

DOI: <https://doi.org/10.34069/AI/2023.67.07.29>

How to Cite:

Yu, Z. (2023). Research on the brand image of "study in China" in the new era of overseas chinese newspapers and periodicals: a case study of Sin Chew daily in Malaysia. *Amazonia Investiga*, 12(67), 327-336. <https://doi.org/10.34069/AI/2023.67.07.29>

Research on the brand image of "study in China" in the new era of overseas chinese newspapers and periodicals: a case study of Sin Chew daily in Malaysia

海外华文报刊新时代“留学中国”品牌形象研究——以马来西亚《星洲日报》为例

Received: May 6, 2023

Accepted: July 1, 2023

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Abstract

This study focuses on Malaysia's Sin Chew Daily newspaper as its research subject. By searching the electronic resource library of the Sin Chew Daily's headquarters, the study obtained relevant reports and comments on "Study in China" from 2013 to the present. The study employed a combination of quantitative and qualitative methods, including data collection, topic classification, text interpretation, and comprehensive analysis to deeply analyze the focus of the Malaysian Chinese society (referred to as "Chinese society") on "Study in China" and the information it implies. The research found that the attitude of the Malaysian Chinese society towards "Study in China" is mostly positive. "Study in China" is seen as a bright and promising opportunity, and the "Study in China" brand is viewed as positive and reliable. Based on these findings, the study puts forward suggestions for improving the "Study in China" brand with the aim of promoting its connotative development and sustainable growth.

Keywords: Malaysia, New Era, Study in China, Sin Chew Daily

Introduction

This year marks the 10th anniversary of China's "Belt and Road" Initiative. Since its inception, international exchanges, and cooperation in the educational field between China and other countries or regions along the routes have become increasingly frequent and intensive, the number of people that are studying in China continues to increase. According to statistics (Ministry of Education of the People's Republic of China, 2019), the top 15 source countries of "Study in China" in 2018 were South Korea,

摘要

本文以马来西亚《星洲日报》为研究对象，通过《星洲日报》总社电子资源库搜索获得 2013 年至今“留学中国”的相关报道和评论，采用数据搜集、主题归类、文本解读、综合分析等定量和定性相结合的方法，深入分析马来西亚华人社会（简称“华社”）对“留学中国”的关注点及其背后蕴含的信息。研究发现马来西亚华社对“留学中国”态度多为正向，“留学中国”是光明的、有前景的，“留学中国”品牌是正面的、可靠的，并以此为基础提出“留学中国”品牌提升的建议，以期推动“留学中国”品牌的内涵式发展和可持续发展。

关键词: 马来西亚；新时代；留学中国；星洲日报。

Thailand, Pakistan, India, the United States, Russia, Indonesia, Laos, Japan, Kazakhstan, Vietnam, Bangladesh, France, Mongolia, and Malaysia. Among them, four are members of ASEAN countries, and ASEAN countries are important source countries of "Study in China", with Malaysia being one of them.

Malaysia is the first ASEAN country to establish diplomatic relations with China, and also the first country along the route to respond to the "Belt

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and Road " initiative. There are three main ethnic groups in Malaysia: Malay, Chinese and Indian, and the proportion of Chinese is 23%. Therefore, Malaysia is the country with the most complete Chinese language education outside the Chinese mainland and Hong Kong, Macao and Taiwan. However, due to some educational policies of the Malaysian government, local Chinese are constrained by a "Quota System" (Guozhong, 2002: 22-24) in terms of enrollment (admission to the universities is not entirely based on the candidate's grades, but rather on the basis of specific ethnic priorities and then the merits, Malays have a huge advantage). In addition, some Chinese who choose to attend independent secondary schools (not subsidized by the government, using Mandarin as the medium) are not recognized as diplomas upon graduation. Under multiple factors, some local Chinese can only choose to study overseas.

In 2016, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Several Opinions on Opening up Education to the Outside World in the New Era"(Ministry of Education of the People's Republic of China, 2016), which clearly stated that quality and efficiency should be the main focus, and it was required to optimize the country of origin and professional layout of international students studying in China, increase the construction of brand majors and brand courses, build a socialized and professional service system for studying in China, and create the "Study in China" brand. This marks a new stage in the development of Chinese education for studying abroad in China, which is characterized by both quality and connotation development.

