

An Assessment of Korean and Chinese Classrooms from the Perspective of Paulo Freire’s Banking Model of Education

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Introduction

In his book *Pedagogy of the Oppressed*, Paulo Freire argued that “Education is suffering from narration sickness.”¹ Freire reasoned that a narrative system characterizes education as suffering from narration sickness inside and outside the school.² By this, he means that teachers talk about reality as if it were motionless, static, compartmentalized, and predictable. While looking into this, I realized Freire’s “Banking Model of Education” theory could be a good assessment tool for evaluating Chinese and Korean classrooms because I have studied in both contexts. In the “Banking Model of Education,” teachers recognize students as knowledge receivers. Students gain knowledge like depositories as a teacher deposits information in the classroom in a top-down relationship.³ In order to assess this educational method, it is necessary to understand the features of Chinese and Korean classes and the related study of teachers and students in different cultural settings. I believe this research can inspire my future teaching career.

Features of the Chinese Classroom

After the Cultural Revolution, Chinese educators aimed to innovate

¹ Paulo Freire, *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos (New York: Continuum, 2005), 71.

² Connor K. Warner, “A Cure for Narration Sickness: Paulo Freire and Interdisciplinary Instruction,” *Journal of Thought* 47, no. 4 (2012): 39, doi:10.2307/jthought.47.4.39, 71.

³ Freire, *Pedagogy of the Oppressed*, 72.

teaching methodology from past traditional Chinese educational methods. The relationship between teachers and students in the conventional Chinese class was unilateral, with teachers requiring students to recite the Chinese Confucius text. Schoenhals insinuated that a strong demand for educational transformation can be found in the Chinese educational department's manuscript.⁴ The point was to nurture students so they could actively speak in the classroom. It was suggested that rote learning be removed from the educational system. The new educational strategy in China aims to evoke and stimulate curiosity and preserve natural liveliness in the classroom.⁵

From an interview with a middle school teacher, Schoenhals suggested that Chinese class settings should connect to current learning trends. Although his study was in the 1990s, similar phenomena still exist in Chinese classrooms. According to Schoenhals, facilitators in China aim for students' oral development to strengthen their oral expressive skills. He recognized in his research that Chinese teachers used a competitive approach with students since it can stimulate enthusiasm in the class.⁶ Although Chinese teachers tried to develop the students' oral expressive skills, the goal for Chinese students was to gain more points in the college entrance examination to get into a decent college, which is the case even today.⁷ Since studying at a good college is almost the only way to change the status in the social hierarchy, the college entrance examination determines a person's future. Because of this, teachers should give students more knowledge in the class to change their lives.⁸ Some teachers do not

⁴ Martin Schoenhals, "Encouraging Talk in Chinese Classrooms," *Anthropology & Education Quarterly* 25, no. 4 (1994): 399-412, doi:10.1525/aeq.1994.25.4.04x0529i, 402.

⁵ Schoenhals, "Encouraging Talk," 402.

⁶ Schoenhals, "Encouraging Talk," 403.

⁷ Nectar Gan, "Record 13 Million to Sit 'World's Toughest' College Entrance Exam," CNN, Last modified June 7, 2024, <https://www.cnn.com/2024/06/07/china/china-gaokao-2024-record-number-intl-hnk/index.html>.

⁸ Gareth Davey, Chuan De Lian, and Louise Higgins, "The University

like this way of speaking in the classroom and discourage it because of the college entrance examinations and the culture.

In the culture of China, teachers play a superior role and students an inferior role.⁹ It is culturally appropriate for teachers to give more knowledge to students because teachers are superiors. Tan questioned whether learner-centered education is an appropriate method of education. From the educational perspective based on the philosophy of Confucius, education should be a teacher-directed and learner-engaged process. The power in education is primarily in the teacher, but teachers should not abuse this power.¹⁰ This approach makes teachers superior in the classroom. This approach also happens in Korean classrooms, where teachers are knowledge givers, and studying in a good college is essential for teachers and parents.¹¹ Therefore, speaking in the classroom is discouraged in both Korean and Chinese contexts.

Competition is one of the common phenomena in the Chinese classroom and has been an issue for Chinese education. The Chinese Central Government made suggestions on teaching strategies from 1986 to 2014. These suggestions included creating a democratic classroom atmosphere, promoting healthy competition, and fostering a sense of

Entrance Examination System in China,” *Journal of Further and Higher Education* 31, no. 4 (November 2007): 385–96, doi:10.1080/03098770701625761, 385.

