Classroom Management in EFL Classes: Perception in China and Russia

N. V. Chicherina[a], F. Liu[b]*, O. Yu. Obraztsova[b]
[a] National Research University Higher School of Economics, St. Petersburg, Russia
[b] Northern (Arctic) Federal University named after M. V. Lomonosov,
Arkhangelsk, Russia,
* real.fengliu@gmail.com

Introduction. Classroom management has been one of the most vital fields of study of language teaching. It deals with establishing and maintaining a safe and positive learning environment, which is an essential condition for effective teaching. The rapid growth of the internationalization of education calls for comparing classroom management across countries. However, the comparative study of this aspect Chinese and Russian has long been delayed. The aim of this study is to examine the perception of classroom management in China and Russia regarding teaching English as a Foreign Language.

Materials and Methods. In this research classroom management is defined by three fundamental aspects: instructional management in a traditional and online setting; behavioral management through discipline and timing; and behavioral management through communication and teacher-student relationships. A 5-point Likert scale questionnaire was implemented at both Chinese and Russian universities, three quartiles and Mann–Whitney U test were applied to the interval data.

Results. By cross-culturally analyzing similarities and differences in perception of questionnaire items, it is found that generally, the perception of classroom management between Chinese and Russian respondents has more similarities than the distinctions. The authors also gave several practical recommendations to teaching staff for more adequate classroom management in China and Russia.

Discussion and Conclusion. Understanding differences in perception of Chinese and Russian respondents at universities are helpful for teaching staff and students to understand each other's expectation, as well as stimulating new or modified strategies of classroom management. Potential areas of further research can cover the causes of differences and similarities in perception and practices of classroom management across Chinese and Russian culture.

Keywords: classroom management, instructional management, behavioral management, motivation, classroom communication, classroom relationships, English as a Foreign Language

Управление процессом обучения английскому языку как иностранному: восприятие в Китае и России

Н. В. Чичерина[1], Ф. Лю[2*], О. Ю. Образцова[2]

[1] *ФГАОУ ВО «Национальный исследовательский университет "Высшая школа экономики"», г. Санкт-Петербург, Россия*
[2] *ФГАОУ ВО «Северный (Арктический) федеральный университет им. М. В. Ломоносова», г. Архангельск, Россия,*
[*] *real.fengliu@gmail.com*

Введение. Управление учебным процессом является одной из самых важных областей изучения иностранного языка. Быстрый рост интернационализации образования требует сравнения управления учебным процессом в разных странах. Однако сравнительное исследование по этой проблематике в китайских и российских вузах изучено недостаточно. Целью данной работы является анализ восприятия управления учебным процессом в Китае и России при преподавании английского языка как иностранного.

Материалы и методы. Исследование проведено на основе сравнительно-сопоставительного анализа, описательного, статистического и других методов. Для изучения проблемы было организовано анкетирование, в котором приняли участие 129 человек. Анкета по 5-балльной шкале Лайкерта используется как в китайских, так и в российских университетах, к данным интервала были применены три квартиля и U-критерий Манна – Уитни.

Результаты исследования. В результате кросс-культурного анализа сходств и различий в восприятии пунктов анкеты авторы установили, что в целом восприятие управления учебным процессом у китайских и российских респондентов имеет больше сходств, чем различий. Понимание различий в восприятии китайскими и российскими респондентами в университетах помогает преподавателям и студентам оправдать ожидания друг друга, а также стимулирует новые или измененные стратегии управления работой в классе. Кроме того, сформулирован ряд практических рекомендаций преподавателям для более эффективного управления учебным процессом в Китае и России.

Обсуждение и заключение. Сделанные авторами выводы вносят вклад в развитие теории и практики обучения иностранным языкам. Перспективность дальнейшего исследования связана с выяснением причин различий и сходств в восприятии и практике управления учебным процессом в культурах Китая и России.

Ключевые слова: управление учебным процессом, академический менеджмент, управление поведением, мотивация, общение в классе, взаимоотношения в классе, английский язык как иностранный

Introduction

Effective teaching in the 21st century, which is often characterized as an age of turbulence and uncertainty, poses many challenges for university teachers. Many of these challenges deal with the growing significance of knowledge and information, expansion of global education, unprecedented development of information and communication technologies and changes in societal needs and requirements to graduate competency. The requirements include not only subject-specific competencies but also many generic "soft" skills: problem-solving, time and information management, working in teams, communication in intercultural contexts and others. As logically assumed, these challenges call for the renewal of teaching and learning practices in a number of fields.

New requirements of the knowledge economy to university graduates demand flexibility and creativity of university teachers. Teachers' function has been changed from just teaching content and cramming information into students' minds to teaching students to learn, construct their own knowledge, communicate effectively

in teams and multicultural groups, and adapt to the ever-changing demands of professional and social environments. In this sense, a university teacher should "adopt a mind-set of learning from challenges" and "design new learning milieus and curricula that really encourage motivation and independence so as to equip students with learning, thinking and problem-solving skills" [1].

In relation to the incorporation of ICT (Information and Communications Technology) into teaching, E-Learning has formed a paradigm. On one hand, E-learning creates many chances, for instance, higher academic mobility [2]. On the other hand, "the change is expressed as a need to acquire new competencies, which the teacher often perceives as an added complication to their workload and functions" [3]. However, few would dispute that today's university students who are digital natives have very high expectations of the teachers' competencies to incorporate ICT in different teaching contexts and instructional formats.

With the expansion of internationalization of education and the opportunities provided by international academic mobility programs, university teachers became concerned with the issues of creating a positive working atmosphere in multicultural groups of students. Teaching in such groups requires taking students' cultural backgrounds into account. According to Tartwijk et al., "teachers should become knowledgeable about the cultures and communities in which students live, but they should, at the same time, teach students mainstream ways to interact so that students can use these to succeed in dominant social spheres" [4].

These are just a few of the complex, multiple and simultaneous goals that need to be reached by a university teacher who is engaged in delivering a "future-ready education" [1]. With reference to these simultaneity and multiplicity, Boshuizen defines teaching at an abstract level as one big regulation problem and dealing with complexity [5]. This idea is not new. In 1977, Doyle wrote that teachers have

to work in the environment characterized by multidimensionality, simultaneity and unpredictability, among other complicating factors [6]. However, new challenges of the twenty-first century make the whole process especially complex. Boshuizen emphasizes that "for an optimal result, teachers must continuously (re)*align* their goals and sub-goals, and need to get timely and valid information on how they are doing in reaching these goals" [5]. Boshuizen also suggests distinguishing two broad dimensions of these multiple coordinated goals: academic goals (per lesson, per course, per curriculum) and conductive goals (safety, stimulating environment, good working relation with group and individuals). The hierarchy of these goals and the quality of teacher's steering instruments determine the outcome of teaching as a regulation problem [5].

In view of this approach to teaching as regulation and dealing with complexity, it should be noted that "smooth regulation of complex systems in teaching" [5] to a great extent depends on teacher expertise in maintaining order, promoting student engagement, responding to problems, creating positive and stimulating environment. The required knowledge base for addressing these issues is being created within the field of classroom management, which draws on a wide array of disciplines and focuses on the management strategies used by teachers to achieve multiple and complex goals of teaching and learning.

