

# Pedagogical Differences: A Comparative Reflection Between Western and Chinese Onsite Class Education

Peilin Wen<sup>1, a, \*, †</sup>, Yan Zong<sup>2, b, \*, †</sup>

<sup>1</sup>Department of Tesol, Xi'an Jiaotong-Liverpool University (XJTLU), HS Building (South Campus), No.8 Chongwen Road, Dushu Innovation District, Suzhou, Jiangsu, PR China

<sup>2</sup>Department of Business English, GuangzhouHuaShang College, No.1HuaShang Road, Zengcheng District, Guangzhou, Guangdong, PR China

\*Corresponding author Email: <sup>a</sup>harleywayne@st.btbu.edu.cn; <sup>b</sup>Yan.Zong16@alumni.xjtlu.edu.cn

<sup>†</sup>These authors contributed equally.

## ABSTRACT

Various pedagogical resources and methods are invested in students' cultivation and development. A new BBC documentary named 'Are our kids tough enough' provides a new opportunity to observe and analyze the difference between western and Chinese education and related teaching results towards pupils. The paper has compared the two pedagogies by analyzing their main features from a large number of findings. It aims to compare differences between western and Chinese pedagogies from aspects including the level of students, teaching focuses, value differences, and so on and put forward corresponding advice to positively influence international academic education.

**Keywords:** China, Pedagogy, England, Teaching strategies, Cultural differences

## 1. INTRODUCTION

In the last decades, an increasing number of Chinese students chose to study abroad. Correspondingly, academic exchange and cooperation have become frequent in recent days, and it can be found that the data of foreign students in Chinese colleges climb [1]. Studying abroad provides various positive influences to students, including changing their lives into more independent thinking and living mode, personal growth, global intercultural development, higher-level academic attainment, and so on [2, 3].

One of the important influences is the establishment of a diverse and dynamic intellectual community. A multicultural community provides opportunities to cultivate social interaction skills and social self-effective ability [4] and develop creativity, innovation, and problem-solving abilities [1]. Students develop social self-efficiency and build a relationship with other members with different nations and beliefs.

However, studying in a multicultural atmosphere, which means increasing the diversity of student groups, teachers, and staff, poses many challenges to personal and group development. The most important point is that the diversity of members brings less effective communication. It means factors like experience,

background, belief, and race would cause problems that community members have and adhere to different ideas to fail to understand the ideas of other members, even producing conflicts. As a result, many community members are less cohesive and more likely to feel anxious and uncomfortable [1, 4]. Students are not adjustable to a foreign teaching style, or it is difficult for them to get accustomed to the foreign cultures. Considering that, attention should be paid to whether students can accustom to the pedagogical strategies that are different from those in their family countries.

Many discussions and researches observe and try to find the differences in education between western countries and China. First of all, this kind of reflection influences the development of comparative education, which is a kind of education method that compares different pedagogies [5]. Alexander [5] believes that historical roots, cultural backgrounds, and the emergence of different values, traditions, and habits should be considered before analysing deeply teacher-student discourse in different education modes.

In contrast to the traditional dogmas, communicative language teaching (CLT) is a new pedagogical dogma in western countries since the 1980s, incorporating Western sociolinguistics, discourse theory, psycholinguistics, applied linguistics, and second-language acquisition. Its

focus on the roles of teachers and students is opposite to the traditional one. CLT encouraged pupils to receive and integrate independently and positively in learner-centered, interactive, and communicative classrooms [6]. Brown [7] argues that “What distinguishes CLT from the more traditional language teaching methodologies is its conception of communicative competence, rather than linguistic competence alone, as the primary goal of language teaching and learning.” In addition, a project held by Turner [8] that explores whether Chinese students could accustom to the British learning atmosphere found that pupils have difficulty getting used to the British teaching way, feeling of loneliness and association, because of the cultural nature of UK academic conventions and time limits. Correspondingly, learning in foreign schools does not bring them progress but affects students’ academic confidence.