⁹ Yufeng Wang et al., “The Influence of Teacher–Student Relationship on Chinese High School Students’ Academic Motivation for the Ideological and Political Subject: The Mediating Role of Academic Emotions,” *Frontiers in Psychology* 14 (January 8, 2024), doi:10.3389/fpsyg.2023.1329439, 2.

¹⁰ Charlene Tan, “Teacher-Directed and Learner-Engaged: Exploring a Confucian Conception of Education,” *Ethics and Education* 10, no. 3 (September 2, 2015): 302–12, doi:10.1080/17449642.2015.1101229, 309.

¹¹ JeongA Yang and Charlene Tan, “Advancing Student-Centric Education in Korea: Issues and Challenges,” *The Asia-Pacific Education Researcher* 28, no. 6 (April 29, 2019): 483–93, doi:10.1007/s40299-019-00449-1, 488.

student collectivity.¹² Furthermore, there was a study about the competitiveness of the classroom in non-Western environments. Lam and others from the Department of Psychology at the University of Hong Kong researched around fifty grade-seven students from Hong Kong secondary schools.¹³ They randomly divided a two-hour Chinese typewriting course into a competitive and a non-competitive class environment. In this two-hour class, students from the non-competitive environment performed less than those from the competitive environment. Moreover, when students failed to achieve the task or lost the game in a competitive environment, they had worse results on a self-evaluation. In the long term, education like this is unethical, even though competition is a method to make students enthusiastic and engaged in the classroom.

Features in Korean Classroom

Baek and Choi studied the relationship between the classroom environment and academic achievement in English courses in Korean classes. The results of their study showed that schools want warm relationships and task-orientated accomplishments in the classroom.¹⁴ In Korea, most students expect to build a warm relationship, but both students and teachers believe that academic achievement is also strongly emphasized in the classroom in Korea. Thus, the conclusion on the correlation between academic achievement and school environment involves the teacher's engagement

¹² Xu Zhao, "Educating Competitive Students for a Competitive Nation: Why and How Has the Chinese Discourse of Competition in Education Rapidly Changed within Three Decades?" *Berkeley Review of Education* 6 (2016), doi:10.5070/b86110043, 12.

¹³ Shui-Fong Lam et al., "The Effects of Competition on Achievement Motivation in Chinese Classrooms," *British Journal of Educational Psychology* 74, no. 2 (2004): 281–96, doi:10.1348/000709904773839888, 293.

¹⁴ Sun-Geun Baek and Hye-Jeong Choi, "The Relationship between Students' Perceptions of Classroom Environment and Their Academic Achievement in Korea," *Asia Pacific Education Review* 3, no. 1 (2002): 125–35, doi:10.1007/bf03024926, 126.

and endeavor. From this perspective, organizations should establish models to provide an environment that positively affects student academic achievement.

Based on Kim's research of Korean educational development institutions, Korean students lacked enthusiasm in the classroom in 2003 because of the absence of attention and passion from 1997. Students lost their passion for studying in primary and secondary school classrooms. Teachers and students both strongly agreed about this prevalent phenomenon. This situation was a crisis in the Korean school system. Kim recognized that the crisis came because of a lack of engagement in the classroom and because of the learning service centers, which were "cram schools" known as Hagwon.¹⁵ Most Korean students had already learned their knowledge at cram schools before they learned it from public schools.¹⁶ These organizations or private tutoring require more money from parents, who still send their children to these organizations because they fear their children will fall behind.¹⁷ Kim mentioned that the reason for going to cram is because public schools are lacking in quality.

Three factors were causing the crisis in Korean public school classrooms. First, public schools cannot allow students to choose their subjects according to their interests. The second factor is the need for preparation before the class begins. Third, there is no meaningful interaction between the teachers and students. The solution provided in

¹⁵ JeongA Yang and Charlene Tan, "Advancing Student-Centric Education in Korea: Issues and Challenges," *The Asia-Pacific Education Researcher* 28, no. 6 (April 29, 2019): 483–93, doi:10.1007/s40299-019-00449-1, 489.

¹⁶ Haebin Jung, "How Cram Schools Perpetuate the Cycle of Poverty in South Korea," *The International Young Researchers' Conference*, 2021, doi:10.34614/iycrc2021f22, 5.