Research in the field of classroom management that evolved in the last decade addressed a wide variety of topics reflecting the new challenges and teaching practices of the twenty-first century. However, it is little known about classroom management strategies in a comparative cross-cultural perspective, especially at the university level between China and Russia. As found, there exist a number of comparative studies which focus on:

– particular aspects of classroom management, such as cross-cultural analysis of teacher images [7], in-class communication [8], teacher misbehaviors as learning demotivators [9];

– Chinese and Russian collaboration study [10; 11] or educational system in general[1];

– difference and similarity between China and US, China and UK, China and Australia [12–14].

The paper starts with an overview of the literature on understanding of classroom management since each study at the first place needs a sound concept explanation[2]. It continues with materials and methods, including description of the samples and context, method and data processing. The findings and analyses consist of results of questionnaire illustrated by charts. The key similarities and differences in perception of classroom management of Russian and Chinese teachers and students has been revealed and analyzed.

Literature Review

Several decades of research in the field of classroom management clearly demonstrate that the concept of classroom management is not static and the approaches to defining this concept vary not only in accordance with contributing research traditions but also new challenges and emerging paradigms of teaching and learning. The unifying element of different approaches is the shared belief that "classroom management is a powerful component of the overall classroom climate as it impacts the level of student engagement, the frequency of inappropriate behavior and … the quality of student learning" [15].

In the last decade the most cited definition of classroom management has been the one suggested by C. Evertson and C. Weinstein. In the first edition of the "Handbook of Classroom Management", they define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" [16]. Further they emphasize that "classroom management has two distinct purposes: it not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth. From this perspective, how a teacher achieves order is as important as whether a teacher achieves order" [16]. This definition reflects a broader and more complex understanding of classroom management by pointing out that it is not equated with maintaining order and discipline: establishing an orderly environment is just a means of achieving the goals of students' academic, social and moral growth. As Emmer and Sabornie clarify in the second edition of the handbook, "classroom management is clearly about establishing and maintaining order in a group-based educational system whose goals include student learning as well as social and emotional growth"[3].

In the work of other researchers, we find similar ideas about the interrelation of different dimensions in the concept of classroom management. For example, Bru, Stephens and Torsheim name the following four dimensions of classroom management: emotional support, academic support, monitoring the entire class, and student influence [17]. They assume that all these factors contribute to creating

[1] Borevskaya N.Y., Borisenkov V.P., Zhu X. [Educational Reforms in Russia and China at the Turn of the 21st century: A Comparative Analysis]. Beijing: Educational Science Publication House; 2006. (In Chinese); Jiang J. [Trends in the Development of General Education in China and Russia in the Context of Modern Reforms: the dissertation ... of the candidate of pedagogical sciences]. Moscow; 2007. 168 p. Available at: http://www.dslib.net/obw-pedagogika/tendencii-razvitija-obwego-obrazovanija-v-kitae-i-rossii-v-uslovijah-sovremennyh.html (accessed 18.02.2019). (In Russ.); Lee Y. The Humanistic Orientation of Higher Pedagogical Education Modernization in Russia and China: the dissertation ... of the candidate of pedagogical sciences]. Irkutsk; 2007. 202 p. Available at: http://www.dslib.net/obw-pedagogika/gumanisticheskaja-napravlennost-modernizacii-vysshego-pedagogicheskogo-obrazovanija-v.html (accessed 18.02.2019). (In Russ.); Hui H. Comparative Analysis of the Education System in China and Russia [Electronic resource]. Available at: http://elibrary.asu.ru/xmlui/bitstream/handle/asu/5062/vkr.pdf?sequence=1&isAllowed=y (accessed 18.02.2019). (In Russ.)
[2] Bordovskaya N.V. [Modern Educational Technologies: Tutorial]. Moscow: Knorus; 2013. (In Russ.)
[3] Emmer E.T., Sabornie E.J. Handbook of Classroom Management. New York: Routledge; 2015. (In Eng.)

a positive classroom climate and establishing a positive rapport with students. Emotional support refers to appealing and caring attitude to students. Academic support means not only helping students perform well but also letting them know that they have done well. Monitoring or 'withitness' suggest interventions to correct inappropriate student behavior. Student influence is related to the ideas of student autonomy in learning tasks which ultimately can affect motivation and behavior.

Studying language teachers' roles, Beltrán distinguishes two major teacher roles, and consequently two sides of teaching: social (creating learning conditions) and task-oriented (imparting knowledge to learners by a variety of means) [18]. The first is known as the "enabling" or managerial function, the search for the proper conditions and means of teaching. The second stands for the instructional function.

Martin and Sass in their definition of classroom management separate behavioral management from instructional management. The first construct refers to behavioral tendencies including discipline and communication; the second deals with plans, goals and tactics of delivering instruction in a classroom. As Martin and Sass explain both constructs are related. For example, "one would expect direct instruction to be accompanied by a focus on rules, repetition of academic skills to be coupled with expectations of obedience. Conversely, student-focused instruction such as discussion and active enquiry present higher activity … and result in a different behavior management challenges"[4]. However, in some cases there is an evident mismatch between teachers' approaches to behavioral and instructional management: while focusing on student-centered instruction, teachers may not view the behavioral issues through the same lens and emphasize strict adherence to rules. It means that this bond between two constructs needs further research.

Thus, though classroom management is often defined as an umbrella term that encompasses management of time, space, activities, use of resources, students' behavior and social relations, many scholars categorize the relevant teacher activities in two broad dimensions or constructs of classroom management: behavioral and instructional; social and task-oriented, academic and conductive[5] [5; 18]. In teaching both constructs interact and complement each other. In some cases, "it is difficult to separate the two and often one act in the classroom can perform both functions simultaneously" [18].

The current study focuses on investigating teachers' and students' perceptions of instructional and behavioral classroom management. Using the terminology of Boshuizen, Martin and Sass we associate instructional management with achieving academic goals, and behavioral management with achieving conductive goals assuming that both constructs equally contribute to the outcome of teaching.

Being equally important for the "smooth regulation of complex systems in teaching" [5], instructional and behavioral management were not given equal attention in researches. This can be explained by the research traditions in classroom management with many foci on behavioral issues and the wide application of behavioral approach to classroom management and discipline [19]. At present, however, this unbalance is being minimized as more and more research has been conducted to investigate the new facets of instruction in relation to classroom management.

In general, instructional management deals with delivering academic content, and it describes teacher's strategies and tactics necessary for planning, delivering and reflecting on instruction in a classroom. According to Beltrán, "the instructional side of a teacher's role is likely to be goal-oriented, task-dependent, knowledge-based and underpinned by a set of attitudes and beliefs, not only about knowledge, but also the appropriate instructional strategies to employ in the classroom" [18]. It seems

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[4] Ibid.
[5] Ibid.

obvious that the subject of a module influences the teachers' beliefs about instructional management and shapes the way of delivering content. Hence most of the instructional strategies applied in traditional settings are subject-oriented.

A separate dimension of instructional management is represented by teacher actions, roles and competences in virtual learning environments. Alvarez et al. examined teachers' roles and assume that there are three directions: (1) planning and design role; (2) social role; (3) instructive role" [2]. Williams categorized competences needed in distance education in higher education, assigning them to four major categories: communication and interaction, technology, learning and instruction, management and administration [20].

Behavioral management is viewed in this study in the broad sense. It is aimed at ensuring social growth in a positive learning environment, including such aspects as: (1) discipline and timing; (2) communication and teacher-student relationships.

