	9	9	9	9	8	8	9	8	7	83
G202118	8	7	8	9	7	6	8	8	7	7	75
G202119	8	9	9	8	8	7	8	9	8	9	83
G202120	9	8	9	9	9	6	9	8	7	8	82
G202121	7	6	7	6	8	7	8	8	6	8	71
G202122	6	7	6	8	9	5	7	9	5	9	71
G202123	6	7	9	7	7	6	7	8	6	9	72
G202124	6	7	7	8	7	5	8	9	5	8	70
G202125	8	9	9	8	9	6	9	8	6	9	81
G202126	7	6	6	9	9	5	8	8	6	8	72
G202127	7	9	8	7	7	6	7	6	5	7	69
G202128	6	7	6	7	6	6	7	7	6	8	66

G202129	6	8	7	7	7	6	6	6	6	6	65
G202130	7	6	7	7	6	5	6	8	5	8	65
G202131	6	6	7	6	7	6	8	7	6	8	67
G202132	9	8	9	9	9	7	8	8	8	9	84
G202133	7	8	8	7	7	6	7	6	6	7	69
G202134	7	8	8	9	7	7	9	9	7	9	80
G202135	8	9	9	9	9	7	8	8	6	9	82
G202136	6	6	8	8	9	5	6	7	5	6	66
G202137	6	7	6	6	7	5	7	7	6	9	66
G202138	7	5	8	7	7	6	5	5	6	6	62
G202139	7	8	8	8	8	8	9	7	5	9	77
G202140	6	6	8	6	8	6	5	6	6	6	63
N	40	40	40	40	40	40	40	40	40	40	40
W	10	10	10	10	10	10	10	10	10	10	100
X	7.53	7.78	8.25	8.03	8.03	6.43	7.93	7.83	6.48	8.03	76.28
P	0.75	0.78	0.83	0.80	0.80	0.64	0.79	0.78	0.65	0.80	0.76
XH	8.91	9.09	9.18	9.18	9.00	7.91	9.00	9.00	7.82	9.00	83.09
XL	6.18	6.27	6.82	6.64	6.82	5.27	6.26	6.45	5.45	6.64	66.18
D	0.55	0.56	0.47	0.51	0.44	0.53	0.55	0.51	0.47	0.47	0.34

Appendix L: Difficulty and Distinction Degree of Intermediate Business Chinese Reading Ability Test

Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total
G202101	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	5	0	5	5	85
G202102	5	5	5	5	5	0	5	5	5	5	0	0	5	5	5	5	0	5	5	5	80
G202103	5	0	5	5	5	5	5	0	5	0	5	5	0	5	5	5	5	5	5	5	80
G202104	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	0	5	5	90
G202105	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	5	90
G202106	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	90
G202107	0	5	0	5	5	5	5	5	0	5	5	5	0	5	5	5	5	5	5	5	80
G202108	5	5	0	5	5	0	5	0	5	5	5	5	5	5	5	0	5	5	5	5	80
G202109	5	5	5	5	5	0	5	5	5	5	0	5	0	5	0	5	0	5	5	5	75
G202110	0	5	5	5	5	5	5	0	5	0	0	5	5	5	5	5	5	5	5	5	80
G202111	5	0	5	5	5	0	5	0	0	5	5	5	5	5	5	5	5	5	5	5	80
G202112	0	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	85
G202113	5	5	5	0	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5	5	85
G202114	5	0	5	5	5	5	5	5	0	0	5	5	5	5	0	5	5	5	5	5	80
G202115	5	5	5	5	0	0	0	5	5	5	5	5	0	5	0	5	5	5	5	5	75
G202116	5	5	5	5	0	0	5	5	5	0	5	5	5	5	5	5	0	5	5	5	80
G202117	5	5	0	5	5	5	5	5	5	5	5	0	5	0	5	5	5	5	5	0	80
G202118	5	0	5	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	5	5	85

