AN EXAMINATION OF EDUCATORS' EXPERIENCES WITH THE INTEGRATION OF EDUCATIONAL TECHNOLOGY INTO THE REVISED NATIONAL ENGLISH LANGUAGE CURRICULUM IN CHINA.

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ABSTRACT

This article investigates the use of instructional technology in the English language classrooms of eight secondary school teachers in Beijing, China. Their views on the factors that impact technology use are also examined. Based on data analysis of classroom recordings and follow-up interviews, this study discovered that teachers did utilise the internet and other contemporary technologies in the classroom, although PowerPoint was the most often used software. Responding to professional needs for improved teaching, developing instructional materials, and easing professional growth were only a few of the many pedagogical applications of educational technology. Teachers also reported using technology to help their pupils with things like greater engagement, improved language acquisition, easier understanding, and the development of a linguistic context. The study found that there were four primary aspects that affected teachers' technology usage: their attitudes, the availability of resources, their skill level, and their faith in technology. This study suggests that educators could gain insight into their own pedagogical concerns and requirements in regard to technology use by adopting a critical reflective stance. Continual professional development options for teachers have the potential to boost their competence and self-assurance when it comes to using technology in the classroom. This chapter explores the intriguing history of English as a Second Language (ESL) in China and the ways in which faculty have been given the authority to adjust to changing curricula. It is becoming increasingly clear how difficult it is to put theory into practice in light of the current ecological systems in which both students and educators are caught.

Keywords: Teachers' Experiences, Integration Educational, Technology, English Language, National Curriculum, China.

INTRODUCTION

Contemporary pedagogical tools Conventional forms of education have changed drastically as a result of the ubiquitous nature of technology. The ubiquitous nature of technology has provided many teachers and students with access to new tools that might improve language lessons. Universities have been under intense pressure to upgrade their curriculum and develop innovative methods of preparing students

to address global issues throughout the last decade. Competition in the higher education industry is so fierce that universities feel they must "think outside the box" to survive. Universities must embrace technology innovations to improve the effectiveness of instruction and the quality of student learning if they want to maintain their position in the market. "English as a foreign language instruction and learning" (EFL) may also benefit from the multimedia resources, appropriate activities, and language practice made available by computers' ever-expanding capabilities. A greater variety of language inputs, higher student engagement, and access to real-world learning situations are just a few of the many reasons why technology has been increasingly used in EFL classrooms in recent years. There has been a recent uptick in the importance of technologically acceptable pedagogy, which has highlighted the need for appropriate technological integration in classrooms. If researchers were to assume that technological advancements would inherently enhance language classroom education, researchers would be ignorant. The way teachers perceive technology may impact how they incorporate it into their lessons. Students' learning is therefore affected by this. It might be wise to investigate educators' views on incorporating technology into the classroom. Definition of technology integration this study states that "the degree to which technology is used to facilitate teaching and learning" is what constitutes technology integration. It is an umbrella term for the use of several types of technology into teaching methods with the end goal of meeting course requirements (Aldukhayel, 2019).

BACKGROUND OF THE STUDY

A great number of individuals make use of the abbreviation "TAM" in order to particularly refer to the technology acceptance paradigm. There has been regarded the gold standard for a long time when it comes to displaying the degree to which students are willing to use technology into their classroom work. According to the theory, there are two perspectives that have an impact on the desire to make use of technological instruments. With this, researchers are referring to how individuals perceive the tools, namely how useful they are and how simple it is to use them. The concept that it is simple to take advantage of is included into each of these perceptions. Elements that make up the TAM (Li et al., 2019). There were a number of advantageous circumstances that brought attention to environmental features or characteristics that were included in these particular components. It has been shown via study that the aforementioned perspectives, in conjunction with the element of enabling conditions, are beneficial in order to project the adoption and utilisation of modern information technology. The last few years have seen an increase in the number of studies that have been carried out to investigate the ways in which people's motivating ideas influence their perspectives and their willingness to embrace new technologies. One of the most important ways to get insight into the broad, experience-based viewpoints that instructors have on the use of technology is via the ideas that drive them. It is possible that these viewpoints on people's

motives will have a substantial impact on how people perceive the utility of available technologies. As a prominent explanation for human motivation, the expectancy-value theory is supported by a significant number of individuals. This theory proposes that the chance of individuals completing a task is contingent upon their subjective task values, which may include elements such as fun, cost, and usefulness, as well as their expectations of their own capabilities, which may include elements such as self-efficacy. When individuals have confidence in themselves, they are less likely to have a pessimistic outlook on their capabilities and are more likely to take pleasure in the steps involved in completing the task at hand. With all of these factors taken into consideration, there will be a larger degree of recognition of that obligation (Alzubi, 2019).