As it was stated above, in early research the concept of classroom management was often equated with discipline. Reconceptualization of classroom management in the last two decades has divided the two constructs, thus making discipline an important but still just one of many elements of positive classroom environment. Typically, discipline is defined as "the structures and rules describing the behavior expected of students and teacher efforts to ensure that students comply with those rules" [15]. However, with reference to discipline and other related issues like time management, it is not the established rules that make the difference but the teacher's interpersonal style, which to a great extent determines the ways of sorting out discipline and timing problems. Wubbels et al. suggested descriptions of classroom management for eight interpersonal styles: directive, authoritative, tolerant/authoritative, tolerant, uncertain/tolerant, uncertain/aggressive, drudging, and repressive [21].

According to Tartwijk et al., the most typical and preferred by both teachers and students are three interpersonal styles: tolerant-authoritative, authoritative and directive [5]. These three styles create a positive working atmosphere but differ in the level of teacher-student affiliation, which decreases from tolerant-authoritative to directive style.

The crucial role in dealing with all kinds of complexities in learning environments is taken by teacher-student relationships and communication. As Marzano and Marzano state, "the quality of teacher-student relationships is the keystone for all other aspects of classroom management" [22]. Defining effective teacher-student relationships, the researchers emphasize that such relationships have nothing to do with teacher's personality, they "are characterized by specific teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of cooperation; and being aware of high-needs students.

From the interpersonal perspective to classroom management, Wubbels et al. suggest that the behavior of a teacher and students should be considered a form of communication [21]. With reference to M. Bakhtin and his ideas about the relationship of communication and human development, we assume that effective teaching can only happen in the learning environments, which stimulate communication between many "voices", in a polyphony or multivoicedness. Multivoicedness does not imply harmony of voices, instead it can manifest itself through tensions and conflicts[6]. Norwegian researchers Pettersson et al. applied Bakhtin's ideas to the investigation of teacher roles in challenging environments and came to the conclusion that "interaction through multivoicedness, with objections and voices, which are raised against each other, creates a potential for dynamic growth" [23].

Having in mind rather broad approaches to defining instructional and behavioral classroom management, in the current

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[6] Bakhtin M.M. Problems of Dostoevsky's Poetics. Minneapolis: University of Minnesota Press; 1984. (In Eng.)

study we focus on investigating the perception of classroom management in China and Russia. Specifically, we defined the following three aspects for comparison: instructional management in traditional and online setting; behavioral management with reference to discipline and timing and behavioral management with reference to communication and teacher-student relationships.

Materials and Methods

Expansion of international education and academic mobility requires consideration of similarities and differences in classroom management that exist in contacting cultures. The study was conducted at two universities: China Foreign Affairs University (CFAU) in Beijing, China, and Northern (Arctic) Federal University (NArFU) in Arkhangelsk, Russia, in 2015–2016 academic year in collaboration with the English Language Teaching Departments of both universities. The sample includes four groups first-year linguistic students at both universities, and all teachers conducting EFL to these students. All lessons were face-to-face based. Due to the difference in group size and numbers of the teachers in China and Russia, there were 84 students (4 groups) and 10 teachers at CFAU and 32 students (4 groups) and 3 teachers at NArFU.

The study employed a 5-point Likert scale questionnaire ranging from 1 (not important) to 5 (very important) since the obtained perception of each item can be measured as interval data. The questionnaire was primarily based on the distinction between classroom management in terms of instructional and behavioral management. Several items on behavioral management refer to the survey of Fowler and Şarapli on students' expectations of classroom management [24], and items of instructional management in online setting are relevant to findings of the research on teacher competences in online learning by Alvarez et al. [3].

Questionnaires consisted of 30 items. Teachers and students were both investigated by identical questionnaires as student

feedback is also considered to be one of the most important teaching quality assurance components [25]. Survey was conducted on a voluntary and anonymous basis. The researchers administered questionnaires with the students and teachers. Results of questionnaires are analyzed from four angles of comparison: between Chinese and Russian teachers, Chinese and Russian students, Chinese teachers and their students and Russian teachers and their students.

In order to analyze the results, percentages and weights were applied to obtain direct indicators of the significance. It was due to the research sample is quantity-limited, the data does not follow a normal distribution, numbers of participants are uneven, in addition that simply calculating a mean value of collected data does not properly reflect the importance of its items. The percentage means the number of participants who chose a certain item gets divided by the whole number of the participant group, for instance, 5 Chinese teachers regard an item very important, then the percentage should be 0.5 since there are totally 10 Chinese teachers. Weights (0.067–0.333) are gain from the scales of items significance (1–5), and were multiplied to percentages. Logically, the significance (score) by math equals (percentage 1, not important) $\times$ 0.067 + + (percentage 2) $\times$ 0.133 + (percentage 3) $\times$ $\times$ 0.2 + (percentage 4) $\times$ 0.267 + (percentage 5, very important) $\times$ 0.333. Because the scores are too small to illustrate in charts, weights were magnified, which does not affect calculation of three quartiles and Mann-Whitney U test.

Three quartiles were introduced to determine whether each questionnaire item is significantly different, which namely are Q1, Q2 and Q3. The first quartile (Q1) is defined as the middle number between the smallest number and the median of the data set. The second quartile (Q2) is the median of the data. The third quartile (Q3) is the middle value between the median and the highest value of the data set. In this research it is defined that if the difference in Score of each item between respondents is smaller than Q1 or greater than Q3, then the

difference of this item is significant. In this research when there were odd data points in data sets, medians were not included in either half of data sets for Q1 and Q3 calculation.

Mann-Whitney U test was also applied for data analysis in the research according to features of collected data and Mann-Whitney U test. The aim of the test was to find out if the perception of respondents from both groups varies. The definition of Null Hypothesis (P_0) was that aspects of classroom management are not perceived differently from each other in terms of statistical distributions of respondent groups, and the alternative hypothesis was to the contrary. For the calculation, the significance level is defined as 0.05, and the hypothesis is 2-tailed.

Results

Instructional management in traditional and online setting. Students and teaching staff were asked to assess the importance of the following specific statements to explore the perception of instructional management in traditional setting in terms of current practices:

1. Inject information from diverse sources (e.g. textbooks, research articles, multimedia, Internet, personal experiences).

2. Teach language issues (grammar and vocabulary) in separate lessons with much focus on formal features and drilling exercises.

3. Create tasks that are challenging and interesting.

4. Create communicative or interactive activities intended for cooperative learning (pair and group work, projects, etc.)

5. Create testing and assessment materials that cover the course content without additional issues intended for self-study.

6. Use the Socratic method (questioning and discussions).

7. Lecture at length on particular topics with the demand for students' attention.

8. Plan and improvise questions well.

9. Make no language mistakes.

10. Establish a set of goals and academic expectations and make them clear to students at the beginning of a term.

11. Translate traditional content into online content with interactive activities for students.

12. Consider assessment in a virtual context.

13. Recommend complementary content in the online format for self-study.

Figure 1 illustrates the similarity and difference between Chinese and Russian teachers' perception of the above-mentioned items. Three items (1 – inject information from diverse sources; 7 – lecture at length on particular topics; 10 – establish a set of goals and expectations at the beginning of a term) received very similar scores while in the rest of the items the difference can be clearly observed.

