AN ANALYSIS OF EDUCATORS' EXPERIENCES ABOUT THE INCORPORATION OF EDUCATIONAL TECHNOLOGY INTO THE REVISED NATIONAL ENGLISH LANGUAGE CURRICULUM IN CHINA.

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ABSTRACT

This article delves at the ways in which eight secondary school teachers from Beijing, China, use instructional technology in their English language lessons. researchers also take a look at their perspectives on the elements that influence technology usage. The results of this research, which were derived from classroom recordings and follow-up interviews, showed that instructors did, in fact, make use of the internet and other modern technologies in the classroom. The program that was most often utilised, however, was PowerPoint. Many pedagogical uses of educational technology have been developed, including responding to professional demands for better teaching, creating instructional resources, and making professional progress easier. The use of technology in the classroom has been well-documented by educators who have seen positive effects on student engagement, language learning, comprehension, and the formation of a linguistic context. Attitudes, resource availability, skill level, and confidence in technology were the four main factors that impacted teachers' technology utilisation, according to the research. This research argues that by using a critical reflective approach, teachers may better understand their own needs and concerns when it comes to technology in the classroom. Providing teachers with opportunities for ongoing professional development might help them feel more comfortable and competent while using technology in the classroom. This chapter delves into the fascinating background of ESL in China and the manner in which teachers have been empowered to adapt to evolving course materials. Given the present ecological systems that ensnare both students and instructors, it is becoming more and more apparent how challenging it is to apply theory.

Keywords: Experiences of Educators, Incorporation of Education, Technology, English Language, National Curriculum of China.

INTRODUCTION

Instructional strategies that are new Traditional approaches to education have been subjected to substantial transformations as a result of the continued presence of technology. As a result of the widespread presence of technology, a significant number of teachers and students now have access to materials that have the

potential to improve language education. Universities have been under continual criticism over the last ten years for failing to sufficiently educate students to address global challenges and for failing to upgrade their curriculum. This has been the case for both of these reasons. In order to thrive in the very competitive market for higher education, universities are under the assumption that they must "think outside the box" in order to be successful. In order for universities to maintain their competitive advantage, they need to use technology advancements that improve the quality of education that students get and the efficiency with which teachers convey information. "English as a foreign language instruction and learning" (EFL) has the potential to be significantly aided by the ever-expanding capabilities of computers. This is because computers may provide access to multimedia resources, activities that are appropriate for the language, and exercise opportunities. There are a number of reasons why technology is being more used in classrooms where English is being taught as a foreign language. These reasons include the provision of a broader variety of language inputs, the enhancement of student engagement, and the provision of access to practical learning situations. The present rise in the relevance of technologically acceptable education has brought to light the need of appropriate technology integration in classrooms. This requirement has been brought to light on account of the current surge. To believe that the introduction of new technology would inevitably result in an improvement in language education would be foolish. How teachers perceive technology may play a role in determining whether or not they choose to use it in the classroom. As a consequence of this, it also has an effect on the way pupils learn. It could be a good idea to investigate the attitudes of educators on the implementation of technology in the classroom. The significance of incorporating technical elements "The degree to which technology is used to facilitate teaching and learning" is the definition of technology integration, according to the findings of this study. The term refers to a broad variety of activities that use a variety of kinds of technology into educational methods in order to satisfy the criteria of a course (Liu & Chao, 2018).

BACKGROUND OF THE STUDY

When referring to the technology acceptance paradigm in particular, the abbreviation "TAM" is often seen being used by people. For a considerable amount of time, it was regarded as the standard for determining whether or not students were willing to use technology into their academic work. According to the idea, there are two perspectives that take into account the factors that impact the desire to utilise technological instruments. When used in this context, the term "perception" relates to how individuals feel about the tools, namely their usefulness and how easy it is to use them. This notion that it is simple to take advantage of is evident in each and every one of these distinct points of view. Elements that make up the TAM (Cheng & Zhang, 2020). As a result of a number of lucky circumstances, these particular components brought attention to environmental factors or characteristics. The aforementioned perspectives, when paired with the element of

enabling conditions, have been shown to be beneficial for forecasting the adoption and use of modern information technology, according to research. Over the last several years, there has been a rise in the quantity of study that investigates how people's driving notions influence their perspectives and their willingness to embrace new technologies. The guiding principles that teachers adhere to provide a glimpse into the comprehensive and experience-based viewpoints that they have about the incorporation of technology. The way in which individuals judge the worth of the technology that is now available may be profoundly impacted by these views on human nature. Quite a few individuals have faith in the expectancy-value theory, which is often used in the process of explaining human motivation (Lei, 2020).