Based on the above, this study intends to explore the historical changes of Malaysian Chinese community's "Study in China" in the past 10 years and the brand image of "Study in China" from the perspectives of Malaysian Chinese.

Literature Review

Research on the image of China in overseas newspapers and periodicals

The analysis and study of China's image through overseas newspapers and periodicals will help us understand China's overseas image and external propaganda weaknesses, so as to put forward relevant suggestions and countermeasures. Therefore, this field has always been an important place for scholars to work hard. According to the incomplete statistics from the

author, the current research includes research on China's national image from different overseas media perspectives, such as the mainstream English-language newspapers in India, Chinese newspapers in Germany and Indonesia, "The China Press" in the United States, the British edition of the "Nouvelles D'Europe", "Eleven Media" in Myanmar, "Le Monde" in France, "Lianhe Zaobao" in Singapore, Chinese media in Africa, Japan, and Malaysia. Based on quantitative and qualitative research methods, combined with the theories and practices of history, journalism, communication, statistics, international relations and other disciplines, these studies interpret China's national image in overseas media, and put forward strategies and suggestions for China's external image construction. (Honggang, 2013: 34-35)

Research on brand image of "Study in China"

At present, there is relatively little research on the brand image of "Study Abroad in China", mainly focusing on how to build, develop in a connotative manner, and strengthen the brand. Cui Bo (Bo, 2022: 44-47) comprehensively and dynamically analyzed the historical process and development trend of "Study in China" with a historical development perspective, which emphasized that China's study abroad industry has undergone an important transformation from "nothing to something, from small to large, from point to surface" and then "from emphasizing expansion of scale to focusing on improving quality and efficiency". International students studying in China are witnesses to China's development, and after gaining a deeper understanding of the real China, they will become the "civilian diplomats" who tell the story of China well. Therefore, to satisfy the needs of the times, the "Study in China" in the new era should focus on the promotion of the study in China activities in countries or regions along the "the Belt and Road", pay attention to the trend of education informatization, and accelerate the digital construction of the "Study in China" management front as well as the teaching front. Owing to some controversial events in recent years regarding "Study in China", Qu Qi (Qi, 2020: 54-59) proposed that the assimilation management of Chinese and foreign students should be strengthened, the application qualifications of international students should be strictly enforced. In the context of promoting the opening up of education to the outside world in the new era, create key and high-quality projects for studying in China, take multiple measures to promote the

connotative development of studying in China and strengthen the brand of "Study in China".

Research on "Sin Chew Daily" and China's image

Sin Chew Daily, as one of the "three treasures" of the Chinese Community of Malaysia (Hua Tuan, Hua Pao, Hua Jiao), is the largest local Chinese newspaper in Malaysia. It has its own historical mission and responsibility in promoting Chinese language education and Chinese education (Weibu, 2008: 7-9). As an influential newspaper within the overseas Chinese media, it is an important way for many scholars to study China's overseas image. From the perspective of "Sin Chew Daily and China", some scholars analyzed the reports of certain policies of China (such as the "the Belt and Road" Initiative) in Sin Chew Daily, so as to obtain the overseas response to the policies. Luo Li (Li, 2017: 91-96) concluded that the overwhelming supportive responses from the Chinese community in Malaysia towards China's "the Belt and Road" initiative based on the relevant reports on "the Belt and Road" in the Sin Chew Daily from 2015 to 2017. The Chinese community generally believed that the "the Belt and Road" was an effective way of regional cooperation and a win-win path of cooperation to promote common development and achieve common prosperity.

Some scholars analyze the characteristics of foreign reporting during a certain period of time, in order to draw the key points of attention from overseas society towards China. For instance, Weng Qian (Qian, 2010: 46-48) utilized the framework theory and content analysis method to study the reporting framework of the "Beast Head Incident", and ultimately concluded that "Sin Chew Daily" has generally constructed a relatively objective and neutral news perspective, with the "human interest framework" being its main framework for reporting on China. Guan Huiqi (Huiqi, 2019: 43-45) took the 2018 report on Sin Chew Daily related to China as the research object, which confirmed that Sin Chew Daily has a high level of attention to China with relevant reports from Beijing, Hong Kong, and Taiwan being the main focus. The report portrays both positive and negative images of China.

