

Comparative Analysis of Chinese and American Mode of Classroom Instruction on Youth's Employment Adaptability

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Abstract: This research paper examines the impact of Chinese and American teaching methods and teacher-student relationships on student employment adaptability. The aim of the study is to examine the differences between the educational methods used in China and the United States, including differences in teaching objectives, teaching methods, and teaching styles. A comprehensive literature review is conducted to analyze previous studies and identify key findings in this area. Interviews were carried out with four participants to demonstrate the characteristics of the teaching method and the teacher-student relationship to assess how it affected their employment adaptability. The results suggest that the program-based learning and soft skills-building practices adopted in U.S. high schools are more amenable to the current societal demand for talent. In other words, companies would ideally prefer people with those skills to perform better tasks. In addition, this finding contributes to some new ideas about the strengths and weaknesses of Chinese higher education and discusses the potential room for improvement in Chinese higher education. Further research is needed to explore more aspects of workplace skills that can be incorporated into the higher education duration of undergraduates and graduates to prepare them for the workplace. Overall, this essay highlights the significance of comparing other educational systems and encourages future scholars to investigate the strategies used in various educational systems.

Keywords: teaching methods, teacher-student relationships, employment adaptability, Chinese high education

1. Introduction

Classroom instruction is closely related to each individual student, directly or indirectly affecting the student's attitude to learning, relationships with those involved, and future capacity development. Since China and the United States, two prominent nations in education, have unique teaching methodologies, many academics have conducted comparative studies in this area. In general, China is more likely to employ a cramming style of instruction, which is dedicated to creating a relatively integrated system of knowledge and is focused on developing students' foundational knowledge. The United States, by contrast, favors a heuristic approach to teaching that may adequately support the development of student personalities through a variety of educational formats and foster their capacity for creativity and dialectical thought [1]. Chinese students are typically more reserved when lecturers and students are in class, basing their comments on their respect for the professor. American classrooms, on the other hand, have more pupils and a hotter atmosphere. Building strong bonds

between teachers and students is simpler. These discrepancies can be attributed to the opposing ideologies and cultures of China and the United States. China still places a strong emphasis on test results when evaluating teachers, but the United States uses a broader range of assessment techniques that take into account both a student's academic performance and their overall talent.

Different methods can have various impacts on undergraduates' performance in the workforce. The Career Adapt Abilities Scale is one of the most often used tools to assess career adaptability. This tool includes four distinct dimensions: concern, which describes an individual's awareness of and capacity for planning for a professional future; control; curiosity; the tendency to explore potential selves and alternative scenarios for oneself; and confidence, which refers to the individual's self-belief that they will succeed in their career goal. Although there are similarities across the four career adaptability characteristics, it appears that they might behave differently based on various job-related outcomes in various settings [2].

Therefore, the author conducted an interview to determine participants' employment adaptability, which can be defined by the state in which an individual's knowledge, abilities, interests and personality traits are compatible with the job he or she is engaged in or will choose.

2. Methodology

Secondary research has been used to support this paper. The author looked for scholarly work by searching Google Scholar and other sites for keywords such as teaching methods, teacher-student role and relationship differences, employment adaptability, and social adaptability. The author has also used other methods, such as comparative and historical approaches, to analyze the possible causes of differences in teaching styles from the perspective of different educational systems. Moreover, interviews with 2 graduate students from the US, and 2 Chinese graduate students were conducted. The interview was carried out in a one-on-one setting to encourage open and honest responses. The interviews were conducted after the participants had at least two years of working experience in order to gain deeper insights into how the difference in teaching methods and differences in teacher-student relationships impact their employment adaptability in foreign companies.

3. Interview Protocol

A pre-defined interview protocol was used to ensure consistency in the questions asked during the interviews. The questions were designed to elicit information on the students' experiences, perceptions, and opinions regarding the teaching method, teacher-students' relationships and their employment adaptability in the first two years in the workforce. The interview protocol included the following key questions:

1. Could you please generally describe your university experiences, including in which country do you receive advanced education and the overall feeling about it?
2. What are the specific teaching methods in Chinese/US's universities? Are students the initiative or the teachers? Is it project or activity-based learning that help you to gain experiences in applying knowledge in real life? Or just teacher imparting the knowledge? How do you think it will influence your adaptation in the workforce?
3. Are examinations the main way Chinese/US universities assess students' professional knowledge? Will there be projects related to real life for students to complete? Please give me an example of it.
4. Do Chinese/US universities place great emphasis on correct answers? Please explain it in detail.