People's subjective task values, which may include things like fun, cost, and utility, as well as their expectations of their own talents, which can include things like self-efficacy, are what determine the chance that individuals will finish a task, according to this point of view. People who are self-assured are less likely to have doubts about their abilities and are more likely to take pleasure in the process of accomplishing their goals. When these kinds of issues are taken into account, there will be a greater recognition of that obligation (Manegre & Sabiri, 2020).

THE PURPOSE OF THE RESEARCH

The goal here is to find out if there are any restrictions in this area that make it hard for teachers to conduct their jobs well. Finding out how educators feel about using technology into their lessons is also a major aim of the research. An additional objective of the study is to determine the current rate of technology tool integration into ESL classroom practices. This acceptance rate may be better understood by looking at how knowledgeable and competent instructors are using technological tools. The use of electronic gadgets to learn Chinese is an area that has received very little attention from researchers, and even fewer studies have investigated the use of technology to learning in China more broadly. This means that prior studies in the field of education have all been lacking in comparison. The authors assert that their research is the first effort to analyse how teachers throughout China are using technology into their lessons. By shedding light on the disparities between the relevant parties' readiness and instructors' attitudes, this study hopes to get a better understanding of how to integrate technology into their pedagogical positions and practices.

LITERATURE REVIEW

In contrast to "old or established methods" (such as computers, email, and mobile phones), "new or emerging technologies" (such as wikis, podcasts, and other Web 2.0 applications) represent a distinct category of technology. This definition encompasses every conceivable conception of technology that could possibly exist. Additionally, this description encompasses a variety of technological advancements

that have the potential to simplify the process of teaching and learning for students. “Technology integration” is a word that is used in the area of education to define the degree to which different types of electronic communication and data storage are employed in order to make educational possibilities more accessible to a wider audience. In addition, it is essential to keep in mind that the incorporation of technology into the classroom involves more than simply the use of electronic devices. Regardless, in order to achieve integration, it is necessary to make efficient use of technology in order to support activities related to learning and teaching. Technology should be included into the classroom for a number of reasons, the most important of which is the realisation that it is an indispensable element of the teaching process, the accomplishment of pedagogical objectives, and the elimination of instructional obstacles. Before teachers can successfully incorporate technology into their lessons, they need to give careful consideration to the complex relationship that exists between technology and pedagogy. To add insult to injury, students are required to have an understanding of pedagogical concepts that can guide their utilisation of technology in the classroom (Mei et al., 2018).

According to research, the majority of English teachers continue to rely on tried-and-true means of delivering their lessons, such as using word processors and PowerPoint presentations. Even while the majority of this information is derived from interviews and surveys, 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 into their courses. In addition, the majority of research have focused on instructors who are now employed in elementary and secondary schools, as well as teachers who are currently working in middle and high schools. In the context of EFL programs in China, there is a paucity of evidence about the ways in which university instructors might make efficient use of technological gadgets. This is made abundantly clear by the surroundings in which the Chinese language is used (Siefert et al., 2019).

RESEARCH QUESTION

Concerning the updated Chinese national English language curriculum, what role does institutional support play?

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.

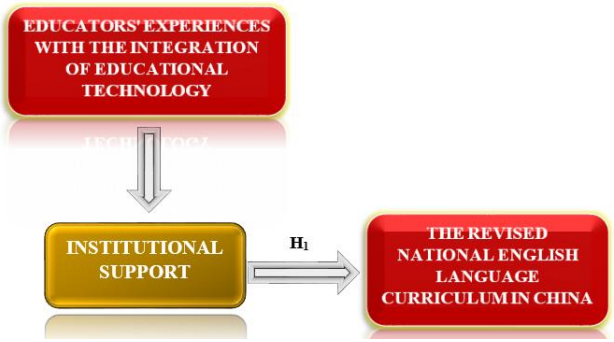
STATISTICAL SOFTWARE

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: .824

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 0.824 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.		.824
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 0.824. 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 talk about teachers' experiences with integrating technology into the classroom, we're talking about their thoughts on the pros and cons of employing technology in the classroom, as well as their triumphs and blunders in applying these ideas. "Technology integration in education" is incorporating new technological tools into the classroom so that students may learn more effectively. A virtual classroom is one of several technological tools that teachers may employ to increase student engagement and the possibility that they will learn the material (Singh, 2019).

