



## Research on Teaching Strategies of Foreign Language Education Under Multicultural Background

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### ABSTRACT

**Purpose** – Foreign language education (FL-E) is a gateway to understanding other cultures and points of view, and the key to unlocking the transformative potential of FL-E is teaching practices that embrace multicultural backgrounds. This study investigated the relationship between potential issues in teaching foreign languages (FL) in China. **Design / methodology / approach** – The investigation employs a quantitative approach. The 302 pupils who enrolled in the FL-E program comprised the participants of this study. A self-reported questionnaire was used to collect data from them, which was then analyzed using route analysis and structural equation modeling (SEM).

**Findings** – The findings of this study indicated that FL-E teachers' attitudes toward technology had a positive and substantial effect on their students' language learning performance. Moreover, a significant correlation was found between reform and innovation in teaching techniques and language learning performance. However, differences in cultural context had no direct impact on language learning performance. There was a significant interaction between innovative teaching methods, diversified cultural backgrounds, and reforms, indicating a relationship between these variables that may influence FL-E performance. The language-learning performance declines proportionally to the time spent studying the FL (English). **Research limitations/implications** – Some potential barriers could be the FL instructor's teaching style, stance on new technology, the FL instructors' cultural backgrounds, the duration of instruction, and the students' capacity to learn an FL. This research resulted in significant practical implications that will benefit FL policymakers and instructors and assist them in enhancing FL-E in China. **Originality/value** – This research bridges the divide between Teaching Strategies for Foreign Language Education in Multicultural Contexts and offers new insights.

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## Introduction

According to Haidar and Fang (2019), education in many languages is becoming increasingly important in today's globalized society. The demand for English as a foreign language (also known as FL-E) training has increased in tandem with China's ongoing efforts to open up to the rest of the globe (Dai, 2023). FL-E education in China, on the other hand, is fraught with difficulties (Wang, Xu, & Zhang, 2023). This is because China has a multicultural history, which has led to the country's increasingly diversified student body, whose members come from various cultural and linguistic backgrounds. As a consequence of this, research into instructional methods that are shown to successfully improve students' language learning performance in FL-E classes with a multicultural foundation is required. Bereczki and Kárpáti (2021) and Fernández-Batanero et al. (2021) researched the topic and studied a variety of teaching strategies to improve language learning performance. These strategies included traditional teaching methods, creative teaching methods, and the use of technology. However, many studies haven't been done on the relationship between various teaching approaches, variances in cultural backgrounds, and how well people learn languages (Alfadda & Mahdi, 2021). This study aims to fill that gap by investigating the effects of teaching method reform and innovation, FL-E teachers' perceptions of technology in FL-E courses, length of time having reading habits, cultural background differences, and language learning performance in FL-E courses in a multicultural setting. Because of this, the purpose of this study is to fill that gap.

There are a lot of obstacles to overcome when teaching a foreign language in an environment with many different cultures (O'Dowd & Dooly, 2020; Porto, 2019; Szelei, Tinoca, & Pinho, 2020). One of the major issues is the difference between students' cultural and linguistic backgrounds and the teaching approaches utilized in FL-E programs (Chen & Hwang, 2020; Fajaryani et al., 2021). According to Fajaryani et al. (2021), traditional methods of instruction might not be able to meet the needs of students from various backgrounds. In addition, the implementation of technology in FL-E classes is still in its infancy, and the perspectives of FL-E instructors about the use of technology in FL-E classes have not been sufficiently investigated (Huynh & Nguyen, 2021). These challenges highlight the significance of utilizing innovative teaching strategies and incorporating technology into FL-E classes to improve students' language learning performance in an environment rich in cultural diversity (Rahman et al., 2022).

This study's objective was to investigate the possible connections between several factors that are thought to be potential obstacles in teaching foreign language skills to students in China. These factors include the instructional approach foreign language teachers take, their attitudes toward emerging technologies, the cultural backgrounds of foreign language teachers, the amount of time spent teaching foreign language skills, and the students' capacity to learn foreign languages effectively. The significance of this study lies in the fact that it sheds insight into how the use of technology and innovative teaching methods can improve students' performance in learning FL. In addition, the findings of this study will lay the groundwork for the development of innovative instruction methods tailored to the specific linguistic and cultural requirements of students from various backgrounds to enhance the FL-E performance of these students.

(Hua & Wang, 2023; Yanyan Li et al., 2021; Zhang & He, 2023) The components of this study include teaching technique reform and innovation, FL-E teachers' perspectives of

technology in FL-E courses, time spent reading, disparities in cultural backgrounds, and language learning performance. Both the reform and innovation of teaching methods and the perceptions of technology in FL-E classrooms held by FL-E instructors make up the independent variables. Language acquisition performance, on the other hand, is the dependent variable. In contrast, this study's moderating variables are reading habits over a longer period and variances in cultural backgrounds.