THE PURPOSE OF THE RESEARCH

Discovering if there are any limitations in this domain that hinder educators from carrying out their duties effectively is the objective here. Also, the study's overarching goal is to learn how teachers feel about using technology in the classroom. The rate of technological tool incorporation into ESL teaching practices is the secondary aim of the research. Examining teachers' competence and familiarity with technology resources can help determine this adoption rate. Few studies have looked at the use of technology to learning in China generally, and even fewer have examined the use of electronic devices in the process of learning a Chinese language. Because of this, no other research in the area of education has been as thorough as this one. The authors claim that their study is the first of its kind to examine the ways in which Chinese educators at all levels are using technological tools into their classroom education. In order to better understand how to incorporate technology into their educational stances and practices, this research aims to illuminate the gaps between the relevant parties' preparations and instructors' attitudes.

LITERATURE REVIEW

One definition of technology is "old or established methods" (such as computers, email, and mobile phones), while another definition is "new or emerging technologies" (such as wikis, podcasts, and other Web 2.0 tools). This definition encompasses the widest conceivable concept of technology. In addition, this definition encompasses a variety of technologies that have the potential to ease both the teaching process and the learning process for students. When employed in the context of education, the word "technology integration" refers to the degree to which communication and information technologies are used to make learning and education more accessible. It is also essential to keep in mind that the incorporation of technology in the classroom involves more than simply the use of electronic gadgets at the classroom level. In spite of this, it is very necessary to make efficient use of technology in order to facilitate learning and teaching activities in order to

accomplish integration. A knowledge that technology is an intrinsic part of the teaching process, the accomplishment of pedagogical objectives, and the resolution of instructional obstacles is one of the primary factors that underpins the integration of technology in the classroom. In order for instructors to be effective in integrating technology into their lectures, they must also thoroughly evaluate the complex link that exists between the use of technology and pedagogy. Furthermore, it is essential for students to be aware of how to use pedagogical ideas in order to guide their utilisation of technology within the classroom setting (Aşık et al., 2019).

Studies have shown that the majority of English instructors continue to depend on tried-and-true ways of delivering courses, such as using word processors and PowerPoint presentations. Despite the fact that the majority of this information is gathered from surveys and interviews, there have been a few studies that have merged the two methods in order to go even further into the ways in which instructors use technology in the classroom. Furthermore, the majority of research have focused on instructors who are already working in middle and high schools, as well as those who are in the process of becoming teachers in primary and secondary schools. A paucity of information exists about the ways in which university lecturers might successfully utilise technological devices, particularly in the context of EFL programs in China. This is made abundantly obvious by the circumstances surrounding the Chinese language (Canals & Al-Rawashdeh, 2019).

RESEARCH QUESTION

How does intelligence influence on the revised national English language curriculum in China?

METHODOLOGY

Quantitative research involves the analysis of numerical data related to variables using one or more statistical models. The social environment may be better understood via quantitative research. Researchers often use quantitative methods to examine problems impacting particular individuals. Graphically shown objective data results from quantitative study. Numerical data is crucial for quantitative research and must be collected and analysed methodically. Their support facilitates the computation of averages, the development of predictions, the identification of connections, and the extrapolation of findings to larger populations.

RESEARCH DESIGN

The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the direction and magnitude of the statistical connection. The researchers developed a statistically significant criterion at $p < 0.05$. Essential aspects of the data were collected by descriptive

analysis. Quantitative approaches are often used for evaluating data processed by statistical computing tools or data gathered via surveys, polls, or questionnaires.

SAMPLING

Research participants completed questionnaires to provide data for the study. Utilising the Rao-soft software, researchers ascertained a study population of 984 individuals, prompting the distribution of 1,389 questionnaires. The researchers received 1211 responses and removed 11 owing to incompleteness, resulting in a final sample size of 1200.

DATA AND MEASUREMENT

A questionnaire survey served as the primary source of information for the research (one-to-one correspondence or Google Form survey). The questionnaire had two independent sections: (A) demographic information collected via both online and offline sources, and (B) responses to characteristics measured on a 5-point Likert scale. Secondary data was collected from several sources, mostly online.