¹⁷ Ashley Taylor, "The Impact of Hagwon (Private Tutoring Centers) on High School Students' Academic Performance in South Korea," *Journal of Advanced Research in Education* 3, no. 4 (July 2024): 1–10, doi:10.56397/jare.2024.07.01, 5.

this article is, first, schools should reduce the responsibilities of teachers to necessary tasks like classroom preparation; second, teachers need to accept the different opinions of students and build meaningful relationships with them; and last, students should have more options when it comes to the selection of subjects.¹⁸

Korean Students in Western Culture

Heo and others compared Korean classrooms to classrooms in Finland by interviewing exchange students from these two countries. They pointed out six differences between these two environments.¹⁹ The six themes include teacher autonomy in teaching, authenticity in learning, relationships between teachers and students, learning assessment, student engagement, and student well-being. With the first theme of teacher autonomy in teaching, Finnish teachers have more volition in selecting the learning contents, activities, and teaching assessments. Korean teachers, however, are directly controlled by the national curriculum and are given texts developed by schools and metropolitan and provincial Offices of Education in addition to being government authorized. However, Finnish teachers have autonomy in the teaching method and learning materials.

Furthermore, authenticity is essential for Finnish education since the learning outcome and purpose are related to reality. Korean classrooms focus mainly on theoretical and abstract understanding, so most of the class might not be related to reality. Regarding assessment between these two countries, Finnish teachers put more effort into understanding students by reflecting in a formative way. Korean teachers tend to judge students' performance with exams, which generally cause anxiety and stress. It needs

¹⁸ JeongA Yang and Charlene Tan, "Advancing Student-Centric Education in Korea: Issues and Challenges," *The Asia-Pacific Education Researcher* 28, no. 6 (April 29, 2019): 483–93, doi:10.1007/s40299-019-00449-1, 489.

¹⁹ Heeok Heo, Irja Leppisaari, and Okhwa Lee, "Exploring Learning Culture in Finnish and South Korean Classrooms," *The Journal of Educational Research* 111, no. 4 (2017): 459–72, doi:10.1080/00220671.2017.1297924, 469.

to be noted that student engagement is deeply rooted in both classrooms. Nevertheless, in Korean settings, the authors are worried about education-related happiness. Both contexts strongly care about students' well-being to support after-school time.

Their article offers five suggestions: autonomy, engagement, authentic learning content and resources, reflection on the learning process and results, and wellness in learning.²⁰ It was implied that there would be positive outcomes for the teachers if they had a specific range of autonomy in implementing curriculum, arranging learning content, selecting materials and teaching methods, and the freedom of assessment. For students, these are important when trying to engage deeply in other contexts. Finnish and Korean teachers have different opinions on engagement because of their historical backgrounds. Finnish teachers prefer practical activities and real-life tasks, while Korean teachers deliver realistic content in the classroom, allowing students to engage deeply in learning. Authenticity is essential for obtaining learning outcomes. Continuous reflection on the learning process is important for students since it reconstructs and reorganizes knowledge and experience. Students' well-being is important not only from the perspective of economic conditions but also related to the relationship between students and teachers. Hence, creating a comfortable atmosphere in the classroom will make students feel comfortable and safe, allowing them to gain knowledge and engage more in their learning.

Chinese and American Classroom

Control in the class is culturally influenced. Another study provides materials that need to be considered more deeply about control in the classroom. From quantitative research on Chinese and American classrooms, Lam and others discovered that control in the classroom is not

²⁰ Heeok Heo, Irja Leppisaari, and Okhwa Lee, "Exploring Learning Culture in Finnish and South Korean Classrooms," *The Journal of Educational Research* 111, no. 4 (2017): 459–72, doi:10.1080/00220671.2017.1297924, 470.

a problem for Chinese students.²¹ Compared with American students, Chinese students do not feel socially or emotionally detached from their teachers. However, in terms of how American and Chinese students relate to their teachers, less controlling classes show higher levels of student-teacher relatedness. Even though control does not affect the relationship between the students and teachers in the Chinese context, it somehow affects their motivation when students feel controlled in class. Another fact is that a better relationship between teachers and students will encourage students' motivation to internalize teachers' guidance, expectations, and values. Therefore, the feeling of being controlled is different according to the closeness of the relationships, and students might feel controlled or manipulated when they do not have a good or close relationship with the teacher. Culture plays a big role since China is an ethnic culture, and America is individualistic.²² School administrators should understand how control relates to culture and managing the classroom.