There are new studies of western and Chinese pedagogies under multicultural education backgrounds. A new BBC documentary named ‘Are our kids tough enough?’, with high click rate and page views, applied Chinese pedagogy that is based on authority, discipline, and ruthless competition in a British high school to detect whether students could get more excellent results than that they are taught under western pedagogy. For instance, the trail students must look the same, trading in their blazers for Chinese-style tracksuits. It can be found from the BBC documentary that teachers use imperative words such as “line one there; be quick, attention! Remember your position, listen! Quiet!” to highlight teachers’ absolute authority. In addition, teachers believe that studying and working together reminds students that they belong to each other and are team members. They also teach some Confucius quotes such as “knowledge makes humble, ignorance makes proud” to cultivate the important spirits in China. However, many British students feel difficult to accustom to Chinese pedagogy. They cannot understand Chinese teaching measures such as keeping quiet in the classroom and listening to the teacher only. Therefore, the influencing factors and differences between the two pedagogies should be focused on improving teaching methods and advancing students’ performance.

The research aims to reflect how these teaching ways differ. A brief background of both countries’ school atmosphere will be reviewed, followed by the real onsite classroom conditions discussed. Finally, by analysing the factors that might affect students’ learning outcomes, the research will explain the exact difference between the two countries’ pedagogical methods. These experiences of pedagogical systems, the different cultural backgrounds, the importance of teaching and studying modes will all provide advice and knowledge for foreign colleges to make further improvements.

## 2. DISCUSSION

### 2.1. Definition difference between Chinese and western pedagogy

The following section presents recent researches on Chinese and Western pedagogy and the definition of these two. Based on integrating Chinese and western advanced teaching principles, Chinese pedagogy focuses on the teacher-centered transmission model, expecting students to work hard, have excellent performance, and apply technological teaching methods [9-13]. Oppositely, western pedagogy is a student-centered and communicative teaching model that expects students to think and study independently and focuses more on practice instead of knowledge installation [6, 9, 14-16]. Based on what has been mentioned, pedagogy comprises communicative language usage, teaching atmosphere, teaching principles, and teachers’ expectations for students.

Chinese pedagogy, in modern times, refers to a progressive contemporary education system. It lays foundations on eastern wisdom and culture (i.e., Confucianism) and integrates eastern and western education [10]. As for teaching atmosphere, traditional Chinese pedagogy follows the transmission model, that is, teachers transmitting their knowledge to students. Hence, teachers are considered the teaching area’s authority, which leads to the teacher-centered teaching mode [11]. In terms of the aspect of teachers’ expectation, Chinese pedagogy looks high upon students’ effort, and the teaching mode highlights students’ learning virtues, including diligence, perseverance, and concentration [9]. Because of the increasing global students’ mobility, many colleges adopt mix-teaching methods to make students from different backgrounds accustomed to the learning atmosphere [11]. The modern Chinese pedagogy aims at injecting Chinese cultural factors into students and constructing Chinese cultural ideological systems. It combines the Western science education system with the eastern traditional culture education system. For example, the new instructing form of the mixture of lectures and seminars or tutorials of a subject has been applied in colleges, enabling students to discuss with teachers and classmates and have the real practice and learn from it. And the use of communicative language can be used in the classes with more interaction, but it is still not much in the knowledge instruction part [12]. Vitalizing the country through science and education has become a basic state policy of China. Adhering to the principle that science and technology are the first productive forces and talents are the first resources, the modern Chinese pedagogy project has adopted an inclusive approach, drawing on advanced international experience and advancing educational reform [13]. It improved educational quality and trained more and higher-quality talents, and provided

opportunities for all types of talents to play a role in displaying talent to provide a broader world.

Modern western pedagogy is an education system with cultivating the growth of students as its core, students as the class's center, and ability cultivation as its emphasis. It means students in the west are more expected and required to cultivate their abilities for both present study and future development [14]. For instance, thinking abilities such as reasoning, analysis, and inquiry are a significant part of the learning process [9]. In the aspect of teachers' expectation towards students, comparing with exam-oriented education that focuses on pass the exam with high scores, modern western pedagogy pay more attention to students' abilities to apply knowledge in real-life fluently and independently, using and thinking about knowledge in different atmosphere and creativity of students and so on. In the aspect of teaching atmosphere, Western pedagogy aims to create a more free learning space to train students' independent and practical learning ability [15]. In the aspect of teaching content, more attention is paid to the teaching of ability and cultivation of emotion. In the aspect of teaching method, more attention is paid to the interaction between teachers and students, students' independent thinking, independent inquiry, and cooperative learning. In the aspect of teaching objectives, more attention is paid to the cultivation of students' personal comprehensive quality and the acquisition of students' autonomous learning ability and autonomous activity ability [16]. As for teachers teaching and interactive language, western tends to use the CLT method to encourage pupils to engage in the learner-centered, interactive, and communicative classrooms and raise their motivation and confidence [6].