Based on the above mentioned, there is a lack of research on the brand image of "Study in China" from the perspective of others in overseas Chinese newspapers and magazines, which provides space for this study. Therefore, this study aims to analyze the changing trends and

brand image of "Study in China" in Malaysian Chinese community based on the reports on "Study in China" in Sin Chew Daily from 2013 to present.

Methodology

This research takes the E-resources of Sin Chew Daily in Malaysia as the research platform, and, by adopting content analysis, text analysis and case analysis as the main research methods, conducts an overall research according to the research ideas of data collection, issue classification and text interpretation.

In terms of sample selection, by searching relevant reports from November 2013 to March 31, 2023 with the keyword "Study in China", and then excluding homogenized news and repetitive news, a total of 569 reports about "studying in China" were obtained. In terms of reporting types, related news is divided into two categories: news and commentary, with a total of 492 news articles and 77 news comments. In terms of reporting tendency, the general tendency of related reports was divided into positive, negative and neutral (no obvious tendency was found). Positive reports are mainly objective, the full text of which holds a praise, support and affirmation attitude. The report with negative tendency mainly reveals, satirizes and negates. The neutral reporting means that the full text has no obvious expectations and attitudes, but holds a neutral spectator attitude.

Based on the data analysis, the author found that the number of reports on "studying in China" in this newspaper has remained at about 50 per year since 2013. Perhaps due to the closeness of language and culture, the reports on "studying in China" are far more than those on studying in other countries (see Figure 1). In the contents of the reports, they tend to report on the topics such as exchanges between Chinese and Malaysian universities, information exchanges in China and comments on the prospects of staying in China. Among the 569 news reports, only 12 reported negative information due to China's "zero clearance policy" during the epidemic period, which caused students to be unable to study in China, believing that China's "epidemic prevention changes" and the situation of online courses affected students' learning career. If news is the objective exposition of general facts, then commentary is highly subjective. In the 77 news comments, most Malaysian government officials and scholars gave full affirmation to studying in China, with 52 positive comments, accounting for 66% of the total comments.

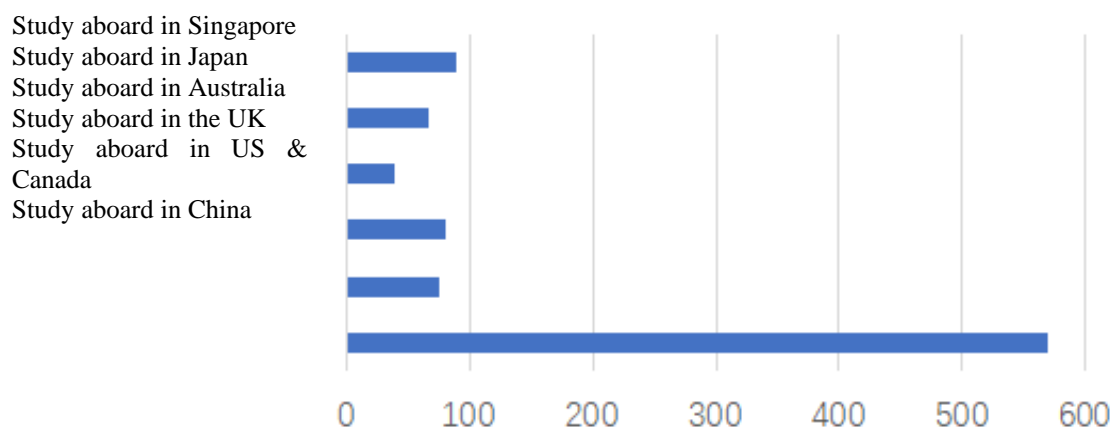


Figure 1. Distribution of study abroad reports by country (unit: articles) in Sin Chew Daily.