ID																			Total
G202119	5	5	0	5	0	5	5	5	5	5	5	5	0	0	5	5	0	5	75
G202120	5	0	0	5	0	5	5	5	0	5	0	5	0	5	5	5	5	5	80
G202121	5	0	0	5	5	5	0	0	5	0	5	5	5	0	5	5	5	5	75
G202122	5	0	5	5	5	0	0	5	5	5	5	5	5	0	5	5	0	0	75
G202123	0	5	5	0	0	5	0	5	0	5	5	0	5	5	0	5	5	5	70
G202124	5	5	5	5	0	5	5	5	5	5	5	5	0	0	0	5	5	5	65
G202125	0	5	0	5	5	5	5	0	0	0	5	5	0	5	5	5	5	5	75
G202126	5	5	5	5	5	0	5	5	5	5	5	0	0	5	5	5	5	0	75
G202127	5	5	5	5	5	5	5	5	0	5	0	0	5	5	5	5	0	5	75
G202128	0	5	0	5	0	0	5	5	5	5	5	0	0	5	5	0	5	5	65
G202129	5	0	5	5	5	5	5	0	0	5	5	5	5	5	5	5	0	5	75
G202130	5	5	0	5	5	5	5	0	0	0	5	0	0	5	0	5	0	5	70
G202131	5	5	5	5	0	0	0	5	0	5	0	5	0	5	0	0	0	5	65
G202132	5	5	5	0	0	0	5	5	5	5	5	5	0	5	0	0	5	0	65
G202133	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	75
G202134	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	5	80
G202135	5	0	5	5	5	0	5	5	5	0	5	5	0	5	5	5	5	5	75
G202136	5	0	5	0	0	5	5	5	0	5	5	5	5	5	5	0	5	5	80
G202137	5	0	5	5	5	0	5	0	5	0	5	5	5	0	5	5	0	5	70
G202138	5	5	5	5	0	5	5	0	5	5	5	0	5	5	5	5	5	5	70

G202139	5	0	0	5	5	5	5	5	0	5	5	5	5	5	5	5	0	5	0	5	75
G202140	5	0	5	5	5	5	5	0	0	5	5	5	0	5	5	5	5	0	5	5	75
N	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
R	33	33	24	34	30	29	34	34	29	27	27	29	33	33	30	33	33	30	29	32	
W	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
X	4.13	4.13	3.00	4.25	3.75	3.63	4.25	4.25	3.63	3.38	3.38	3.63	4.13	4.13	3.75	4.13	4.13	3.75	3.63	4.13	77.13
P	0.83	0.83	0.60	0.85	0.75	0.73	0.85	0.85	0.73	0.68	0.68	0.73	0.83	0.83	0.75	0.83	0.83	0.75	0.73	0.80	0.77
PH	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	84.55
PL	0.36	0.36	0.00	0.45	0.09	0.00	0.45	0.45	0.00	0.00	0.00	0.00	0.36	0.36	0.09	0.36	0.36	0.09	0.00	0.36	69.09
D	0.64	0.64	1.00	0.55	0.91	1.00	0.55	0.55	1.00	1.00	1.00	1.00	0.64	0.64	0.91	0.64	0.64	0.91	1.00	0.64	0.31

Appendix M: Difficulty and Distinction Degree of Intermediate Business Chinese Writing Ability Test