## **2.2. Difference between two pedagogies**

There is a distinction in terms of four aspects, trial, level of control, score, and level of knowledge, and related theoretical frameworks are used to analyze these factors.

### **2.2.1. Trail vs. indoctrination**

The essential difference between Western pedagogy and Chinese pedagogy is that Western pedagogy is a kind of trial education. Trial education refers to helping with developing both the knowledge and skills and values and thoughts that young citizens would need for living and thinking freely [17]. First of all, teachers will let students try to experience and find difficulties in the experience, which is the product of the student's own knowledge. It also boosts problem-based learning and cooperation in groups. Students are encouraged to think actively and reflectively, including challenging teachers and textbooks [18]. But education in China is an indoctrination in which the adult experience is shared

with the student, which lacks instruction of using knowledge and skills in real-life freely [19]. Then the student is instructed step by step by teachers to learn and practice, so the result is often difficult to break out of the established pattern.

### **2.2.2. Autonomy vs. Authoritarian**

In addition, western pedagogy is humanistic, fostering practical and analytical skills in the classroom from an early age, encouraging freedom of thought and thought, and taking responsibility for one's own words and deeds [20]. The teacher's education teaching function is guiding. The teacher and students' classroom will discuss the question together. The student appears to go to the library or the group to solve together, and students test the material to be correct or not by themselves to make the final judgment. The teacher will not restrain the students' independent thinking. Western pedagogy aims to develop students' independent and group thinking creativity and make students' thinking tend to be free and independent. Western teachers will consider making students feel happy in the classroom and actively involved in learning [9].

The Chinese classroom belongs to the teacher, who is on the platform to lecture incessantly. Students listen attentively and hold high approval to the textbook answer and the teacher's answer. The teacher asks the question, and the student answers, which is a kind of tendentious indoctrination in general. The passive lack of close friends, and harmonious communication between students and teachers results in students' single-thinking and vague passive acceptance of knowledge. They will learn by rote memorization instead of making use of it [9, 11].

### **2.2.3. Score First**

Thirdly, there are also significant differences between Chinese and western pedagogies in the way of calculating test-taker's score. In the west, aspects including classroom discipline and attendance, after-school work, group discussions, and essay writing will all account for a certain proportion of the final score [21]. Teachers assess the comprehensive situation of students from these aspects, which is more objective and fair. Since teaching in the west is to enable students to use their knowledge, not just to improve their test scores, the scores are only a reference value.

In China, teachers, students, parents, and schools value high grades more. Some and partial students whose comprehensive scores are low or a subject is relatively serious might be neglected by teachers. The results are determined mainly by midterm and final examination results, mainly written examination, relatively single, and easily copied. The Gaokao, the college entrance examination in China, can easily lead to losing out on the

college education of a student. Moreover, the pure examination-oriented education is easy to cause the high score but low ability [22].

#### *2.2.4. Level of knowledge*

Apart from that, there are differences between Chinese and western pedagogies on students' knowledge. Western education attaches great importance to the cultivation of students' creativity and the flexible application of knowledge. Basic education in the west allows students greater freedom of choice based on meeting the most basic requirements [18]. For example, suppose a student is not interested in physics, chemistry, or biology and feels great difficulty. In that case, he can take only relatively basic courses and take more courses of interest that he is good at. Chinese education attaches importance to the consolidation of basic knowledge, the inculcation of knowledge, and mastery of knowledge. In the case of mathematics, Chinese education is one in which the written knowledge is deeply rooted, and the teacher asks the students to practice repeatedly until they become "Proficient". Chinese pedagogy requires excellent grades in all subjects, boosting the overall development. Mathias, Bruce, and Newton [23] also find that students with different levels of knowledge will perform differently even though they accustom to different cultures very well.

### **2.3. Factors**

Factors such as culture and social environments contribute to the difference between two pedagogies [24]. These factors are going to be illustrated in the following part.