5. Are you interested in your field of expertise? Will you take the initiative to learn some relevant and expanded knowledge to promote the development of the classroom? Or do you just passively receive knowledge?
6. How is your relationship with your mentor? Will he give you some academic, internship, or employment guidance? How do you think it benefits your employment adaptability?
7. After four years of college, do you think your professional knowledge has been significantly improved and you are fully competitive in the workplace? Please choose a number ranging from 1-10 to represent your competitiveness.
8. Did four years of study at university effectively help you broaden your breadth of knowledge and help you master the ability to learn cross-disciplines?
9. Have your soft skills in the workplace, such as your cross-field learning ability, thinking ability, problem-solving ability, and communication skills, been developed in college?
10. After working in the workplace for two years, how do you feel about your adaptability in the workplace? (Employment adaptability refers to the state in which an individual's knowledge, abilities, interests and personality traits are compatible with the job he or she is engaged in or will choose.) Do you think the Chinese/US teaching methods and student-teacher relationship really help you to fit in your career? If not, please tell me the reasons.

Table 1: Participants Information.

	Major	Educational experience	Duration in workforce
Participant A (female)	Psychology+Engineering+Business	United States	9 years
Participant B (female)	International Political Relationship+Language	United States	4 years
Participant C (male)	International Trade	China	6 years
Participant D (female)	International Law+Education	China	2 years

4. Results

In this section, the author presents the key findings of her study, which focuses on examining the impact of teaching methods and teacher-student relationships on the employability of graduate students in China and the United States. As Table 1 shows, the results are organized into three main subsections corresponding to major, country and duration of working.

4.1. Differences Between Chinese and American Teaching Methods

4.1.1. Differences in Teaching Objectives

China is a developing nation, so its goal is to provide its citizens with the practical skills and expertise they need to assist the nation in industrializing and rapidly restructuring its economy. In China, the fundamental tenet is to assist students in developing relatively integrated systems of knowledge and in furthering their understanding of what has been taught to them through repeated practice [3]. “The elites that America seeks to produce, on the other hand, are those with autonomous, critical minds,” according to participant A, “the competence of students is the cornerstone of American education. One of their educational goals is to help students identify their own strengths and interests.” “Emphasizing these skills encourages American students to take part in extracurricular activities. There are many ways for American students to become involved with their society. They believe that

education is a part of life, not just part of school [4].” As a result, U.S. schools are placing greater emphasis on students' ability to critically evaluate, explore and innovate their information, as well as fully apply it. “The United States has developed its own theoretical and practical framework for the curriculum, distinguished by a tighter connection between the classroom and real life and a full consideration of the diversity of student backgrounds and interests,” as participant A claimed.

4.1.2. Differences in Teaching Style

The Chinese educational system places more emphasis on disciplinary core knowledge than Western educational systems. “For a long time, Chinese education has focused on teaching students respect for knowledge, emphasizing students' recall, imitation and repetition of information, as well as their problem-solving abilities, and paying close attention to students' development and mastery of knowledge systems,” said participant C.

The first and foremost difference between Chinese and American teaching styles is the role and manner in which their teachers teach. According to the Chinese cramming method where teachers teach and students sit upright and listen, it is the most effective way to learn, and the only way to judge the effectiveness of a Chinese class is how well the students perform on the test. For example, in a Chinese mathematics class, the teacher starts with basic concepts. Calculations are important for students to understand step-by-step with clear explanations. After solving a typical question, students are asked to understand and memorize the steps and formulas in order to apply them in later assignments and quizzes where homogeneous questions arise. This pedagogical approach, with its emphasis on the logic and structure of the discipline itself, helps students build relatively integrated systems of knowledge and, to some extent, deepen their understanding through repetitive practice [5]. However, it is easy to overlook the ability of students to analyze and solve problems independently in real life. As they rely heavily on the pedagogical and structural steps of the teacher. Whenever they encounter complex or unfamiliar tasks, they do not know how to respond to them, and they often lack the confidence to carry out and execute what they believe to be right.