Figure 2 applies the rule of three quartiles and demonstrates that difference in
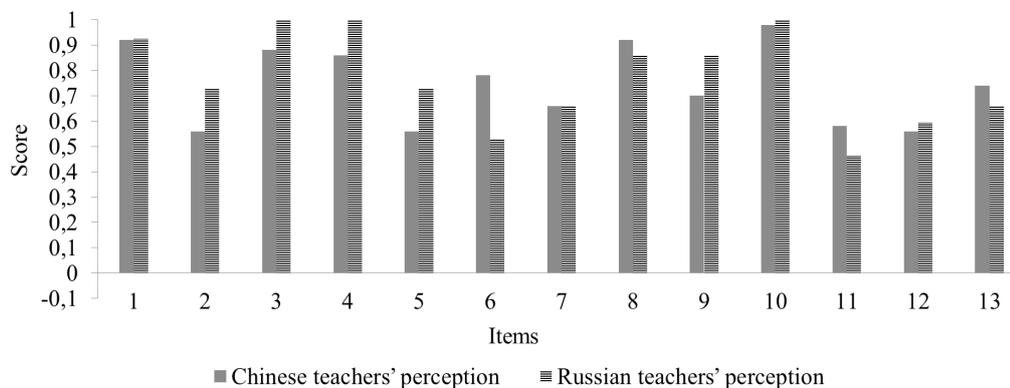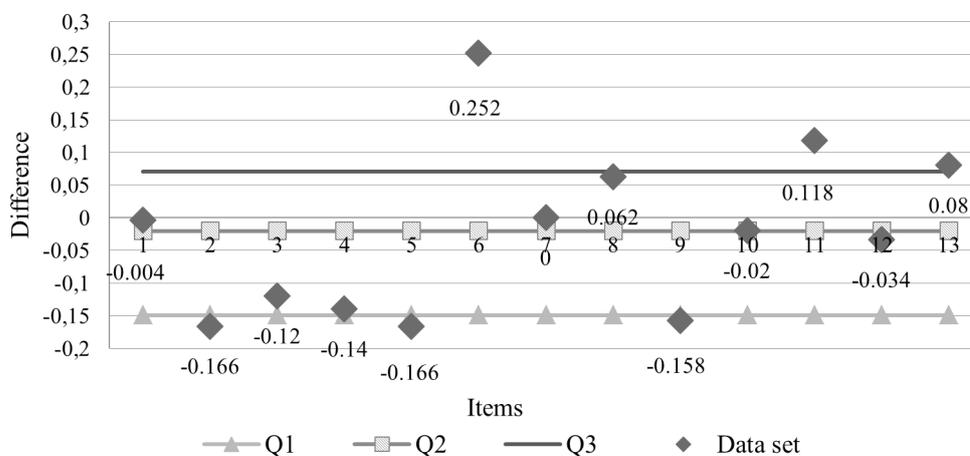

F i g. 1. Instructional management in traditional and online setting:
Chinese and Russian teachers' perception

$U = 77$, $U_0 = 45$.

F i g. 2. Instructional management: spread of values in Chinese
and Russian teachers' perception

teachers' perception is most significant in item 2 (teaching foci), 5 (assessment issues), 6 (Socratic method), 11 (online content) and 13 (complementary online content). Chinese teachers perceived using Socratic method of questioning and online content more important than Russian teachers, while Russian teachers appeared more focused on language formal features teaching, drilling exercises and more appropriate assessment. In general, the spread of values presents that Russian and Chinese teachers are mostly (8 out of 13) similar in their approaches to instructional management in traditional and online setting.

Figure 3 shows that the largest difference is observed in just one item (9 – no language mistakes). Russian students valued

this element of instructional management greater, which suggests that they may be less tolerant to teachers mistakes than Chinese students. Figure 4 indicates that besides item 9, difference in the perception of item 1 (diverse resources) and item 8 (questioning) is also significant. In this case, Chinese students paid more attention to these items, which may evidence that Chinese teachers' emphasis on Socratic method is reasonable.

Applying the same logic of comparison, figure 5 demonstrates the spread of values in the perception of teachers and students within each culture. Similarly, on each chart, there are 6 different items between teachers' and their students' perception, among which both item 8 (questioning) and 10 (setting goals) were higher valued
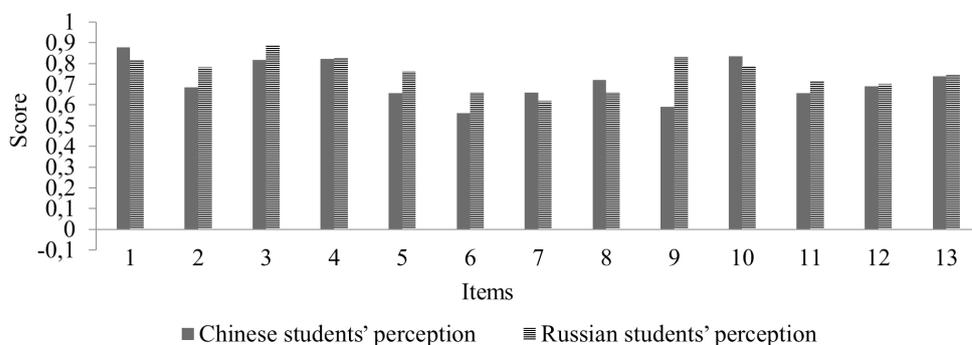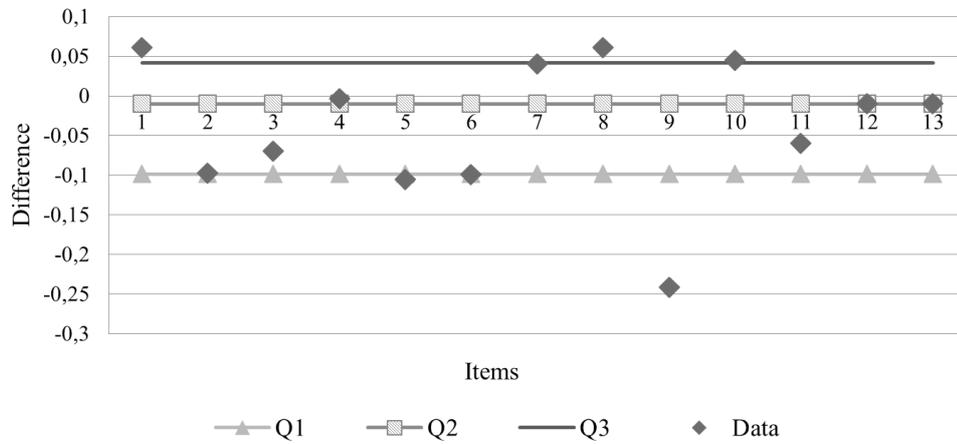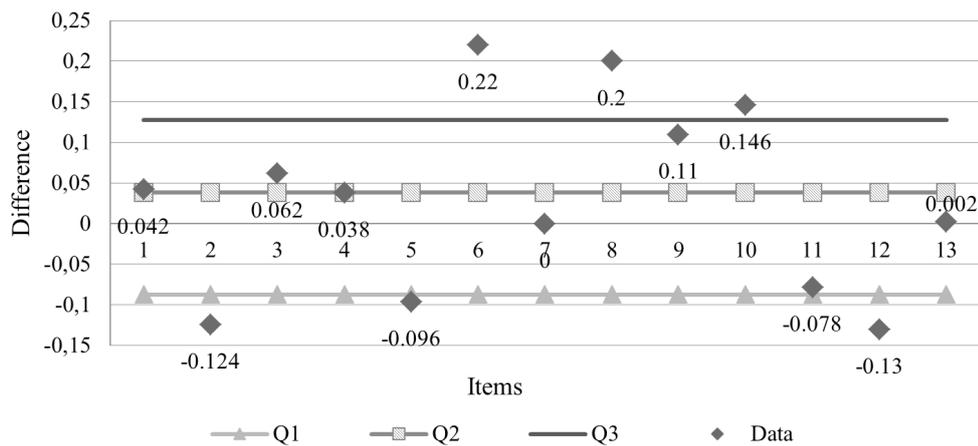

F i g. 3. Instructional management in traditional and online setting:
Chinese and Russian students' perception

$U = 63.5$, $U_0 = 45$.