It is anticipated that performance in language learning will improve due to reform and innovation in teaching approaches (Eli, 2021). It is expected that FL-E teachers' perceptions of the use of technology in their classes would act as a moderating factor in the relationship between teaching method reform and innovation and students' success in learning languages (Yanyan Li et al., 2021). It is anticipated that the amount of time spent reading and variances in the cultural background will reduce the link between teaching method reform and innovation and language learning performance (Alobaid, 2020; Yuan, 2023).

Therefore, the following research questions of this study have been derived.

1. What is the impact of reform and innovation of teaching methods on language learning performance?
2. Does an EFL teacher's perception of technology in EFL courses mediate the association between reform and innovation of teaching methods and language learning performance?
3. Does the length of time of having reading habits moderate the association between reforms and innovation of teaching methods and language learning performance?
4. (d) Do cultural background differences moderate the association between reforming innovation of teaching methods and language learning performance?

### **1.1 Practical Issues and Research Gap:**

This research investigates the efficacy of various instructional approaches in teaching students of diverse cultural backgrounds a foreign language. More specifically, the study focuses on the challenges of educating students from various cultural backgrounds. In addition, the research should emphasize increasing teaching capacities by centering attention on applying efficient tactics that will result in productive outcomes. This study would fill the research gap on the underlying topic and primarily focus on teaching strategies for enhancing student motivation. It would also promote cultural diversity, creating a sense of inclusion among other class members of multiple cultures. Finally, students would feel more engaged and motivated toward achieving their learning outcomes regarding foreign language education due to this study.

## **Literature Review**

### **2.1 Theoretical Background**

#### ***Social Constructivism Learning Theory***

The "Social Constructivism Learning Theory," which emphasizes education carried out cooperatively, has been utilized in the research. According to this view, the way people interact with one another and their societies and cultures are the primary contributors to the development of knowledge. Students depend on others who aid them in constructing reality and their ability to generate learning and building blocks (WGU, 2020). These

people help students develop learning and building blocks through their assistance. According to [Azman \(2016\)](#), the "Social Constructivism Learning Theory" can be significant in analyzing the changes being made to the educational system's perspective. According to this idea, the contextual environment in which the learning process takes place significantly impacts the knowledge that is constructed as a result of that process. Students need to have learning experiences that are both meaningful and authentic, and they need to have these experiences in a variety of real-world settings. This theory is the one that suits the underlying phenomenon of the study the best. This is because the current study aims to investigate the effects of teaching tactics on their effectiveness in multicultural settings and the link between the potential problems that can occur while teaching foreign languages in China.

The study of foreign languages in China is gaining popularity as a result of the rapid economic development and globalization that the country is experiencing ([Nerad, 2020](#)). According to [Gong, Gao, and Lyu \(2020\)](#), the importance of Chinese students acquiring a command of other languages has increased in tandem with the development of worldwide communication and collaboration. In addition, China's multiculturalism has resulted in the emergence of new obstacles for the field of foreign language instruction, such as the need to accommodate students who come from a variety of cultural and linguistic backgrounds ([Liu, Nam, & Yang, 2023](#)). According to a study conducted by [Mustakim \(2021\)](#) and [Us Saqlain, Shafqat, and Hassan \(2020\)](#), conventional methods of teaching a foreign language, such as memorizing grammatical rules and translating sentences into another language, do not help satisfy the requirements of today's students learning a foreign language. As a direct consequence of this, it is now essential for educators to develop innovative teaching methods that consider the unique characteristics of Chinese students, particularly the diversity of their cultural backgrounds and linguistic backgrounds.

([Li & Chen, 2019](#); [Sagdullaev, 2023](#)) Several studies have explored the efficacy of various teaching strategies in foreign language education. These teaching strategies include task-based language teaching, communicative language teaching, and content-based language teaching. According to [Light, McNaughton, and Caron \(2019\)](#), these methods highlight the importance of providing students with authentic and pertinent language input and opportunities for communicative interaction. In addition, research has shown that it is essential for educators to use a learner-centered approach in the classroom that considers each student's unique requirements and experiences ([Badjadi, 2020](#)). According to [Lian \(2020\)](#), this strategy creates a warm and inviting learning environment for students, motivating them to take an active role in their education. In addition, the multiethnic backgrounds of Chinese students in foreign language education provide challenges that must be addressed using efficient instructional methods ([Gong et al., 2020](#)). According to research conducted by [Volkova, Semushina, and Tsareva \(2021\)](#), including cultural aspects in language instruction can assist students in developing cross-cultural awareness and improving their overall language learning experiences.