Results and Discussion

By categorizing the theme, interpreting the text, and comprehensively analyzing the relevant reports and comments on "Study in China" in Sin Chew Daily, it was found that its reporting contents mainly focus on the following aspects:

Information and content reports on various educational exhibitions, lectures, and scholarship applications of "Study in China"

Sin Chew Daily timely predicts the development of education exhibitions related to "Study in China" and provides follow-up reports on the exhibition situation. For example, the "China Higher Education Exhibition" in Malaysia, which has a long history, has been organized by the United Chinese School Committees' Association of Malaysia since 2003, and held annually in spring at Chinese high schools in Malaysia alternatively with approximately 30 to 40 Chinese universities participating each year; the Association of Graduates from Universities and Colleges of China, Malaysia has been organizing the "Higher Education Exhibition for Studying in China" since 2015, as well as the subsequent "Bridge for Studying in China" China Higher Education Exhibition; the first "HSK China Study and Employment Exhibition" was jointly organized by the Han Culture Centre Malaysia and Chinese Testing International in 2022; the first China-Malaysia Vocational Education Exhibition was hosted by Tang Chinese Education in 2022. These reports provide timely and rich information for students and the public about Chinese and further education, expanding the channels for further education. In addition, there are also information and reports on online promotion conferences of Chinese universities organized by various institutions during the epidemic period, or

national university promotion conferences organized by a certain province in China, such as the "Heilongjiang Province Higher Education International Promotion Conference" organized by the Consulate General of the PRC in Penang and hosted by Heilongjiang University of Chinese Medicine on December 8, 2021. Representatives from 13 universities in Heilongjiang introduced the characteristics, rewards, and other related information of each university online to students from multiple independent and national high schools in North Malaysia. More importantly, it is quite warm that the newspaper will also report on some "New Student Exchange and Explanation Meetings", "Welcome Tea Party" etc., arranged by relevant Malaysian institutions.

In terms of scholarships, China has provided various types of scholarships to students from ASEAN countries, including Malaysia - Chinese government scholarships, Confucius Institute scholarships, Chinese embassy scholarships in China, ASEAN students studying in China scholarships, provincial government scholarships, vocational education scholarships, Chinese government scholarships on the Silk Road, Chinese vocational education scholarships, and scholarships to multiple universities in China, the "Self-Strengthening Scholarships" of the Asia Pacific Tsinghua CEO Chambers of Commerce and Industry. These scholarships are led by different institutions in Malaysia to assist in registration and application. Therefore, the Sin Chew Daily will also provide timely coverage.

From the above, it can be seen that Malaysia has a rich variety of educational exhibitions and lectures on "studying in China", which brings relevant information to Malaysian students and provides them with more possibilities for their

further study. At the same time, the scholarships provided by the Chinese government also provide more opportunities for some students.

Report on various training plans and project courses for 'Study in China'

Sin Chew Daily also timely reports on various talent development programs, such as the "Boya Seedling Talent Development Program" promoted by the Peking University Alumni Association of Malaysia, which benefits independent Chinese high school students; the "Study in China with Scholarships Programs" is jointly promoted by the Malaysian Chinese Cultural Society, NCB Education and the China-ASEAN RCEP General Chamber of Commerce, which has been open to Malaysian students with SPM, STPM, and UEC diplomas since 2016. In addition, there are the "Malaysian Chinese Children's Study in China Guarantee Program" jointly promoted by the Malaysian Chinese Education Advisory Committee and the Association of Graduates from Universities and Colleges of China, the "China Technical and Vocational College Study Abroad Program" promoted by the Merdeka University Berhad, and the "Cultivating Talent Program" (2015) jointly organized by the Association of Graduates from Universities and Colleges of China and Chinese Language and Culture Education Foundation of China.

Sin Chew Daily also reports on timely China-Malaysian cooperative courses and projects. For example, on October 29, 2020, it reported that "The Malaysia Belt and Road Promotion Association, South China University of Technology, and Beijing Institute of Technology jointly organized the International Foundation Program (IFP) for Chinese universities, providing the most affordable study abroad opportunities for Malaysian students with SPM diplomas". On August 2, 2021, it reported that Malaysia Oneworld Hanxin College and Zhejiang Technical Institute of Economics launched a "Cross-border E-commerce" specialist dual-course program, introducing Chinese e-commerce theories, examples and experiences through academic education and vocational training to cultivate top talents in the industry. In addition, on June 30, 2022, it reported on the grand ceremony of the cloud signing and unveiling of the Malaysia International College jointly built by Tianjin Maritime College, Merdeka University Berhad and Malaysia Oneworld Hanxin College."