F i g. 4. Instructional management: spread of values in Chinese
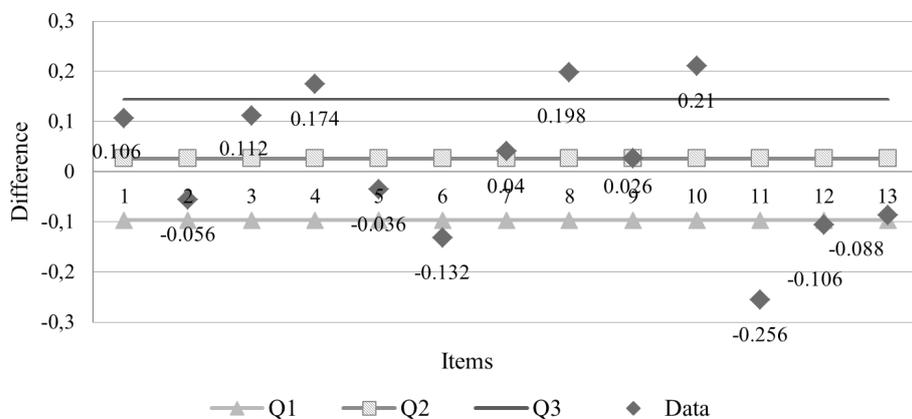and Russian students' perception

$U = 73$, $U_0 = 45$.

F i g. 5. Instructional management: spread of values in Chinese teachers'
and students' perception

by teachers regardless the cultural difference. On item 6 (Socratic method), Chinese teachers focused more than their students, while Russian students did more than their teachers. It can also be deduced that students are more open to online learning environment than teachers with the reference to items 11 and 12.

Behavioral management: discipline and timing. The following six items were used to determine students' and teachers' perception of behavioral management in discipline and timing:

1. Establish appropriate standards of behavior and make them clear to students at the beginning of a term.

2. Strictly enforce attendance policy.

3. Allow students to come late or leave class to answer a phone call.

4. Start class on time.

5. End class on time.

6. Strictly control students' behavior and discipline.

Figure 7 illustrates the similarity and difference between Chinese and Russian teachers' perception of the above-men-

$U = 79$, $U_0 = 45$.

F i g. 6. Instructional management: spread of values in Russian teachers'
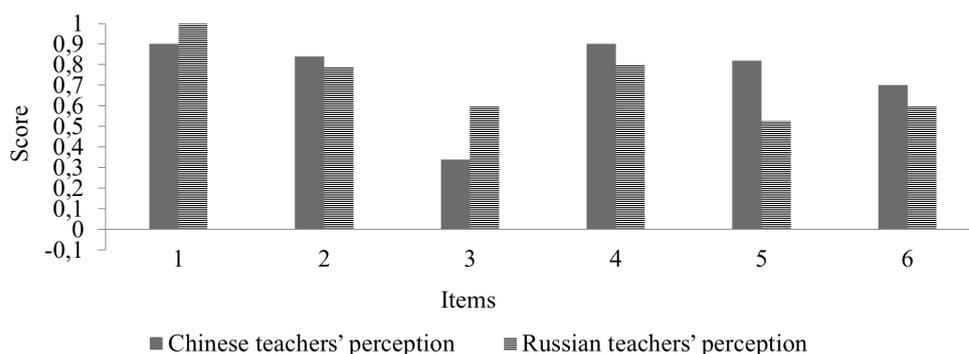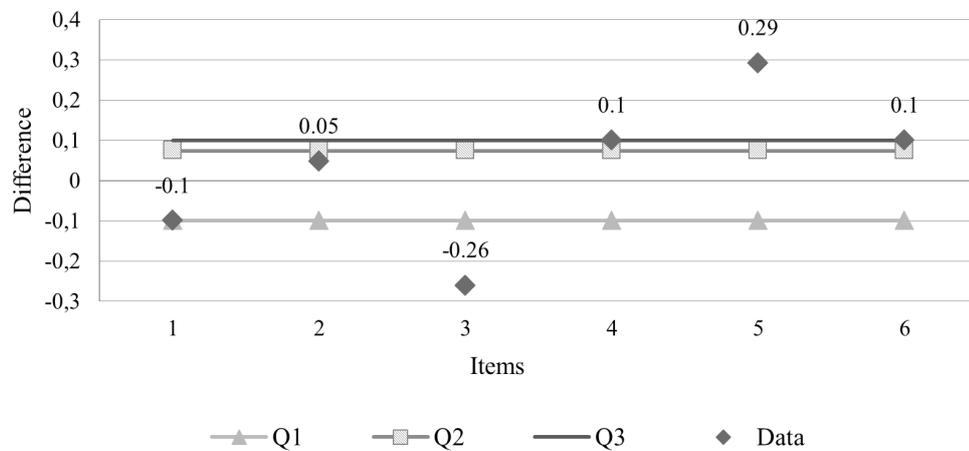and students' perception

F i g. 7. Behavioral management (discipline and timing): Chinese
and Russian teachers' perception

tioned items. Three items (1 – standards of behavior; 2 – attendance policy; 4 – class starting time) are in the category of "very important" for both Chinese and Russian teachers, which signify a great degree of similarity in behavioral management between the teachers' perspective. Item 3 (considerateness to students' matters) received the lowest score among all the items from Chinese teachers who gave higher score to item 6 (behavior control) thus apparently prefer more traditional behavioral standards.

It is noteworthy that starting and ending class on time possess almost equally high importance for both Chinese teachers and the students, while Russian teachers seem to pay little attention to ending class on time.

The line chart (Figure 8) shows clearly the significant differences in two items (5 – class ending time; 3 – tolerance towards students). Chinese teachers perceived item 5 more important than Russian teachers, placing it in the category "very important", which implies that Chinese teachers are consciously more punctual. Russian teachers viewed item 3 more important, which reflects Russian teachers' even western teachers' greater consideration of individualism, despite the fact that the gain score of this item is not that high. For other items, there is no significant difference in the perception.

$U = 13$, $U_0 = 5$.

F i g. 8. Behavioral management (discipline and timing): spread of values in Chinese and Russian teachers' perception

Figure 9 demonstrates scores obtained from Chinese and Russian students. Concerning item 3 (considerateness to students' matters) and item 6 (behavior control) together, scores of students to each item were consistent to the meaning of items, and Chinese students perceived not to be too considerate about them or control them that much according to their scores, whist Russian students suggested to allow them more freedom and control more. This phenomenon implies not only the cultural difference in terms of classroom management, but also deeper social and philosophical issues in both countries.

The spread of values in Figure 10 indicates that only perception of item 6 (behavior control) is significantly different, which might mean that Russian students are dependent on teachers than Chinese students.