Foreign Teacher in China

Liumei Wang developed classroom suggestions after she used qualitative and quantitative research to analyze certain factors of around one hundred students and twenty-five foreign teachers using questionnaires and interviews. The foreign teachers had cultural, linguistic, relational, and psychological struggles.²³ The differences between people from high and

²¹ Ning Zhou, Shui-Fong Lam, and Kam Chi Chan, "The Chinese Classroom Paradox: A Cross-Cultural Comparison of Teacher Controlling Behaviors," *Journal of Educational Psychology* 104, no. 4 (2012): 1162–74, doi:10.1037/a0027609, 1171.

²² Qianzhi Zhai, "A Study on the Differences of Teacher-Student Relationship in Chinese and American University Classrooms," *International Journal of Education and Humanities* 6, no. 3 (January 11, 2023): 147–50, doi:10.54097/ijeh.v6i3.4769, 148.

²³ Liumei Wang, "Foreign English Teachers in the Chinese Classroom: Focus on Teacher-Student Interaction," *The Journal of Asia Tefl* 8, no. 2 (Summer 2011): 73–93, 81.

low contexts can also explain these struggles. A person from a high context struggles in a low context environment because of non-verbal communication.²⁴ Students felt less motivated by teachers from different cultural orientations because of learning habits. Foreign teachers perceived that the character of Chinese students tends to be shy, and teachers were sometimes even surprised that students preferred learning English alone. Some Chinese scholars already perceived shyness as a problematic behavior in the classroom.²⁵ However, from the perspective of Wang, learning oral English is different from the Chinese context. In China, students are taught to be quiet, and their learning styles are opposite of the expectations of the foreign teachers in the classroom.²⁶ Chinese students might feel embarrassed when answering questions alone in front of other students. From the teachers' perspective, most students appear less motivated because of a lack of authenticity in learning English. Learning English is a future job-oriented class for these students, and interacting with teachers is not a priority because getting high exam scores is their goal. A higher score indicates the right to access higher education.²⁷

However, some scholars from China have different thoughts on the issue of quietness in class. Jinyan Huang recognizes that North American educators have stereotypes about Chinese students. These educators wrongly label Chinese students as quiet, inactive, and passive learners.

²⁴ Edward T. Hall, *Beyond Culture* (Garden City: Anchor/Doubleday, 1977), 111.

²⁵ Robert J. Coplan et al., "Shyness and School Adjustment in Chinese Children: The Roles of Teachers and Peers," *School Psychology Quarterly* 32, no. 1 (March 2017): 131–42, doi:10.1037/spq0000179, 133.

²⁶ Liumei Wang, "Foreign English Teachers in the Chinese Classroom: Focus on Teacher-Student Interaction," *The Journal Of Asia Tefl* 8, no. 2 (Summer 2011): 73–93, 81.

²⁷ Heidi Ross and Yimin Wang, "The College Entrance Examination in China: An Overview of Its Social-Cultural Foundations, Existing Problems, and Consequences," *Chinese Education & Society* 43, no. 4 (July 2010): 3–10, doi:10.2753/ced1061-1932430400, 4.

They might be passive and inactive because they cannot access classroom interactions or are ignored and forgotten. The wrong labels are because of different cultures.²⁸

Additionally, students might feel embarrassed if there is no positive feedback from their teachers.²⁹ Therefore, a lack of confidence in speaking in the classroom is common among Chinese students. According to Wang, the reason why Chinese and Western students are different is because of different learning styles.³⁰ The author compared the learning styles of Socrates and Confucius to illustrate the different phenomena. For Socrates, learning is through discussion, but for Confucius, it is to recite what the teacher said. However, it has been recently noted that there is a misunderstanding about one of the texts of Confucius' education.³¹ Nevertheless, to help students interact in classrooms, schools should provide language laboratories for classes, including newspapers, magazines, and journals, to build an environment of interaction. Small group discussions are a better method of encouraging students to speak.

Overcoming Cultural Difference

It seems obvious that the environment of Chinese and Korean students differs from that of Western students because of cultural differences. Yu

²⁸ Jinyan Huang and Peter Cowden, "Are Chinese Students Really Quiet, Passive and Surface Learners?—A Cultural Studies Perspective," *Comparative and International Education* 38, no. 2 (December 1, 2009), doi:10.5206/cie-eci.v38i2.9137, 78.