From the above, it is not difficult to see that various associations and alumni associations in Malaysia are continuously promoting various projects of "studying in China". For example, Peking University Malaysia Alumni Association, Malaysia Overseas Chinese Students Association, Malaysia Nanjing University Alumni Association, etc. Because Chinese education or Chinese education is not the mainstream work of the government education department in Malaysia, it is planned by the Chinese community itself. Therefore, in Malaysia, the role of alumni associations is more important. These institutions not only undertake the work of connecting with relevant Chinese universities, but also act as the "big parents" of Malaysian students going to China, effectively promoting the process of Malaysian students "studying in China" (Junfang, 2021: 45-47).

Reports on students studying in China

Sin Chew Daily places close attention to the reports on students studying in China and contacts students through various means to interview their life experiences while studying in China. Apart from that, during the epidemic, Sin Chew Daily paid a lot of attention to students who were unable to return to China for offline education due to the epidemic. On the one hand, it reported on the government and institutions' appeals to China for promoting the return of Malaysian students to China for classes. On the other hand, it interviewed relevant students and told their stories of "online teaching". It can be concluded that as the largest local Chinese newspaper, it cares about people's livelihood and education. However, between the lines, other information and voices can also be interpreted. In the related reports, some students mentioned that "in the case of simultaneous online and offline teaching, overseas students who need to take classes online have become neglected minorities and helpless 'abandoned babies'". Some students said that they had tried to negotiate with the school whether they could take the online courses that were originally required to be taken offline or replace them with other courses for credits, but it was of no use. "Every time when I wait for an email reply, it takes about one or two days, and the answer is always to let me find other departments." Some students said that "in most cases where classes are presented to us in the form of recordings of classes, there is no system to limit when we must open those uploaded recording of classes, nor is there a visible and tangible peer group to create an uplifting environment for us. Many resources and materials are not as easily available as local

students. During the course selection, in order to avoid troublesome, we also need to observe the assessment methods and weigh them carefully other than our own preferences and abilities. We will confirm the online course situation in a careful manner with each teacher we have never met before and weigh every word and sentence again and again." Between the lines and between words, we can understand the dissatisfaction and helplessness of some students when it comes to "online learning".

Above-mentioned aside, Sin Chew Daily also invited students who have studied or who are studying recently at the Peking University to share their experiences of studying in China and Beijing, and set up a special column "Yan Yuan Chun Qiu" from December 11, 2019 to October 8, 2022. These students shared with readers from their own perspectives about the course teaching, teacher style, campus environment, interesting learning stories, and challenges of online classes at the Peking University. They also shared their perspectives on how Beijing's subway and China's subway have impacted the society that is closely connected with them, giving a new ecology to a place. Some students also shared the current situation of China's medical care and film industry based on their professional studies and internship experiences, as well as analyzed current political issues based on their professional backgrounds. The establishment of this column allows more Malaysians to learn about Chinese universities and contemporary China through the narration of their fellow countrymen.

Telling the story of China from the perspective of international students can bring a greater sense of credibility and authenticity. The "Yanyuan Chunqiu" column is a natural and effective way to tell the story of contemporary China to the people of Malaysia from the perspective of Malaysian students studying in China. Lin Weixian, a 19th-grade undergraduate student at the School of Physics at Peking University, mentioned in "Identity Recognition and Discussions on China" that "In the English-speaking world, many high-quality international reports can be read in newspapers, but there are often deviations when it comes to China... If you want to have a complete world view, it is necessary to correctly understand China." Why not use the voices of international students to tell the real story of China and eliminate prejudices against China in other countries? Nowadays, we can see more and more government departments and universities using various social media to tell the story of China to the world through rich and

colorful forms (such as short videos and text) and let international students speak out for China. This should be the sincerest expression of China's story in the new era. By sharing their experiences and perspectives, international students can provide a unique and valuable perspective on life in China, helping to bridge cultural gaps and promote understanding between nations.