#### *2.3.1. Cultural differences.*

Different cultural backgrounds would cause different thinking modes of people (i.e., linear and spiral thinking modes) in the directness of contents [25]. Because of Confucianism, Taoism, and Buddhism, Chinese culture takes human relations as its starting point and politeness as its core, which develops in a spiral way. People tend to speak in a roundabout way instead of expressing themselves straightly. In addition, according to Zhao et al. [26], Chinese culture thinks highly of leading roles such as teachers and instructors, so the classroom of Chinese pedagogy is teacher-centered, and teachers should be respected in the school, especially in the classroom. Students should strictly observe discipline and emphasize obedience to the school authority and teachers [27]. However, Pengsun and Aimiao [25] argue that, based on Aristotle's linear mode known as European cultural patterns, discourse is expressed more directly. Western culture takes humanism as its starting point, rationality, and science as its core, and attaches importance to individual development. Influenced by this

culture, in Western schools, the student is the center of the classroom, and the teacher's role is to be a counselor. The relationship between the teacher and the student is equal, both in and out of class.

#### *2.3.2. Differences in a social environment.*

China's transition from a feudal society to a socialist mode of production was direct, so some feudal ideas still impact today's social life, such as the current examination system and the ancient imperial examination system has a certain similarity. After the founding ceremony of the People's Republic of China, education in China was influenced by the higher education model of the planned economy and the Soviet Union, so education was highly centralized in its management system. Although the situation has been improved since the reform and opening up, the autonomy of universities is still limited in practice [28]. In the west, after a series of major historical events such as the Renaissance, the Glorious Revolution, and the Industrial Revolution, many countries have embarked on the capitalist road. People attach great importance to the pursuit of freedom, democracy, human rights, and science and technology. Under the influence of this idea, western education pays attention to the cultivation of individuality and encourages innovation and invention. At the same time, western education is based on the market economy system, and the university has a lot of autonomy [16].

### **2.4. Influence of Pedagogy on Student Performance**

Students show different performance, advantages, and disadvantages under western pedagogy and Chinese pedagogy. Mainly manifest in concentration in class, creativity, self-learning ability,

#### *2.4.1. Student Performance under Western Pedagogy*

Western pedagogy emphasizes developing students' ability to discover, creating, exerting knowledge in actual life. The educators under western pedagogy take a long-term perspective on cultivating students' ability to study and thinking independently.

Taking the chemistry classroom in western schools as an example, western educators highly value students' self-discovery. Western educators won't tend to show the students practical methods during a chemical experiment. They believe that, for a scientist, it's all about spending efforts to find out the method by oneself. Even though the educators give students some instructions, the students still will make mistakes. During the process, science is to find methods by getting them wrong and then correcting them.

They show the students how to track down the key for certain information and how to decipher certain information, and here it is a great deal about real information in a ton of cases [11]. Under the teaching mode of this student-centered western pedagogy, students show a strong desire to explore and to express themselves.

As the educators consider themselves to be guides, promoters, and co-thinkers, instead of information imparters and answer-suppliers, students feel involved in classes strongly, and students could contribute to the class or other classmates.

“Western student as an active, independent and confident co-creator of classroom interaction and knowledge.” [29]. Nonetheless, the classroom atmosphere could fall into chaos, and students’ capacity of self-restraint is feeble as well.

#### *2.4.2. Student Performance under Chinese Pedagogy*

“A commonly-held view is that they have failed to produce students with the attribute of creativity” [30]. Professor Liu, former president of Wuhan University, stated that the educators worried about Chinese students’ lack of imagination and creativity [30]. Under the Chinese pedagogy, Chinese students are familiar with the told data, and they think they can learn in an route.

Therefore, an unforgiving system resulting from high-pressure learning and heartless competition and might somewhat execute the students’ creativity, freedom of reasoning, basic reasoning, and inventiveness. Paul Torrance, known all throughout the planet as the “Father of Creativity” for his almost 60 years of examination, designed the benchmark technique for quantifying creativity and created the platform for all research on creativity by developing the Torrance Tests of Critical Thinking [31]. Through this measuring method, data indicates that Chinese students are less creative than Western students.

However, under the teaching mode of Evaluation (IRE) chains of teacher-centered classroom discourse [32], there were two items on which Chinese students better than Western students apparently, which are their energy engaged in their studies and their ability to be self-disciplined.

These two things are firmly related to the exceptionally respected social qualities in Chinese society and culture, like scholastic greatness, hard work, determination, and ingenuity to get the achievement. [33, 34] Chinese students are taught to exert diligence and persistence in their study, and to obey parents (at home), teachers (at school and university), and leaders (at work) when they are very young. They are pushed to work extremely hard and trained to be very self-disciplined by

both their parents and teachers, from the root, Eastern culture emphasis creativity in moral aspect and contributing to society more than Western culture.