On Figures 11 and 12 it can be seen that in general items possess less importance for students than teachers in both cultures except class timing. Russian students expressed their attention by scoring timing items significantly higher than their teachers. Simultaneously, they seemed not to realize the importance of item 1 (standards of behavior) as shown big difference with the teachers' perception. For Chinese students, the significant difference in item 2 (attendance policy) and item 3 (considerateness to students' matters) implies their
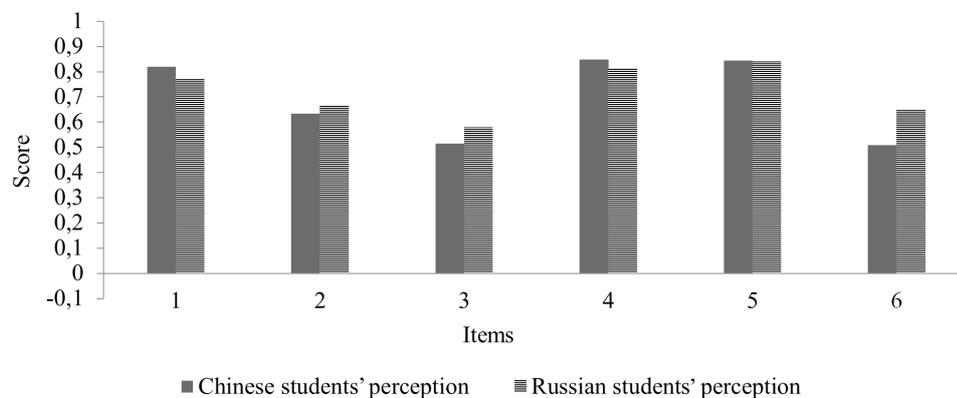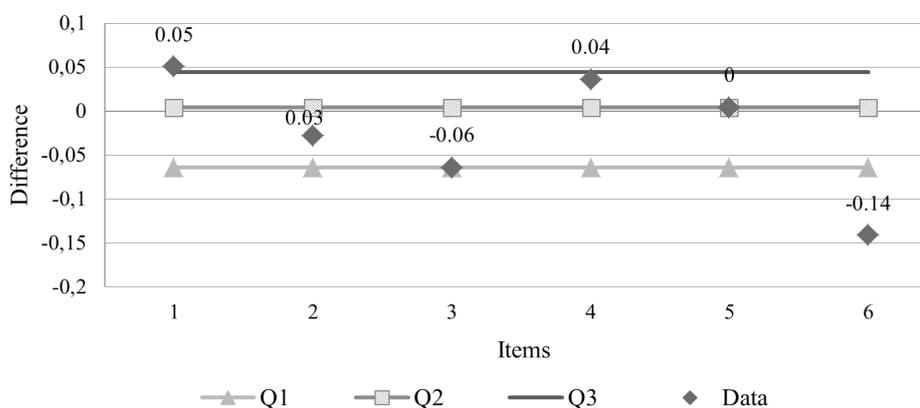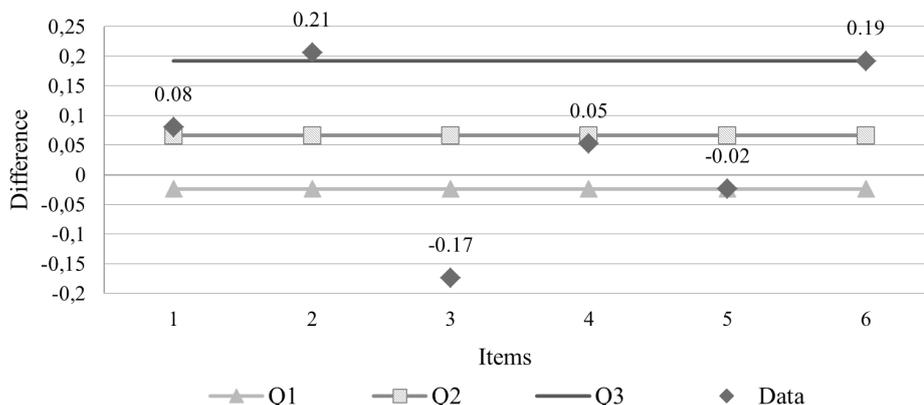

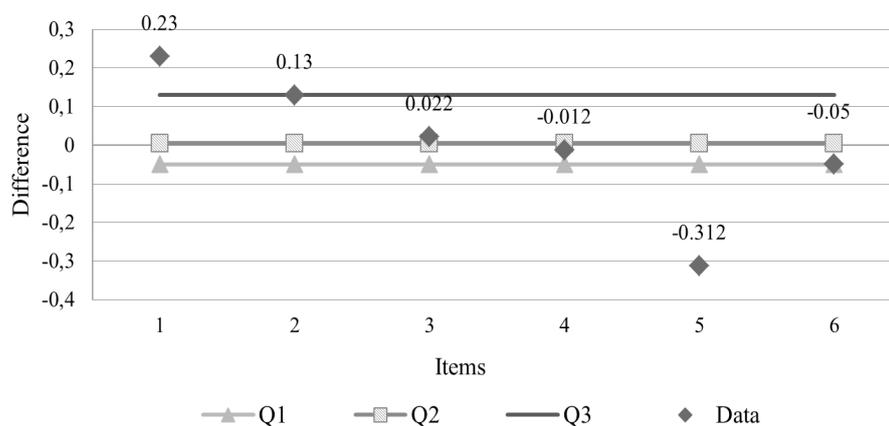F i g. 9. Behavioral management (discipline and timing): Chinese and Russian students' perception

$U = 18$, $U_0 = 8$.

F i g. 10. Behavioral management (discipline and timing): spread of values in Chinese and Russian students' perception

$U = 13.5$, $U_0 = 5$.

F i g. 11. Behavioral management (discipline and timing): spread of values in Chinese teaching staff and students' perception

$U = 16$, $U_0 = 5$.

F i g. 12. Behavioral management (discipline and timing): spread of values in Russian teaching staff and students' perception

willingness for more respect and freedom than teachers expected.

Behavioral management: communication and teacher-student relationships. The statements of the questionnaire to explore the perception of communication and teacher-student relationships in behavioral management included the following eleven items:

1. Enhance the process of discussion between students during class.

2. Ensure active participation of all students during the lesson.

3. Demonstrate friendly and respectful attitude to students.

4. Stimulate students to express their own opinions.

5. Have informal talks with students during break.

6. Organize cultural activities, like Halloween, Thanks-giving day.

7. Show enthusiasm for the subject.

8. Empathize students' capability of answering.

9. Promptly and relevantly share associated life experience in Chinese (Russian) with students.

10. Promptly and relevantly share associated life experience in English with students.

11. Propose English names for students.

Figures 13 and 14 demonstrate several particular findings. Firstly, obtained scores of most items are higher than 0.8, which means that communication and teacher-student relationships are very important for all teachers. Secondly, significant differ-
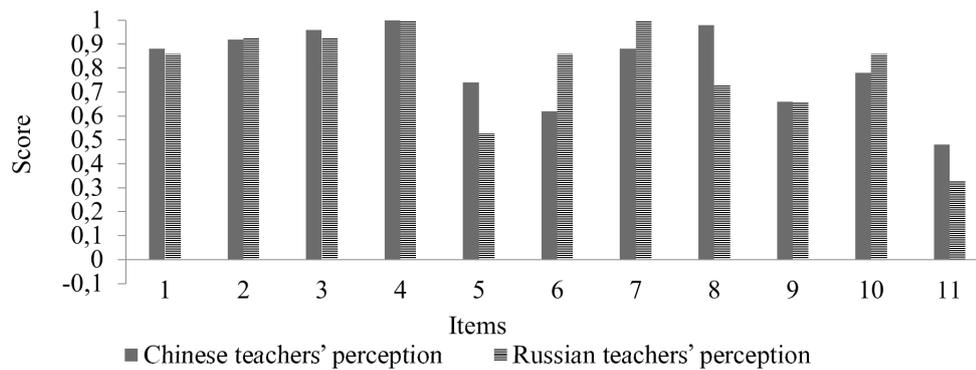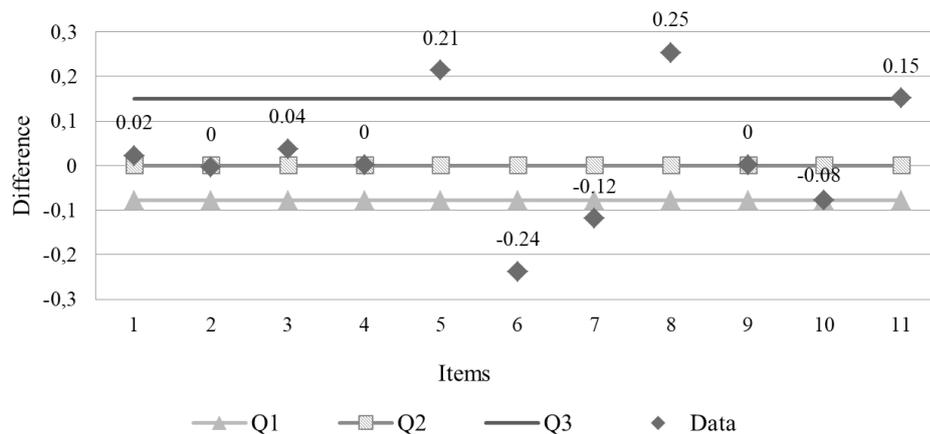

F i g. 13. Behavioral management (communication and teacher-student relationships): Chinese and Russian teaching staff perception

$U = 58.5$, $U_0 = 30$.

F i g. 14. Behavioral management (communication and teacher-student relationships): spread of values in Chinese and Russian teaching staff perception

ence is observed in item 5 (informal talks) and 8 (empathy to students' capability) which were scored higher by Chinese teachers, while items 6 (cultural activities) and 7 (enthusiasm) possess more importance for Russian teachers. The results may signal that Chinese teachers tend to be careful and empathic in dealing with students concerning their self-esteem, character vulnerability, fierce study competition, etc., and Russian teachers focus on affective factors as catalysts for establishing positive teacher-student relationships.

On Figure 15 the difference between Chinese and Russian students in perception of item 5 (informal talks) is obvious which was noted between teachers too, and in both cases Chinese respondents value this item higher than Russians. On Figure 16 item 4 (stimulate students) is significantly different between students that Chinese students perceived higher. It may indicate Chinese students' strong eager to communicate and insufficient courage to step forward, especially in front of, to Chinese students' mind, hierarchical knowledge authorities [26]. Meanwhile, item 10 (life experience sharing in English) and 11 (English names) were scored higher by Russian students, which manifests students' readiness to closer relationship with teachers and strong motivation for EFL.
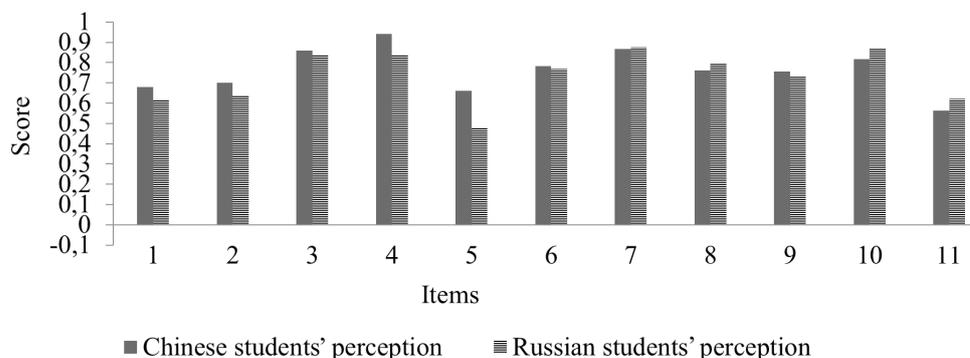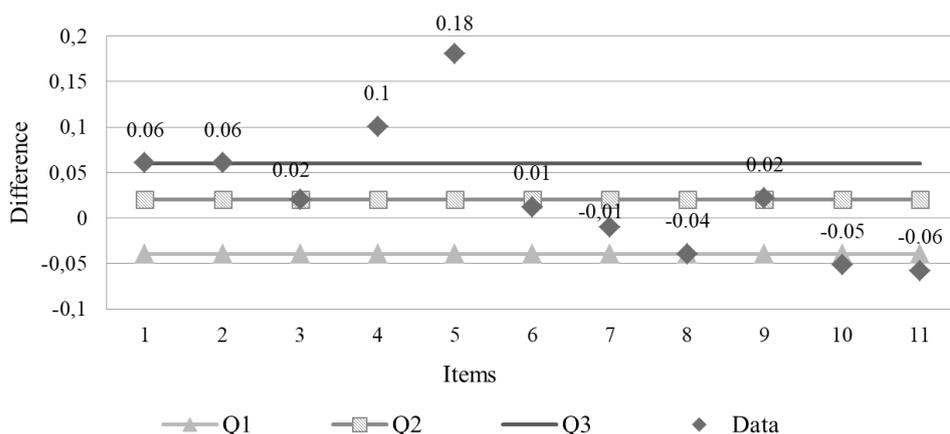

F i g. 15. Behavioral management (communication and teacher-student relationships): Chinese and Russian students' perception
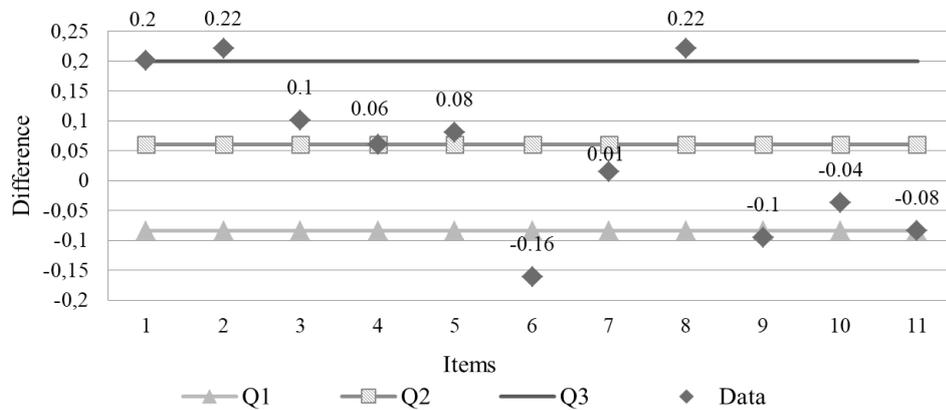

$U = 56$, $U_0 = 30$.

F i g. 16. Behavioral management (communication and teacher-student relationships): spread of values in Chinese and Russian students' perception

Figures 17 and 18 illustrate most items were perceived similarly within the same cultural groups. Meanwhile, the difference in perception of item 2 (active participation) is significant and demonstrates all teachers' great attention on students' class engagement. The significant difference in item 8 (empathy to students' capability) between Chinese teachers and their students may actually suggest teachers are too nervous or should have more confidence in students' capabilities. Chinese students from their side showed their desire about more extracurricular activities by highly scoring item 6 (cultural activities) whose

importance does not really be recognized by Chinese teachers regarding the score on Figure 13. For Russian respondents, item 11 (English names) reflects the same tendency: students enjoy having English names while teachers do not find it important.