Reports on policies related to students studying in China

Sin Chew Daily emphasizes on China's policies for international students. For example, the policy issue of whether international students in China are allowed to work part-time. In August and September 2017, the newspaper reported on the interpretation of Order No. 42 by the Association of Graduates from Universities and Colleges of China, Malaysia, mentioning the changes in the Chinese government's treatment towards international students working part-time in China, from a complete ban to a "lifting of the ban". International students can participate in work-study activities during their studies in China, but are not allowed to work, do business or engage in other business activities. They can participate in social practice activities to improve their learning and living conditions, enhance their overall quality and support students from economically disadvantaged families. In addition, the newspaper also pays special attention to the interpretation of China's "vocational education" policy, interpreting China's "National Vocational Education Reform Implementation Plan" and introducing the characteristics of China's vocational education and the scope of vocational education. It believes that the reason for China's advanced technology is its solid and hard technology, and the strong backing of the entire technology industry is its "vocational education", which continuously provides timely and appropriate talents for various emerging industries. As Liu Weiyl, the director of Merdeka University Berhad said: "China has built the world's largest vocational education system, deepening the integration of industry and education, training 10 million high-quality skilled talents every year, providing strong human support for social and economic development.

Through relevant reports, it is discovered that the Malaysian Chinese community pays more attention to the internship and employment policies of study abroad countries because this concerns the direction and future of students after graduation. Wang Huiyao (Huiyao, 2022: 30-59) mentioned that "International students are also a

powerful driving force for innovation and entrepreneurship development in a country or region. Among US startups with a market value of \$1 billion, 1/4 of the founders are international students. For example, Elon Musk was once an international student from Pretoria, South Africa. He studied in the United States, interned, and started a business in Silicon Valley, and became the richest person in the world in 2021. In Canada, one out of every four small and medium-sized enterprises is owned or operated by immigrants or former international students." Therefore, taking the example of internships and entrepreneurship for international students coming to China, more internship opportunities and employment channels should be provided for international students who study in China in order to increase the attractiveness of "Study in China", and improve the country's innovation and entrepreneurship capabilities. Moreover, the development of vocational education in China is deeply in line with the current situation in Malaysia, and the two countries can engage in more cooperation and exchanges in this field.

"Study in China": navigation and reviews

"Study in China" has become a hot topic and trend in the Malaysian education circle. Therefore, Sin Chew Daily will open some columns to invite social figures to analyze, comment and navigate this phenomenon. For example, in Chen Zhicheng's (head of the Malaysian Study in China Center) commentary "Reflect on the Rapid Internationalization Policy of Chinese Universities" on August 4, 2019, he analyzed that China has recruited foreign students in a large amount under the "Belt and Road" policy. Nevertheless, due to the lack of experience and standards in recruiting international students, the rapid internationalization of international student policies has led to some problems and provoked dissatisfaction among the people. The Chinese government then made timely adjustments and implemented the "Convergence Management of Chinese and Foreign Students" policy and strictly reviewed the quality of international students. He believed that "high-quality academic education level in universities, coupled with advantageous

high-tech development and employment guarantee after graduation" make Malaysian students studying in China have a bright future and also bring a turning point for Malaysian Chinese education. Another commentary published on November 16, 2016, "A Good Time to Study in China" argues that China today is not the old one about 20 years ago. China today is rising that has opened its doors to international students. In addition, there are many educational navigation or commentaries involving China's "Belt and Road" policy and the heat of studying in China, China's vocational education and bright employment prospects.

In general, Sin Chew Daily plays a diverse role in Chinese education in Malaysia. It is not only an information platform that provides various educational information for Chinese people, but also a "voice" platform that speaks out for Chinese education and Chinese people's educational issues. It is also a navigation platform that provides rational advice and thinking from different perspectives for parents and students, thus providing detailed and reliable references and guidance for the education and employment of Malaysian Chinese people.

Conclusions

Based on the classification of the focus of the 'Study in China' reports and the interpretation of the relevant report contents, the following conclusions can be drawn:

The number of Malaysians studying in China is increasing, and 'Study in China' has broken through the 'myth'

Through the analysis of multiple reports and commentaries, the positive attitude and outlook of the Malaysian Chinese community towards 'Study in China' is obvious. Everyone unanimously sees a bright future of 'Study in China', believing that it is not only beneficial to the development of students, but also to the development of Malaysia. Therefore, in recent years, the number of Malaysians studying in China has been increasing as followings.