Item	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
G202101	7	7	8	7	7	8	7	8	7	8	74
G202102	9	6	8	9	8	7	8	7	8	9	79
G202103	9	9	7	8	7	8	7	8	6	9	78
G202104	7	6	6	8	7	8	7	6	8	6	69
G202105	9	8	7	8	9	8	9	8	6	9	81
G202106	8	6	8	9	8	8	9	8	8	8	80
G202107	9	7	7	8	8	7	9	8	8	8	79
G202108	7	8	6	6	8	7	6	7	7	6	68
G202109	6	6	6	8	6	7	8	9	7	8	71
G202110	9	6	9	9	8	7	9	8	8	8	81
G202111	6	7	8	9	7	8	9	9	8	9	80
G202112	7	6	9	7	9	6	7	9	6	9	75
G202113	6	7	6	10	9	9	9	9	6	8	79
G202114	6	8	8	8	8	9	8	9	5	8	77
G202115	6	7	6	9	8	9	9	8	9	9	80
G202116	9	8	9	8	8	8	9	6	7	8	80
G202117	6	9	6	7	9	8	8	9	7	8	77
G202118	6	7	8	9	7	6	6	8	7	6	70
G202119	6	7	8	8	8	7	8	9	7	9	77
G202120	6	8	9	9	9	6	6	8	7	8	76
G202121	7	6	7	6	8	5	6	8	6	6	65
G202122	6	7	6	6	8	6	7	7	7	6	66
G202123	6	6	6	7	7	5	7	8	8	6	66
G202124	5	8	6	7	5	8	9	8	8	8	72
G202125	8	9	7	9	9	8	6	8	6	8	78
G202126	7	6	6	9	9	6	8	8	6	7	72
G202127	7	8	9	7	6	5	8	8	8	7	73
G202128	6	6	6	7	6	5	7	7	6	6	62

|											
G202129	6	7	6	7	6	5	6	6	6	6	61
G202130	7	6	6	6	6	5	6	8	7	7	64
G202131	6	6	6	7	7	5	5	7	5	9	63
G202132	6	6	5	7	6	5	6	8	8	9	66
G202133	7	6	7	6	7	6	5	6	4	9	63
G202134	7	8	7	6	7	6	8	7	9	6	71
G202135	6	7	6	7	7	5	8	7	8	5	66
G202136	8	6	5	9	7	5	8	8	8	6	70
G202137	9	7	7	6	8	6	8	8	9	6	74
G202138	8	8	6	7	7	5	8	6	6	6	67
G202139	8	7	7	8	8	6	7	9	5	7	72
G202140	8	7	5	6	8	5	5	6	7	9	66
N	40	40	40	40	40	40	40	40	40	40	40
W	10	10	10	10	10	10	10	10	10	10	100
X	7.1	7.0	6.9	7.6	7.6	6.5	7.4	7.8	7.0	7.5	72.20
P	0.71	0.70	0.69	0.76	0.76	0.65	0.74	0.78	0.70	0.75	0.72
XH	8.64	8.27	8.45	9.09	8.63	8.27	8.73	8.82	8.27	9.00	79.55
XL	5.91	6.00	5.73	6.27	6.45	5.00	5.73	6.45	5.55	5.91	64.36
D	0.55	0.45	0.54	0.56	0.44	0.65	0.60	0.47	0.54	0.62	0.30

Appendix N: Reliability and Validity Test Data of Students' Satisfaction toward Teachers

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
G202101	10	10	8	9	10	9	9	10	10	10	95
G202102	10	10	9	9	10	10	10	10	8	10	96
G202103	10	10	10	9	9	8	9	9	9	10	93
G202104	10	10	10	9	9	9	8	10	8	9	92
G202105	10	8	9	10	10	9	8	9	9	10	92
G202106	10	9	9	8	9	9	10	9	9	10	92
G202107	9	10	8	10	10	8	10	8	10	9	92
G202108	10	9	9	9	10	9	7	8	10	10	91
G202109	10	9	8	10	8	9	9	9	9	9	90
G202110	10	10	10	9	9	9	7	8	8	9	89
G202111	10	9	8	8	7	8	7	8	9	8	82
G202112	10	8	8	7	8	10	10	8	8	7	84
G202113	10	9	8	7	8	8	8	7	8	9	82
G202114	8	9	8	8	8	9	9	7	8	8	82
G202115	9	9	7	8	8	8	7	8	9	8	81
G202116	9	9	7	8	8	9	8	8	8	7	81
G202117	9	8	7	8	8	8	9	8	8	8	81
G202118	10	8	8	7	8	8	8	8	8	8	81
G202119	10	9	7	8	8	8	8	7	8	8	81
G202120	10	8	8	7	8	8	8	8	8	7	80
G202121	8	6	8	9	8	7	8	8	7	8	77
G202122	9	9	7	9	9	7	8	7	8	7	80
G202123	10	6	8	7	9	8	7	8	8	8	79
G202124	9	8	7	8	9	9	7	8	7	7	79
G202125	9	9	7	8	7	7	7	8	8	8	78
G202126	10	8	8	6	7	8	8	7	8	8	78
G202127	8	9	6	8	7	8	6	9	8	8	77
G202128	8	7	8	8	7	8	8	8	8	7	77
G202129	8	8	7	8	7	8	7	8	8	8	77
G202130	8	7	7	8	7	8	8	7	9	8	77
G202131	8	9	8	9	8	6	8	6	7	8	77
G202132	8	7	8	7	9	6	8	8	7	8	76
G202133	7	9	7	7	8	6	8	8	8	8	76
G202134	9	9	7	8	7	6	8	6	7	9	76
G202135	9	8	6	8	8	7	6	7	8	8	75
G202136	10	10	10	10	9	9	9	9	9	10	95
G202137	9	9	9	10	9	9	9	10	10	9	93