Another difference between the teaching styles of the two countries is their different attitudes to correct answers. Multiple choices and free responses are commonly seen in Chinese exams, but they only support a single correct answer. In terms of free responses, students had to write down some key elements of what they had been told in class to win points. If their answer involves knowledge points not covered in the lesson, the answer is not marked, even if it sounds reasonable. This is particularly common in liberal arts courses. Things are quite different in the United States, however, where “knowledge from textbooks is not required to be recited and their free-response questions are often subjective. In other words, students can express their opinions around a single historical event, for example, without fear of receiving zero points,” provided by participant B. Thus, it is clear that American teaching methods encourage students to think critically, giving them the space to evaluate problems from different perspectives.

Moreover, the motivation of the students in the classroom is also a point worth noting. In China, where cramming methods are widely used, students are more passive and less involved in the classroom. “If the teacher only teaches knowledge and the students passively receive it, then the students may not be highly motivated to participate in the class and their efficiency in receiving knowledge may be low,” according to participant D. On the other hand, in the United States, where heuristic teaching methods are used, students are more active and participate in the classroom to a high degree. The pedagogical atmosphere of heuristic teaching is relatively relaxed. The premise of this approach is that students have some self-learning ability and some basic understanding of the knowledge introduced in the course. On this basis, the students will be better motivated to learn and actively participate in the class, while the teacher will be able to understand the student's questions in a timely manner. In the teaching process, students often play a dominant role and the importance of

communication is emphasized. In this way, the potential and intensity of each student can be seen, and the interaction between students and teachers increases. The result is that when they step out into the world, they have experience of how to deal with the relationship between their employer and themselves, and with their peers [6].

In conclusion, blindly pursuing high graduation rates and ignoring the true connotation of quality-oriented education has a negative impact on the employment adaptability of Chinese students, which is a major component of their social adaptability. Abilities such as self-learning, problem-solving and providing versatile solutions are highly valued in the workforce, and an exam-oriented system in which teachers take over the role of decomposing, analyzing and structuring knowledge for students can have a negative impact on their social adaptability. In comparison, students in the United States are able to develop independent thinking, better interact with teachers in the classroom, and learn more effectively through such materials, which leads to better adjustment. The cramming method, however, has the advantage that the student's fundamental knowledge, such as arithmetic grammar and logical thinking, is firm. On top of this, there are potential threats under heuristic teaching methods, which rely heavily on teacher control and management of the classroom.

4.2. China

4.2.1. Method of Teaching in China

The teaching method in Chinese high institutions is that the teacher still dominates the class.

The courses are mostly exam-based, and the score is the most part counted in GPA, but there's a lack of activities or project-based learning, causing students to be unfamiliar with real-life situations in the workplace.

Chinese universities emphasize correct answers in the international political science classes mentioned by one of our participants. It is true that the course does rely on heavy memorization, but students can express their opinions and analysis on certain types of questions that are available in the United States but not in China.

The benefit of this teaching method is that students have solid expertise as they rank relatively high in the numbers.

4.2.2. Teacher-Student Relations in China

Chinese instructors are kind enough to offer paper revisions but lack the resources to offer internships and jobs at companies they know well.

4.3. United States

4.3.1. Method of Teaching in the United States

Project-based learning is often used in educational institutions in the United States. Research about project-based learning shows that life skills including Time Management, Responsibility, Problem Solving, Self-Directedness, collaboration, Communication, Creativity and Work Ethic are all being improved [7]. Other soft skills such as critical thinking, problem solving, and public speaking are also trained in the U.S. education system. All of these teaching methods contribute to student job readiness.

4.3.2. Teacher-student Relationships in the U.S.

Mentorship and individualized support are often seen in U.S. education, with professors often referring students to well-known companies. "Cooperating teachers play a vital role in the professional development of student interns. Although they serve as mentors, most cooperating

teachers do not receive comprehensive or coordinated preparation for their role as effective mentors [8].” Instead, “it is common to see mentors helping students develop skills related to job adaptability,” provided by participant B.