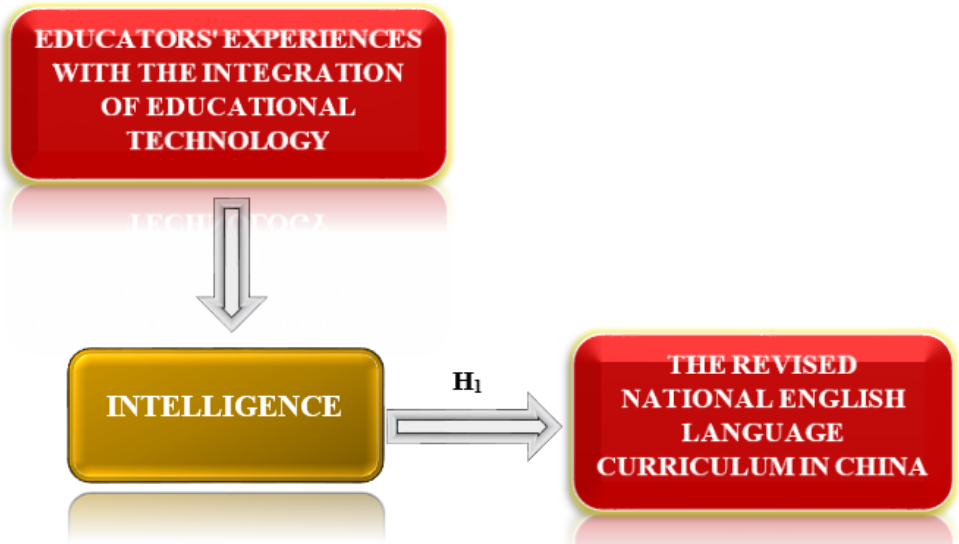
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

Descriptive analysis was used to comprehend the essential nature of the data. The researcher must analyse the data with ANOVA.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: A common use of Factor Analysis (FA) is to ascertain the presence of latent variables within observable data. In the absence of readily discernible visual or diagnostic indicators, it is customary to use regression coefficients to provide ratings. In FA, models are crucial for success. The objectives of modelling are to identify errors, intrusions, and evident correlations. The Kaiser-Meyer-Olkin (KMO) Test is a method for evaluating datasets generated by multiple regression analyses. They confirm that the model and sample variables are representative. The data exhibits duplication, as shown by the figures. When the proportions are reduced, the data becomes more comprehensible. The KMO output is a numerical value ranging from zero to one. If the KMO value ranges from 0.8 to 1, the sample size is deemed sufficient. These are the allowable limits, as per Kaiser: The subsequent approval requirements established by Kaiser are as follows:

A lamentable 0.050 to 0.059, subpar 0.60 to 0.69

Middle grades often range from 0.70 to 0.79.

The quality point score ranges from 0.80 to 0.89.

They are astonished by the spectrum of 0.90 to 1.00.

KMO and Bartlett's Test for Sampling Adequacy Kaiser-Meyer-Olkin measure: .980

The outcomes of Bartlett's test of sphericity are as follows: Approximately chi-square, degrees of freedom = 190, significance = 0.000

This confirms the legitimacy of claims made just for sampling purposes. Researchers used Bartlett's Test of Sphericity to ascertain the significance of the correlation matrices. The Kaiser-Meyer-Olkin measure suggests that a value of 0.980 signifies the sample's adequacy. The p-value is 0.00 according to Bartlett's sphericity test. A positive outcome from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.980
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Bartlett's Test of Sphericity further confirmed the overall significance of the correlation matrices. The Kaiser-Meyer-Olkin measure of sample adequacy is 0.980.

The researchers identified a p-value of 0.00 via Bartlett's sphericity test. The correlation matrix was determined not to be a correlation matrix based on a significant result from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Educators' Experiences with the Integration of Educational Technology: When researchers speak about the experiences that educators have had with the integration of educational technology, researchers are discussing their perspectives on the benefits and drawbacks of using technology in the classroom, as well as their successes and failures in putting these concepts into practice. The term "technology integration in education" refers to the process by which advancements in technology are used to enhance the educational experience of pupils. When educators make use of a range of technology resources, such as a virtual classroom, there is a greater likelihood that students will engage in class and accomplish their educational objectives (Ding et al., 2019).

FACTOR

Intelligence: For example, intelligence may be described as the ability to think, plan, be creative, grasp complex ideas, discover answers to problems, be self-aware, learn, and have emotional knowledge. There are a lot of various ways that intelligence can be defined. Intelligence, which may be described as the capacity to solve complicated issues or make choices that are favourable to the actor, is something that lifeforms have evolved in order to enable themselves to exist and reproduce in a range of situations. Intelligence is derived from a Latin term called intelligence, which meaning to study, analyse, and recollect. The English word intelligence comes from this Latin phrase. Based on this particular point of view, intelligence can only be described in terms of the cognitive capacities that are possessed by a single individual (Gruba & Chau Nguyen, 2019).