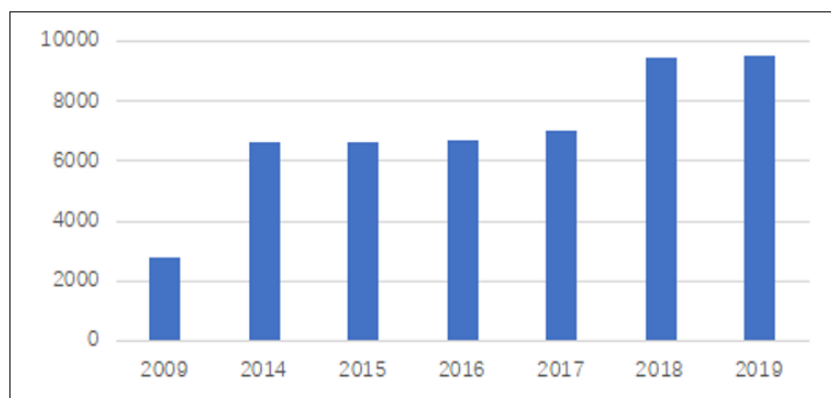


Figure 2. Number of Malaysian students "Study in China" (unit: person)

As seen from the above figure, the number of Malaysians studying in China has increased from 2,800 in 2009 to 9,500 in 2019, and according to the annual 'Statistics on International Students in China' by the Chinese Ministry of Education, the number of Malaysians studying in China is always among the top 15. Nowadays, international students have become a backbone

force in China-Malaysian friendship and social development, reaching the highest level in history in terms of cultural or student exchange.

More importantly, from the titles of many news articles and comments, it is obvious that the Chinese community in Malaysia highly recommends "Study in China" (see Table 1).

Table 1.

Reports and comments on "Study in China" of Malaysia from Sin Chew Daily.

No.	News/Comment Title	Time
1	Studying in China to Increase Employment Opportunities	2022.12.27
2	More excellent universities in China, and the increasing number of independent middle school students studying in China	2022.12.25
3	Technical Vocational Chapter of Studying in China Guide: Many choices for Technical and vocational students	2021.01.26
4	Abundant Achievements and Promising Prospects for Education Cooperation between China and Malaysia	2019.01.13
5	The Myth of Studying in China - China's education has made great progress with the rapid economic development	2018.12.25
6	The construction of the Belt and Road Initiative is thirsty for talents, and the prospect of studying in China is bright	2017.12.24
7	The number of students studying in China has grown by 150%. Liu Limin: Years of hard work and achievements	2017.04.23
8	Good Time to Study in China	2016.11.16
9	Large Space for Education Cooperation between Malaysia and China	2015.01.06
10	Studying in China has become a new trend of globalization	2014.09.02

It is worth noting that on December 25, 2018, Sin Chew Daily opened a special edition to discuss the 'Myth of Studying in China'. The commentary analyzed the current situation of Malaysians studying in China and summarized the achievements made by China since its reform and opening up in 1978. It is believed that due to the stereotypes left over from the past, many Chinese Malaysians generally have the myth that 'Chinese universities are backward or closed', resulting in many Malaysian students missing the train to study at Chinese universities. However, the increase in the number of Malaysian students studying in China has proven that the Malaysian Chinese community has broken through the

barriers of such stereotypes. As a Malaysian educator said, "Times have changed, and we even have students studying in China! How unimaginable!"