Discussion and Conclusion

The research clarifies the theoretical understanding of classroom management that includes three fundamental aspects, which namely are instructional management in traditional and online setting, behavioral management: discipline and timing, and behavioral management: communication

$U = 45.5$, $U_0 = 30$.

F i g. 17. Behavioral management (communication and teacher-student relationships) –
spread of values in Chinese teaching staff and students' perception
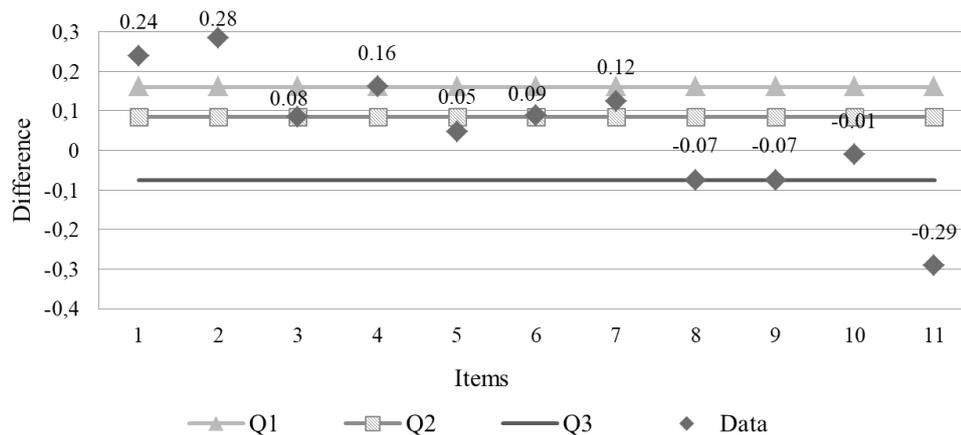
$U = 41$, $U_0 = 30$.

F i g. 18. Behavioral management (communication and teacher-student relationships) –
spread of values in Russian teaching staff and students' perception

and teacher-student relationships. It also presents findings through empirical and analytical illustrations. Based on these, the following discussion and conclusion can be made.

Viewing holistically all collected data it is possible to get the whole picture of similarity and difference in all three aspects of classroom management between respondents. According to three quartiles, between Chinese and Russian teachers, there are 18 similar items out of 30 items; between Chinese and Russian students, there are 16 similar items; between Chinese teachers and students, there are 16 similar items; between Russian teachers and students, there are 17 similar items. Regarding Mann-Whitney U Test there is no significant difference between any groups of respondents. The results show that the ascending order of similarity degree is the comparison between Chinese teachers and their students, Chinese and Russian students, Russian teachers and their students and Chinese and Russian teachers.

The findings of this research concerning differences between teachers' and students' perception in China and Russia can help teachers and students understand each other's expectation better, as well as stimulate teachers to implement new or modify existing strategies of classroom management. Overall, we assume that the following suggestions might be useful in terms of the three aspects of classroom management. Firstly, Chinese teachers who strive to meet expectations of Chinese students are recommended to arrange more structured learning of grammar or vocabulary teaching, give a bit less homework, implement more experimental teaching in online environment, offer more off-task activities, and become more informal in addressing students and more tolerant to certain behavioral issues like temporary leaving classroom during classes. Secondly, Russian teachers are recommended as expected by Russian students to decrease drilling exercises in language practice activities, integrate more Socratic discussions, try more experimental teaching in an online environment, as well as becoming more punctual especially of class starting time and more student-friendly in mistakes correcting.

The findings of the research, showing that there are more similarities than differences in the perception of Russian and Chinese respondents, imply that in the cross-cultural settings of academic mobility, for instance, the issues of classroom management are not expected to cause significant problems for students' adaptation. However, in case Chinese EFL teachers have Russian students in language groups, it should be taken into account that Russian students would expect more involvement in extracurricular language activities, or that they are used to learning in the more informal atmosphere but with many drilling exercises in the instruction and a more flexible grading system. Teaching Chinese students Russian teachers then should be ready to be treated with much respect as figures of knowledge authority, which explains that Chinese students might be less active in creative or critical thinking activities, and they should be stimulated to express their own opinions in discussions. Moreover, it is useful for Russian teachers to know that jokes or correction to certain students are better to be made conventionally.

Potential areas of further research can cover the cultural background and causes to differences and similarities in perception and practices of classroom management across Chinese and Russian culture. Another perspective is to conduct a similar research with a focus on other cultures.

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About the authors:

Natalia V. Chicherina, Deputy Director, National Research University Higher School of Economics (16 Soyuz Pechatnikov St., St. Petersburg 190008, Russia), Professor, Dr.Sci. (Pedagogy), **ORCID: https://orcid.org/0000-0002-1040-9120**, nchicherina@hse.ru

Feng Liu, Post-graduate Student of Chair of Translation and Applied Linguistics, Northern (Arctic) Federal University named after M. V. Lomonosov (17 Naberezhnaya Severnoy Dviny, Arkhangelsk 163002, Russia), **ORCID: https://orcid.org/0000-0002-1497-0724**, **Scopus ID: 57208142910**, real.fengliu@gmail.com

Oksana Yu. Obraztsova, Lecturer at Higher School of Psychology, Pedagogy and Physical Education, Northern (Arctic) Federal University named after M. V. Lomonosov (17 Naberezhnaya Severnoy Dviny, Arkhangelsk 163002, Russia), **ORCID: https://orcid.org/0000-0002-8457-5746**, o.obrazcova@narfu.ru

Contribution of authors:

Natalia V. Chicherina – research on the theoretical part; supervision of the empirical study.

Feng Liu – implementation of empirical research; discussion about literature review and gained data and the article's writing.

Oksana Yu. Obraztsova – processing, analysis and discussion of obtained data using adequate tools.

All authors have read and approved the final manuscript.

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Об авторах:

Чичерина Наталья Васильевна, заместитель директора ФГАОУ ВО «Национальный исследовательский университет "Высшая школа экономики"» (190008, Россия, г. Санкт-Петербург, ул. Союза Печатников, д. 16), профессор, доктор педагогических наук, **ORCID: https://orcid.org/0000-0002-1040-9120**, nchicherina@hse.ru

Лю Фэн, аспирант кафедры перевода и прикладной лингвистики ФГАОУ ВО «Северный (Арктический) федеральный университет им. М. В. Ломоносова» (163002, Россия, г. Архангельск, Набережная Северной Двины, д. 17), **ORCID: https://orcid.org/0000-0002-1497-0724**, **Scopus ID: 57208142910**, real.fengliu@gmail.com

Образцова Оксана Юрьевна, преподаватель Высшей школы психологии, педагогики и физического культуры ФГАОУ ВО «Северный (Арктический) федеральный университет им. М. В. Ломоносова» (163002, Россия, г. Архангельск, Набережная Северной Двины, д. 17), **ORCID: https://orcid.org/0000-0002-8457-5746**, o.obrazcova@narfu.ru

Заявленный вклад авторов:

Чичерина Наталья Васильевна – изучение теоретической части; руководство эмпирическим исследованием.

Лю Фэн – проведение эмпирического исследования; обсуждение обзора литературы и полученных данных; написание статьи.

Образцова Оксана Юрьевна – обработка, анализ и обсуждение полученных данных с использованием адекватных инструментов.

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