²⁹ Bob Fungula, "Oral Corrective Feedback in the Chinese EFL Classroom," *DiVA* thesis, 2013, <https://www.diva-ortal.org/smash/record.jsf?pid=diva2%3A693017&dswid=5712>, 15.

³⁰ Liumei Wang, "Foreign English Teachers in the Chinese Classroom: Focus on Teacher-Student Interaction," *The Journal Of Asia Tefl* 8, no. 2 (Summer 2011): 73–93, 81.

³¹ Charlene Tan, "Beyond Rote-Memorisation: Confucius' Concept of Thinking," *Educational Philosophy and Theory* 47, no. 5 (February 14, 2014): 428–39, doi:10.1080/00131857.2013.879693, 436.

and Zou tried to understand how a local student would act differently in an intercultural environment.³² They found that the students who participated in the class in an international environment were more active than in the local circumstances. Hypothetically, the authors considered a variety of difficulties because of different languages and cultural barriers. However, they figured that culture and language were not the issue. If all the students are in an open and trusting international environment and they are encouraged by their teacher to speak, then they will actively express their own opinions. In the class structure, if a teacher provides an opportunity to speak, like a report within a group, students will actively report, even if not in their first language. Practicing skills with the instructors and peers also plays a big role when a student studies in intercultural circumstances. Therefore, the main difficulty for teachers in an international environment in the classroom is creating an open and trusting environment and encouraging students to speak. The insights here can be related to the theories of Parker Palmer, “The Circle of Trust,”³³ and Jack Mezirow, “Ideal Teaching Environment,”³⁴ which can be applied to create a trusted and open environment.

Mehra suggests that in the classroom, teachers should let students nurture several managerial behaviors that can be used in the global business market and help overcome cultural differences.³⁵ Researchers recognize that

³² Tracy X. Zou and Janet Yu, “Intercultural Interactions in Chinese Classrooms: A Multiple-Case Study,” *Studies in Higher Education* 46, no. 3 (2019): 649–62, doi:10.1080/03075079.2019.1647415, 660.

³³ Parker J. Palmer, *A Hidden Wholeness: The Journey Toward an Undivided Life: Welcoming The Soul and Weaving Community in a Wounded World* (San Francisco: Jossey-Bass), 2004, 147.

³⁴ Jack Mezirow, “An Overview on Transformative Learning,” essay, in *Lifelong Learning: Concepts and Contexts* (London: Routledge, 2006), 90–105, 92.

³⁵ Satish Mehra and Munsung Rhee, “On the Application of Quality Management Concepts in Education,” *International Journal of Quality & Reliability Management* 26, no. 4 (2009): 312–24, doi:10.1108/02656710910950324, 320.

the goal for students is to be nurtured as persons who can actively cooperate within their supply chains. This cooperative model helps develop students' skills and quality management. A teacher must understand the importance of cooperation, teamwork empowerment, and facilitating management.

According to Mehra, cooperative learning has two concepts: cooperative behavior and motives, which need cooperation and participation to act cooperatively. This method needs students' passionate engagement, cooperative responsibility, and the teacher's care about competency development according to the student's learning style. Several types of research on these concepts not only resulted in students' feelings, motivation, and actual achievement, but also the fruit of the cooperative approach lies in the collaboration on the system alignment and improvement of the delivery process. Mehra concluded that there are four themes after the pilot research: empowerment to decide the learning process, creation of a teamwork environment, self-management teams, and self-confidence and teammate trust. His research between US and Korean students shows empowerment in deciding the learning process. US students prefer to be in charge in the early stages, but Korean students like to build emotional ties before building a team. When it comes to creating a teamwork environment, US students feel capable once they bond in a friendly manner, unlike Korean students, who have a cautious approach.

Regarding self-management of teams, US students seek to evaluate teams from time to time because of the apprehensiveness of their teammates, which leads to good or bad in the team's long-term stability. If a manager shows continuous learning and coaching in a team's operation, Korean students feel satisfied, which indicates eagerness to learn. As for self-confidence and teammate trust, on the one hand, US students show confidence towards their teammates. However, they have wrong assumptions that might be because of the loose approach of the team members. On the other hand, Korean students show confidence in getting to know others' needs and prefer peer-based evaluation. All these are the findings of the teaching methods in the business classroom, including those of both undergraduate and graduate students.