Behind the positive brand image of "Study in China" is China's growing comprehensive national strength

The good situation of Malaysians studying in China is not only due to the deepening of friendly relations between China and Malaysia, but also owing to the continuous strengthening of China's comprehensive national strength. For example, in a report on December 25, 2022, the CEO of the

United Chinese School Committees' Association of Malaysia Liang Shengyi said: "In recent years, more and more Chinese universities have been included in the top 200 of the Times Higher Education and QS World University Rankings, attracting the attention of independent Chinese high school parents and graduates. Meanwhile, the rise of China's film and television industry has also given students a better understanding and longing for China." In a report on April 24, 2021, Chen Zhengjin, chairman of the Merdeka University Berhad, said: "In recent years, domestic students have shown an increasing interest in studying in China, especially as China leads the world in areas such as comprehensive national strength, economic development, manufacturing, technological innovation and craftsmanship, attracting Malaysian students to study in China." There are countless such reports. In addition, the establishment of offices and branches by Chinese-funded enterprises in Malaysia has also given Malaysian students and parents a sense of promising employment opportunities. Therefore, the comprehensive national strength brought by China's economic development, education improvement, technological progress and cultural revitalization has attracted Malaysian students.

China is a responsible big country

From the relevant reports, it is obvious that China provides diversified channels for Malaysian students to further their studies, from rich scholarships to various training programs. China has truly helped Malaysian students to study in China and change their lives. As Liang Shengyi said in an interview with Lian Shanen of Sin Chew Daily on December 25, 2022: "This is mainly because after the Chinese government proposed the 'Belt and Road' initiative, it provided many generous scholarships for outstanding international students from countries along the route. Chinese universities also have many scholarship application opportunities, such as provincial and municipal government scholarships and university scholarships. Some universities even cooperate directly with individual independent Chinese high schools to provide specific continuation quotas to recruit outstanding graduates." The fourth item of the United Nations Sustainable Development Goals (SDGs), "Quality Education," requires in its sub-item "4b": "By 2020, the world will continue to expand opportunities for higher education scholarships for students from developing countries - especially underdeveloped regions, island countries, and African countries - so that they can study vocational education, information

and communication technology, science and engineering technology in developed countries or other developing countries." (Sohu, 2022) China's "Belt and Road" policy benefits neighboring countries by funding international students from developing countries to receive higher education. This is also an important way for our country to assume international responsibilities, participate in global governance and build a community of shared future for mankind.

There is a long way to go to enhance the brand of "studying abroad in China"

Although the pandemic has passed, the experience of "online learning" during that time has become an unforgettable memory for some international students. Reports from Sin Chew Daily, a Malaysian Chinese newspaper, present the confusion and helplessness of Malaysian students studying in China during those challenging days. Xue Tian'ai (Tian'ai, 2020: 32), who studied in a university of China, mentioned that "there is no system to limit when we must open those already uploaded recorded classes, nor do we have visible and tangible peers to create an upward environment for us". We must reflect on whether we have paid sufficient attention to the psychological and adaptive conditions of students' online learning while focusing on creating rich and diverse online courses. Have we provided detailed explanations for relevant online course exercises and assessments? Have we taken steps to alleviate students' anxiety about graduation? These students who provided feedback all attend institutions ranked at the top in China. If even these institutions have not created a well-organized environment for students' online learning, what about other schools? Although the pandemic has passed, in the face of special situations that may arise from time to time and the trend of educational informatization, we need to seriously consider how to improve international students' sense of participation in classes, activity experience, cultural adaptation, institutional clarity, and smooth interpretation through multiple channels. To improve the satisfaction of international students, universities must do a good job in humanistic care, institutional construction, and the improvement of informatization levels in subtle ways (Yajun, 2021: 89-90). It is important to focus on the details and provide support to international students in all aspects of their academic and personal lives.

Malaysian Chinese and Chinese people share the same roots and origins. Compared to other countries, their practices in promoting the process of 'Study in China' are worth learning from and commendable. At the same time, their voices also need to be listened to and reflected upon. Through the interpretation of 569 reports on "Study in China" from October 2013 to March 31, 2023 in the Malaysian Chinese newspaper *Sin Chew Daily*, the newspaper focused on multiple aspects such as information reporting on "Study in China", policy interpretation of "Study in China", and reflective commentary on "Study in China". From these reports, a positive attitude and positive brand image of "Study in China" among the Malaysian Chinese society can be interpreted. In addition, the improvement of the "Study in China" brand not only requires the perfection of its connotation but also needs to be examined, reflected upon, and improved from the perspective of others. This study provides suggestions and strategies for improving the "Study in China" brand with the aim of promoting its long-term construction and development.

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