G202138	10	10	8	9	9	9	9	10	9	9	92
G202139	10	9	9	10	9	8	9	10	9	9	92
G202140	10	9	9	10	9	9	9	9	10	8	92
G202001	10	9	9	9	9	10	9	9	9	9	92
G202002	10	9	8	10	9	9	9	9	9	9	91
G202003	10	9	9	8	9	9	8	10	9	9	90
G202004	10	9	8	10	10	8	9	8	9	9	90
G202005	9	10	8	10	9	8	8	8	10	8	88
G202006	10	9	7	7	8	8	8	8	9	8	82
G202007	9	9	7	10	8	8	7	8	8	8	82
G202008	10	9	8	8	7	8	8	7	8	9	82
G202009	8	10	7	7	9	8	8	8	7	9	81
G202010	9	8	8	8	8	8	7	8	8	9	81
G202011	8	9	8	8	8	10	8	8	7	7	81
G202012	8	9	8	8	9	8	8	8	7	8	81
G202013	10	9	7	8	7	8	8	7	8	9	81
G202014	10	8	8	8	9	8	8	7	8	7	81
G202015	9	9	7	8	8	7	9	8	7	8	80
G202016	8	8	8	8	10	8	8	7	8	7	80
G202017	9	9	7	8	7	9	8	7	8	8	80
G202018	9	8	9	8	7	8	8	8	7	7	79
G202019	9	9	7	8	8	7	8	7	8	8	79
G202020	8	7	8	8	8	8	7	8	8	8	78
G202021	8	9	7	7	9	8	8	7	7	8	78
G202022	9	8	7	9	6	7	8	8	8	7	77
G202023	9	8	8	8	7	8	7	8	7	7	77
G202024	10	8	8	10	6	8	7	7	6	7	77
G202025	7	7	8	8	9	8	8	7	8	7	77
G202026	10	9	6	6	7	7	7	8	8	8	76
G202027	7	9	7	7	8	8	6	8	8	8	76
G202029	8	9	8	8	7	7	7	6	7	9	76
G202030	10	8	7	6	7	7	8	6	8	8	75
G202031	7	7	8	7	7	8	7	8	7	7	73
G202032	8	6	8	8	8	6	8	6	7	8	73
G202033	7	6	7	6	8	7	7	8	8	8	72
G202034	9	6	7	6	9	7	6	6	8	8	72
G202035	8	7	7	8	7	8	6	6	8	7	72
G202036	8	6	8	8	6	8	9	7	7	7	74
G202037	7	7	8	6	7	8	7	6	9	8	73
G202038	8	6	6	8	8	8	7	6	8	8	73
G202039	7	6	8	8	6	8	7	7	8	7	72