DEPENDENT VARIABLE

The Revised National English Language Curriculum in China: An all-encompassing framework, the updated National English Language Curriculum in China aims to improve English language education nationwide. While fostering critical thinking, cultural awareness, and communication competence, it places an emphasis on pupils developing their reading, writing, speaking, and listening abilities. Focussing on real-world language usage in daily settings, the curriculum aims to provide a balanced approach that combines language competency with real-world application. Additionally, it promotes an approach that is more focused on the students, encouraging them to be active participants in their own education and thus developing skills like critical thinking, teamwork, and originality. By preparing students to communicate effectively in an ever-more-connected world, the

adjustment is in line with the objective of enhancing China's global competitiveness (Huang et al., 2019).

Relationship Between Intelligence and The Revised National English Language Curriculum in China: The updated Chinese National English Language Curriculum places an emphasis on accommodating a wide range of cognitive capacities and learning methods, which is where the concept of intelligence comes into play. Recognising that intelligence is complex, the curriculum includes linguistic, logical-mathematical, spatial, interpersonal, and intrapersonal intelligences in its assessment of students. The updated curriculum strives to engage learners at all cognitive levels by supporting a student-entered approach. This will enable them to use their individual strengths while learning a new language. Some kids may do better in reading and writing if they have a high linguistic intelligence, while others may do better in oral presentations and group work if they have a high interpersonal intelligence. To ensure that all students, irrespective of their intellectual abilities, have the chance to succeed in studying English, the curriculum promotes problem-solving and critical thinking, which tap into many types of intelligence. At its core, it's about helping students become well-rounded people who can communicate well in English in a variety of international settings (Kulavuz-Onal, 2018).

Because of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between intelligence and the revised national English language curriculum in China.

H_{01}: There is no significant relationship between Intelligence and The Revised National English Language Curriculum in China.

H_1: There is a significant relationship between Intelligence and The Revised National English Language Curriculum in China.

Table 2: H_1 ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	546	9867.986	1029.309	.000
Within Groups	492.770	653	9.587		
Total	40081.390	1199			

In this investigation, the results will be substantial. The F value is 1029.309, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the **"H_1: There is a significant relationship between Intelligence and The Revised National English Language Curriculum in China"** is accepted and the null hypothesis is rejected.

DISCUSSION

An examination of the pros and cons of the new English language national curriculum in China, as seen through the eyes of classroom instructors, sheds light on the advantages and disadvantages of this change. Teachers now use resources like multimedia, online platforms, and interactive software to improve language instruction, in response to a shift in the curriculum that prioritises digital tools and technology-enhanced learning. One good aspect of technology integration is the favourable experiences reported by many instructors. Lessons made using digital tools are more dynamic, engaging, and interactive, and students have access to a wider variety of learning opportunities, according to their research. For instance, students with a variety of learning styles may benefit from the increased accessibility and engagement provided by multimedia tools such as online activities and videos in English classes. Learning management systems allow teachers to monitor their students' progress, which helps them identify which areas may need further help. However, the report does point out a few difficulties that educators have when trying to incorporate these technological shifts into their lessons.

Inadequate opportunities for professional growth rank high among the main challenges. Frustration or underutilisation of resources might result from instructors' perception that they have not had enough training on how to successfully integrate educational technology into their teaching methods. In addition, some worry that people won't be able to easily use technology, which is particularly true in more remote places where there may be less reliable infrastructure and internet connections. The need for a change in instructional method is another obstacle that the research identifies.

CONCLUSION

The capacity to use and oversee a classroom that is highly dependent on technology has never been more crucial for English teachers than it is now. It is crucial to comprehend the factors that motivate educators to continue using technology into their teaching. Ultimately, this research set out to determine what factors motivate English language teachers in Western China's junior high schools to keep up their present degree of technical competence. The purpose of this study was to examine the relationships between variables such as interest, interest regulation, perceived ease of use, perceived value, mediating self-confidence, enabling circumstances, and the development mindset. Teachers' motivation to keep using technology is affected by several factors, including a growth mindset, supportive surroundings, effort control, helpfulness seeking, perceived usefulness, and perceived value. Curiousity, however, had little impact on the result, according to the study. Perceived ease of use, enabling conditions, and self-efficacy all had an indirect impact on the willingness to continue using the product. There was no mediation by self-efficacy in the relationships between continuation of intention and characteristics including interest, perceived benefit, effort management, growth mindset, and motivation. Teachers bolstering their own sense of competence has

been one tactic for maintaining students' interest in technological learning tools in the classroom.

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