4.4. Reasons for Differences in Teaching Methods and Teacher-student Relationships in China and the United States

The first reason for the difference in teacher-student relations is the difference in student pressure to succeed. Success in China is defined by getting good grades, being privileged in exam results and having high rankings [4]. Gaokao is particularly important for Chinese students and plays a key role in effective classroom management in China. Because Gaokao was able to determine which colleges they could attend and determine their social status. Therefore, it is reasonable for China to adopt the cramming method, where teachers impart knowledge in an effective way and assist students in achieving good scores through repetition.

In addition to this, significant cultural differences are a key factor contributing to the differences. The renowned Confucius theory in Chinese history mentions that respecting teachers is one of the traditional Chinese virtues over the years. Yet individualism and equality are a major part of American culture [8]. As a result, Chinese classes are relatively quiet and class rules are strict, with students not allowed to interrupt teachers. By comparison, American classrooms are full of freedom, where teachers provide many opportunities for students to speak out.

Last but not least, Chinese historical events are counted. To break it down chronologically, Mao, China's early president, wanted the country to rapidly industrialize, so specialists in all areas were needed. Based on experiments and experience, professionalism can only be cultivated more effectively in exam-oriented education.

5. Discussions

In this paper, the author compares the impact of teaching methods and teacher-student relationships on undergraduate employment adaptability in China and the United States. Chinese students had a clear advantage in terms of professional knowledge base. With a solid foundation students fostered in Chinese schools can have employability in their professions when competing a job. According to Fugate “Employability has been conceptualized as a specific and active form of work adaptability that enables workers to identify and realize career opportunities [9].” While American students showed better strength in how to apply knowledge in real-world scenarios and soft skills development. According to impact teaching, “The student-led approach used in the West arguably equips learners with better critical thinking and problem-solving skills, useful in both an academic and non-academic sense. Learners of this method develop a more well-rounded skillset.” [5] This, in turn, leads to better adaptability in the workplace. In terms of teacher-student relationships, participants who graduated from U.S. universities showed greater closeness to their teachers, and they even remained in contact. In contrast, Chinese teachers are less close to their students and are less likely to give recommendations and give students good internship opportunities.

5.1. Implications and Limitations

Compared with the existing literature, this paper focuses on how the two major parts in China and US students' colleges life pave the way for students' adaptation and success in employment by conducting interviews, which provide pictures from an employment perspective to students who want to choose colleges in different countries. There are limitations, however, namely insufficient sample size. In addition, there are some variables that may affect the experimental results that have not yet

been eliminated. For example, the four participants studied different subjects at university, so they discussed classroom methods and expertise mastery differently.

5.2. Implications and Future Directions

The findings of these interviews suggest that American teaching methods and teacher-student relationships are better suited for graduate students to enhance their employability. Based on these results, further research can explore the scalability and adaptability of this approach across different educational contexts. Provide universities with plans to revise teaching methods. For example, students need more opportunities to develop soft skills. What's more "Ajay Shukla, managing director at EdOrbis, suggested that each institution should have an industry advisory committee to advise on curriculum development [10]." It also proposed that the relationship between students and teachers should be enhanced. In addition, it would be valuable to conduct longitudinal studies to assess the long-term impact of this teaching methodology on student achievement and motivation.

6. Conclusion

In conclusion, this paper examines how classroom education differs in China versus the United States. First, variations in teaching strategies based on learning goals, student involvement, and instruction modalities are introduced. The disparity in the teacher-student relationship and its significance are then examined, along with the causes. The author concludes by summarizing its potential future evolution. The two ethnic groups differ in their education due to their distinct traditions and cultures. Both the Chinese and American education systems have their strengths and weaknesses. China and the United States should use each other's strengths to raise their educational standards in order to move forward together. Chinese education should gradually move away from exam-focused instruction. To raise the standard of education and control classroom behavior, precise educational standards should be established for American schools. This paper highlights the significance of comparing other educational systems and encourages future scholars to investigate the strategies used in various educational systems. They tell the story of their employment fitness only from a subjective point of view, without taking into account objective aspects such as their salaries during their first two years in the workforce, data that would make their accounts more convincing.

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