G202040	9	8	6	7	6	8	7	6	7	8	72
Mean	8.98	8.38	7.79	8.14	8.09	8.03	7.90	7.80	8.11	8.18	81.38
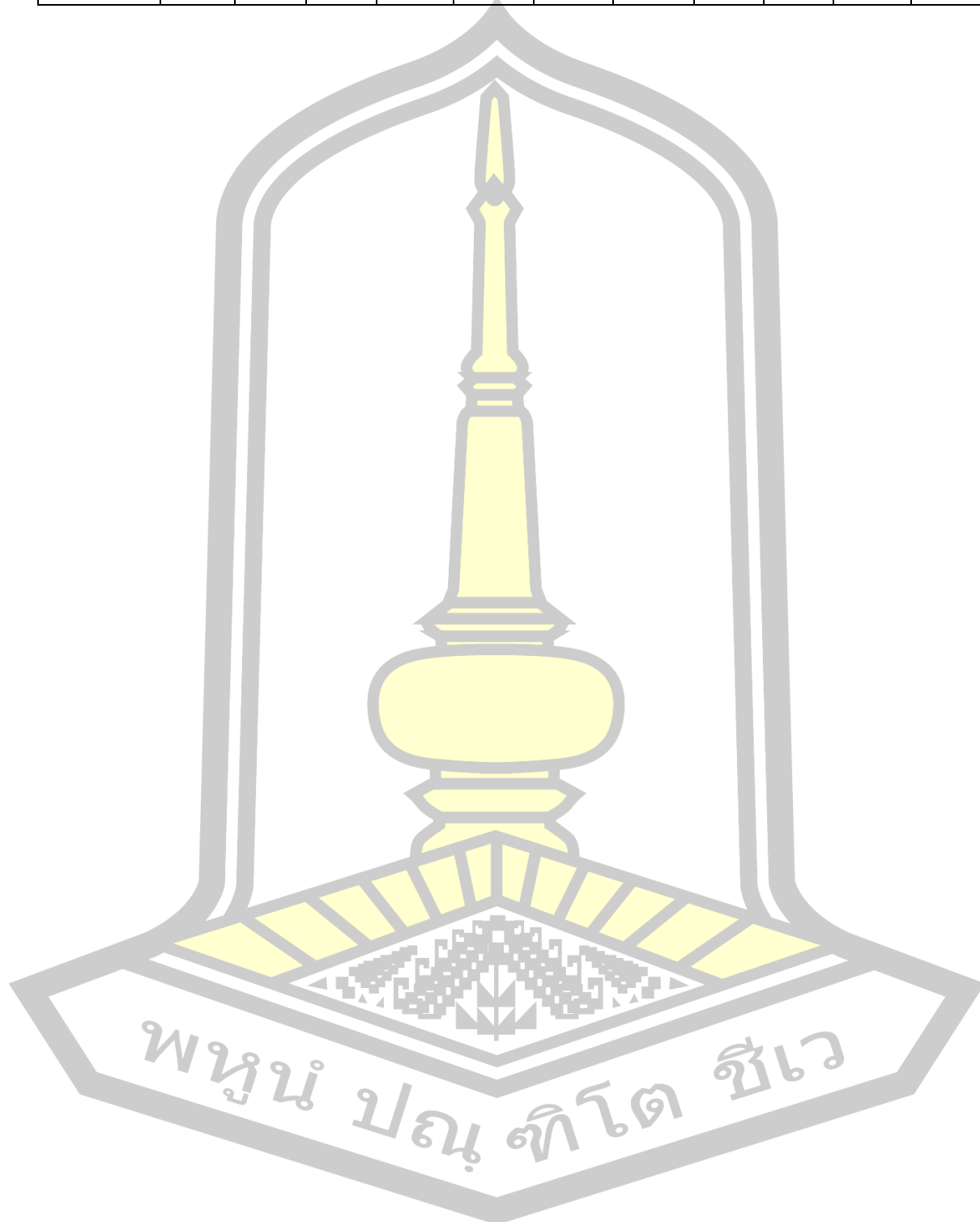