Assessment

In his book *Pedagogy of the Oppressed*, Freire argued that learning should start with reflection and action in what he called praxis. Freire also mentioned the “Banking Model of Education,” which means teachers recognize students as knowledge receivers who only gain knowledge from the teacher. In this model, the relationship between the teacher and students is top-down.³⁶

In 1 Corinthians 13:13, Paul proclaimed faith, hope, and love. Freire also mentioned these three essential themes in *Pedagogy of the Oppressed*:

Faith is *a priori* requirement for dialogue; feeble faith cannot create trust. No dialogue exists without hope; hopelessness is a form of silence. Love is the foundation of dialogue and dialogue itself. Oppression, overwhelming control, is necrophilic; it is nourished by the love of death, not life.³⁷

Interestingly, most students in Korea and China recognize that receiving knowledge from the teacher, like in the top-down banking method, is common. It is like “Spoon-Feeding Education” from the perspective of Joseph Raelin and requires knowledge to be transferred to current or future users.³⁸ Control of teachers over students in Chinese and Korean classrooms is normal based on their cultural background. This approach is like Freire’s “Banking Model of Education” and prevents liberation in both the classroom and society.³⁹ Freire recognized that the classroom is a place where teachers and students together reflect the present problems in the status quo, and the model of the classroom mirrors a model of society. The school’s responsibility is to nurture students who can lead themselves or the organization in which they are involved in liberation. The

³⁶ Freire, *Pedagogy of the Oppressed*, 72.

³⁷ Freire, *Pedagogy of the Oppressed*, 77, 89, 91.

³⁸ Joseph A. Raelin, “The Practice Turn-Away: Forty Years of Spoon-Feeding in Management Education,” *Management Learning* 40, no. 4 (August 27, 2009): 401–10, doi:10.1177/1350507609335850, 402.

³⁹ Freire, *Pedagogy of the Oppressed*, 73.

process of liberation is to understand where oppression comes from, reflect on it, and provide the resolution to overcome it. The ideal way to liberation is to utilize dialogue to resolve the problem caused by oppression instead of pouring out presuppositional knowledge to the student.

The outcomes of Freire's theory and the classroom in Chinese and Korean contexts are quite different. Regarding the Korean and Chinese environment, the goal is to pass the exam for acceptance at a better college because students can then find a decent job. For example, in Korea, the SKY (Seoul University, Korea University, and Yonsei University) are important for Korean teachers and parents. In China, Tsinghua University and Beijing University are among the best universities. Most parents and teachers prefer that their students go to a better university.

Most Chinese and Korean universities use presuppositional methods in their classes by using an obstructive and theoretical approach to students instead of trying to solve real or authentic problems. Eastern and Western cultures differ in education because, as some scholars say, teachers have authority over students in Confucianism, and most Western teachers use a Socratic approach in the classroom.

However, according to the study, Chinese or Korean students are not uncomfortable or are unaffected when teachers use the top-down relationship according to their culture. They recognize that the most important thing is the relationship between the teachers and the students. In Chinese and Korean culture, the closer the relationship is, the better the outcome will be in the classroom. But this kind of point could be a problem for Paulo Freire because if a student or a member of society carelessly builds close relationships with teachers or dictators, making close relationships with them is a way to become an oppressor, which leads students or a member of society to oppression and dictation instead of liberation.⁴⁰

Culture plays a significant role in class. For example, when an American teacher teaches in a Chinese class, it is difficult to start the interaction. However, a study shows that when Chinese students study in an

⁴⁰ Freire, *Pedagogy of the Oppressed*, 62.

international context with other international students around them, they will interact with others if they are well encouraged and guided and the learning environment is open and trustworthy.

Conclusion

Paulo Freire's theory can help improve different teaching methods in Chinese and Korean contexts. The study shows that the relationship between student and teacher affects the educational results in a classroom. Korean and Chinese students will be encouraged if they have closer relationships with their teachers. Culture also plays a significant role in teaching and learning in the Eastern context. Collaborative learning can be one of the methods used in the international environment. Therefore, in application to my context, setting up an open, safe, and comfortable environment for students and building close relationships with students are significant roles as a facilitator of learning.

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