The objective of this research was to contrast Western pedagogy and Chinese pedagogy, moreover, to balance the emphasis of these two pedagogies and set forward comparing guidance to play a positive effect on global academic education instruction. It is found that modern western pedagogy is a training framework with the developing development of students as its center, students as the class’ middle, and capacity development as its accentuation. Chinese pedagogy alludes to reformist contemporary schooling framework base on eastern wisdom and traditional culture.

This study compared Western pedagogy and Chinese pedagogy in four aspects, trial, level of control, score, and level of knowledge, and related theoretical frameworks. The result showed that Western pedagogy emphasizes guidance, long-term perspective on cultivating students’ ability to study and think independently. On the contrary, Chinese pedagogy valued teachers’ instruction, tendentious indoctrination, and academic score. Under the two different pedagogies, students are shaped into different kind of scholars, the results of this study indicate that students under Western pedagogy would be more active, independent, and less self-disciplined. Students taught in Chinese pedagogy may be more passive, dependent, self-disciplined and with a high level of academic skills. From the perspective of school instruction efficiency and students’ performance, adding more Chinese pedagogy into Western one is suggested. Still, western pedagogy is more constructive for cultivating students into elites with skills needed in the workplace in the future.

### **3. CONCLUSION**

In conclusion, the objective of this research was to contrast Western pedagogy and Chinese pedagogy, balance the emphasis of these two pedagogies, and set forward comparing guidance to play a positive effect on global academic education instruction. It is found that modern western pedagogy is a training framework with developing development of students as its center, students as the class’ middle, and capacity development as its accentuation. Chinese pedagogy alludes to reformist contemporary schooling framework base on eastern wisdom and traditional culture.

This study compared Western pedagogy and Chinese pedagogy in four aspects, trial, level of control, score, and level of knowledge, and related theoretical frameworks. The result showed that Western pedagogy emphasizes guidance, long-term perspective on cultivating students’ ability to study and think independently. On the contrary, Chinese pedagogy valued teachers’ instruction, tendentious indoctrination, and academic score. Under

the two different pedagogies, students are shaped into different kind of scholars. This study indicates that students under Western pedagogy would be more active, independent, and less self-disciplined, and students who are taught in Chinese pedagogy may be more passive, dependent, self-disciplined and with a high level of academic skills. From the perspective of school instruction efficiency and students' performance, adding more Chinese pedagogy into Western one is suggested. Still, western pedagogy is more constructive for cultivating students into elites with skills needed in the workplace in the future.