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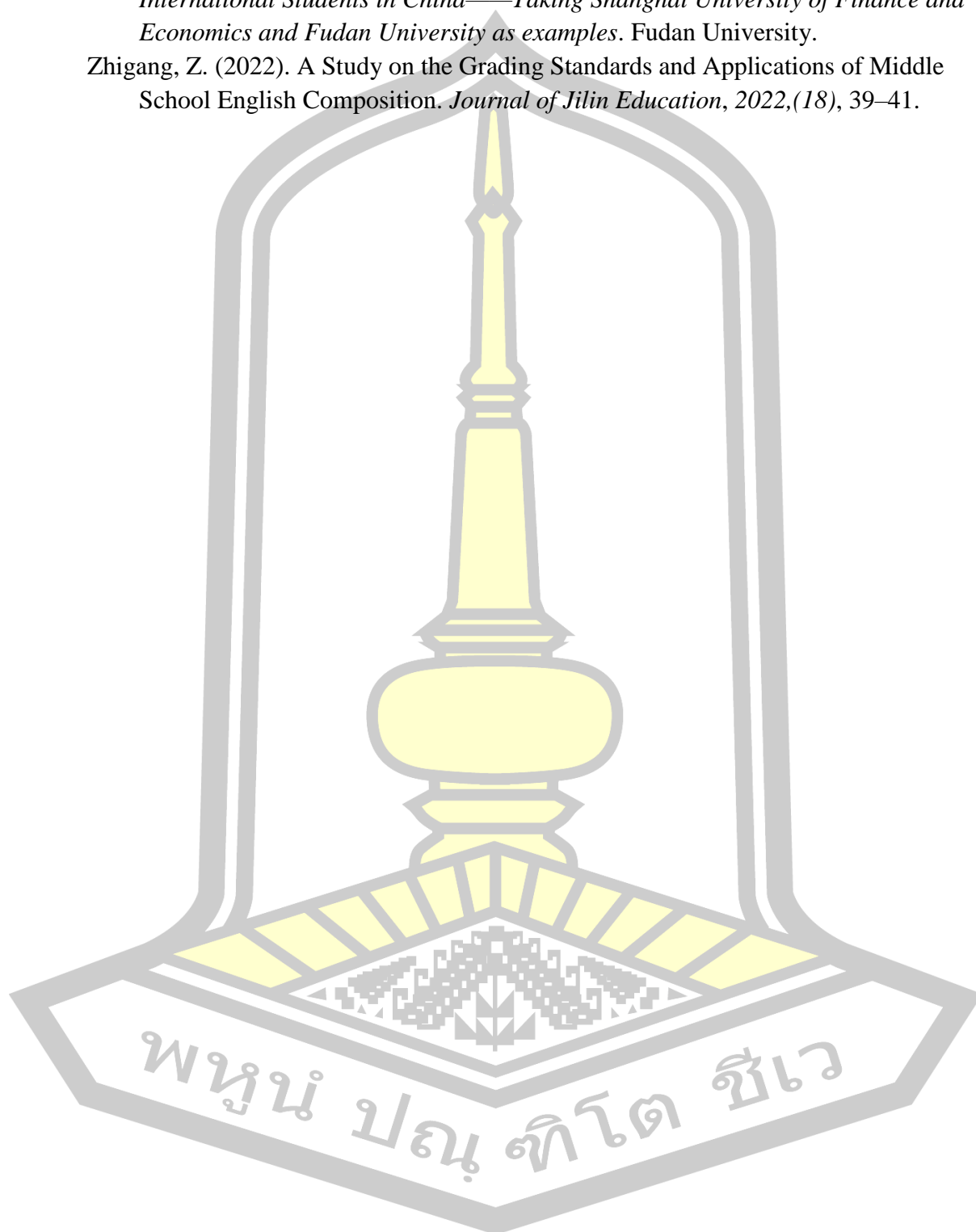
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