FACTOR

Institutional Support: Institutional Supporters are non-profit organisations that include schools, museums, and organisations, local chapters of professional and research groups, and state and federal government agencies. The term "Institutional Supporter" is used to describe these types of organisations. An institution is any collection of rules and regulations that have been established by humans in order to exert influence and control over the dynamics of a group. Any and all conceptions of institutions must include the concepts of persistence and continuity as basic components. Rules, regulations, social traditions, and norms are all instances of institutions. Other examples include social protocols. The specific obligations and responsibilities that are assigned to members of an institution within a socially organised context are established by the rules and norms that govern the organisation (Taghizadeh & Hasani, 2019).

DEPENDENT VARIABLE

The Revised National English Language Curriculum in China: With its comprehensive structure, China's revised National English Language Curriculum seeks to elevate English language instruction throughout the country. It focusses on helping students improve their reading, writing, speaking, and listening skills while also encouraging them to think critically, be culturally aware, and communicate competently. The curriculum's goal is to provide a well-rounded approach that integrates language proficiency with practical application by concentrating on language use in everyday contexts. Furthermore, it advocates for a student-centred approach that encourages students to take an active role in their own education, fostering the development of abilities such as critical thinking, collaboration, and

creativity. The change is in keeping with the goal of making China more competitive globally by teaching kids to communicate well in a world that is constantly linked (Jiang, 2022).

Relationship Between Institutional Support and the Revised National English Language Curriculum in China: The efficacy and successful implementation of the updated National English Language Curriculum in China hinges on the link between the curriculum and institutional support. In order to help instructors adjust to the new curriculum, educational authorities and institutions provide institutional assistance in the form of resources, training, and infrastructure. To make the most of the updated curriculum, schools and other learning institutions should provide instructors with continuous professional development to help them adapt to and make good use of new teaching strategies and technology. As part of this assistance, researchers make sure that teachers have access to digital resources, lesson plans, and chances to work together. In addition, having institutional support means making sure that educators are empowered and motivated to be creative in the classroom. The redesigned curriculum aims to improve English language learners' critical thinking, communication skills, and global awareness; however, this could not be achieved without robust institutional backing. To sum up, the updated curriculum can only be effectively implemented and tailored to the varied demands of Chinese students with strong institutional support (Greenier et al., 2021).

Because of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Institutional Support and The Revised National English Language Curriculum in China.

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

H_1: There is a significant relationship between Institutional Support 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	343	9867.986	994.055	.000
Within Groups	492.770	856	9.927		
Total	40081.390	1199			

In this investigation, the results will be substantial. The F value is 994.055, 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

The benefits and drawbacks of China's new English language national curriculum might be better understood by looking at it from the perspectives of classroom teachers. In light of a change in the curriculum that places an emphasis on digital tools and technology-enhanced learning, teachers are increasingly using resources such as multimedia, online platforms, and interactive software to enhance language education. Many teachers have had positive experiences with technology integration, which is a positive element. Their study shows that students have access to a broader range of learning possibilities and that lessons created utilising digital technologies are more dynamic, engaging, and interactive. For example, by incorporating multimedia resources like online exercises and movies into English lectures, students with different learning styles may find them more accessible and engaging. Teachers may track their students' progress using learning management systems, which helps them determine where their pupils may benefit from further support. On the other hand, the research does highlight several challenges that teachers have when attempting to integrate these technological changes into their classes.

One of the biggest problems is the lack of chances for career advancement. Teachers may be frustrated or underuse resources because they feel they have not received enough training on how to effectively use educational technology into their lessons. Another concern is that individuals won't have the technical know-how to make the most of it. This is especially true in less populated areas, where infrastructure and internet connections could be spottier. Another challenge that the study finds is the need of changing the way teaching is done.

CONCLUSION

There has never been a time when English teachers' abilities to use and manage a classroom that relies heavily on technology were more important than they are today. It is critical to understand what keeps teachers using technology into their lessons. Finding out what drives junior high school English instructors in Western China to maintain their current level of technical ability was the ultimate goal of this study. The researchers set out to determine what kinds of connections there are between growth mindset, interest, interest regulation, perceived value, and perceived ease of use, mediated self-confidence, and enabling conditions. Several variables influence teachers' desire to continue utilising technology in the classroom. These include having a growth attitude, being in a supportive environment, being able to regulate one's work, looking out opportunities to contribute, and seeing technology as useful and valuable. The research found that

curiosity did not significantly affect the outcome. An individual's propensity to maintain product usage was indirectly affected by their self-efficacy, the perceived ease of use, and enabling surroundings. Interactions between traits including interest, perceived benefit, effort management, growth mindset, and motivation—which include the continuance of intention—were not mediated by self-efficacy. Keeping pupils engaged with technology in the classroom has been a challenge, but teachers have found success by building their own confidence.

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