## REFERENCES

- [1] Fine, E., & Handelsman, J. (2010). Benefits and challenges of diversity in academic settings. Brochure prepared for the Women in Science & Engineering Leadership Institute (WISELI).
- [2] Dwyer, M. M., & Peters, C. K. (2004). The benefits of study abroad. *Transitions abroad*, 37(5), 56-58.
- [3] Dwyer, M. M. (2004). More is better: The impact of study abroad program duration. *Frontiers: The interdisciplinary journal of study abroad*, 10(1), 151-164.
- [4] Mak, A. S., & Buckingham, K. (2007). Beyond communication courses: Are there benefits in adding skills-based Excel™ sociocultural training?. *International Journal of Intercultural Relations*, 31(3), 277-291.
- [5] Alexander, R. (2009). Towards a comparative pedagogy. In *International handbook of comparative education* (pp. 923-939). Springer, Dordrecht.
- [6] Hu, G. (2002). Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China. *Language culture and curriculum*, 15(2), 93-105.
- [7] Brown, H.D. (2001) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- [8] Turner, Y. (2006). Chinese students in a UK business school: Hearing the student voice in reflective teaching and learning practice. *Higher education quarterly*, 60(1), 27-51.
- [9] Li, J. 2010. Learning to Self-perfect: Chinese Beliefs about Learning. In *Revisiting the Chinese Learner: Changing Contexts, Changing Education*, edited by C. K.
- [10] Deng, Z. (2011). Confucianism, modernization and Chinese pedagogy: An introduction. *Journal of Curriculum Studies*, 43(5), 561-568.
- [11] Chen, R. T. H. (2014). East-Asian teaching practices through the eyes of Western learners. *Teaching in higher education*, 19(1), 26-37.
- [12] Doughty, R., & Shaw, D. (2008). *Lecture and seminar skills. Film: The Essential Study Guide*, 25.
- [13] Pu, X. W. (2009). Take the road of China's higher education science and education power. *Education and the economy*, 3.
- [14] Yuan, X., & Sriraman, B. (2011). An exploratory study of relationships between students' creativity and mathematical problem-posing abilities: Comparing Chinese and US students. In *The elements of creativity and giftedness in mathematics* (pp. 5-28). Brill Sense.
- [15] Tang, L. (2016). Exploration on Cultivation of Critical Thinking in College Intensive Reading Course. *English Language Teaching*, 9(3), 18-23.
- [16] Bowen, J. (2013). *A History of Western Education: The Modern West Europe and the New World*. Routledge.
- [17] McClaren, M., & Hammond, B. (2005). *Integrating Education and Action. Environmental education and advocacy: Changing perspectives of ecology and education*, 267-291.
- [18] Gram, M., Jæger, K., Liu, J., Qing, L., & Wu, X. (2013). Chinese students making sense of problem-based learning and Western teaching-pitfalls and coping strategies. *Teaching in Higher Education*, 18(7), 761-772.
- [19] Gutmann, A. (1999). *Democratic education*. Princeton University Press.
- [20] De Grauwe, A., & Lugaz, C. (2007). District education offices in French-speaking West Africa: autonomy, professionalism and accountability. *Prospects*, 37(1), 113-125.
- [21] West, M. R., Kraft, M. A., Finn, A. S., Martin, R. E., Duckworth, A. L., Gabrieli, C. F., & Gabrieli, J. D. (2016). Promise and paradox: Measuring students' non-cognitive skills and the impact of schooling. *Educational Evaluation and Policy Analysis*, 38(1), 148-170.
- [22] Cheng, G., Zhu, W., Wang, Z., Chen, J., & Qu, Y. (2016). Taking Up the Gaokao Challenge: An Information Retrieval Approach. In *IJCAI (Vol. 2016, pp.2479-2485)*.
- [23] Mathias, J., Bruce, M., & Newton, D. P. (2013). Challenging the Western stereotype: Do Chinese international foundation students learn by rote?. *Research in Post-Compulsory Education*, 18(3), 221-238.

- [24] Barlett, P. F., Anderson, E. N., Boyer, J. C., Brunckhorst, D., Princen, T., & Barlett, P.B. (2008). Reason and reenchantment in cultural change: Sustainability in higher education. *Current Anthropology*, 49(6), 1077-1098.
- [25] Pengsun, J. I. N., & Aimiao, H. E. (2013). Influences of Thinking Differences Between English and Chinese People on English Writing. *Higher Education of Social Science*, 5(1), 6-10.
- [26] Zhao, N., Valcke, M., Desoete, A., Sang, G., & Zhu, C. (2014). Does teacher-centered teaching contribute to students' performance in primary school? A video analysis in Mainland China. *International Journal of Research Studies in Education*, 3(3), 21-34.
- [27] Lu, H., & Kitt-Lewis, E. (2018). Pedagogical differences: A comparative reflection between American and Chinese nursing education.
- [28] Lee, T. H. (2000). *Education in traditional China: A history*(Vol. 13). Brill.
- [29] Doherty, C., & Singh, P. (2005). How the West is done: Simulating Western pedagogy in a curriculum for Asian international students. In *Internationalizing higher education* (pp. 53-73). Springer, Dordrecht.
- [30] Wang, B., & Greenwood, K. M.(2013),Chinese students' perceptions of their creativity and their perceptions of Western students' creativity, *Experimental Educational Psychology*,33(5), 628-643.
- [31] Liang, J. (2010). Chinese students lack imagination and creativity. *People's Daily* on 4 August, 2010. URL:<http://english.peopledaily.com.cn/90001/90776/90882/7093100.html>.
- [32] Mehan, H. (1979). 'What time is it, Denise?': Asking known information questions in classroom discourse. *Theory into practice*, 18(4), 285-294.
- [33] Chen, C., Lee, S. Y., & Stevenson, H. W. (1995). Response style and cross-cultural comparisons of rating scales among East Asian and North American students. *Psychological Science*, 6(3), 170-175.
- [34] Stevenson, H. W., & Lee, S. Y. (1996). The academic achievement of Chinese students.