In conclusion, the background literature on teaching techniques in EFL in China highlights how important it is to use innovative teaching tactics that consider the special qualities of Chinese students, such as the cultural and linguistic diversity of the country's student population. These strategies should emphasize actual and significant language input, communicative contact, and an approach oriented toward the learner. Integrating cultural

components into language teaching has resulted in increased cross-cultural awareness among students and enhanced efforts to acquire the target language on their part.

## **2.2 Perceptions of Technology in FL-E Courses among FL-E Teachers**

The purpose of this study is to investigate the perspectives held by FL-E teachers regarding incorporating technology into learning and teaching foreign languages. It is commonly known that technology as a teaching tool for foreign languages has seen explosive growth in recent years. As a consequence of this, a significant number of teachers of FL-E have embraced the use of technology in their classrooms (Zhang, 2022). According to the study findings, the attitudes of FL-E teachers toward technology influence their use of technology in the classroom, which affects the outcomes of students' language acquisition (Canals & Al-Rawashdeh, 2019).

Aniq and Drajati (2019) investigated the relationship between the attitudes toward technology held by FL-E teachers and the implementation of technology in the classroom. According to the research findings, FL-E teachers with more favorable attitudes toward technology were more likely to employ it in their courses regularly, leading to improved language learning levels among their students. Similarly Zhang (2022), discovered that FL-E teachers' perceptions of technology influenced their attitudes toward student-centered learning and their willingness to employ innovative instructional strategies. Consequently, the perceptions of technology held by FL-E educators can act as a moderating variable between the independent variable of pedagogical innovation and reform and the dependent variable of language learning performance.

## **2.3 Reform and Innovation in Teaching Methods**

Reform and innovation in teaching methods are essential components of foreign language education, particularly in the multicultural environment of China (Murray et al., 2020; Zhiyong, Muthukrishnan, & Sidhu, 2020). Jiang (2022) and Murray et al. (2020) are just two of the many researchers who have found that implementing new and innovative teaching methods can lead to improved student language learning outcomes. Using task-based language training (TBLT) Husain et al. (2021), conducted their research and found that students greatly improved their language proficiency and communication abilities due to the instruction. Gacs, Goertler, and Spasova (2020) found that increasing the amount of authentic materials and communicative activities in language instruction enhanced the amount of language learned by participants. Consequently, improvements and innovations in teaching methods might function as an independent variable that directly influences the performance of the dependent variable, which is language acquisition.

## **2.4 Length of Time of Having Reading Habits**

Reading is essential to language learning, and research has shown that most pupils read substantially outside of school (Lee, Lo, & Chin, 2021). According to (Cheng, Ritzhaupt, & Antonenko, 2019) and Haerazi and Irawan (2020), the quantity of time spent reading can act as a moderating variable in the relationship between pedagogical approaches and language acquisition results.

According to Al-Jarf's (2021) research findings, pupils who made it a practice to read lengthy works regularly had greater command over the language than their counterparts.

According to the study by [Lai, Saab, and Admiraal \(2022\)](#), the length of time that students spent participating in activities that required extensive reading acted as a moderator in the connection between extensive reading and language learning results. Both [McCormick et al. \(2020\)](#) and [Locher and Pfof \(2020\)](#) concluded that the amount of time that students spent participating in major reading activities affected the connection between reading proficiency and language acquisition outcomes. The amount of time spent reading can mediate the relationship between variable IV (innovation in teaching technique and teaching style reform) and variable DV (performance in language learning).

### 2.5 Cultural Background Difference

According to Y. Gong et al.'s research (2020), the cultural backgrounds of students participating in foreign language education in China provide distinct challenges that must be accounted for when developing instructional strategies. According to the findings of several studies ([Cheng & Zhang, 2021](#)), differences in cultural backgrounds can act as a moderating variable in the results of language acquisition. [Qiu and Fang \(2022\)](#) found that differences in students' cultural backgrounds affected their motivation to study English, and this effect was more pronounced for students who came from countries in which English is not the native language. [Asif et al. \(2020\)](#) came to a similar conclusion, finding that cultural differences between Chinese and overseas students influenced their perceptions of language learning activities. When formulating strategies for effective instruction, these distinctions must be considered. Therefore, differences in cultural backgrounds can act as a moderating variable, altering the link between the independent variable (teaching technique reform and innovation) and the dependent variable (language learning performance). This is because cultural backgrounds vary from person to person.

### 2.6 Language Learning Performance

The requirement for an FL-E program arises because it leads to improved language learning performance. This performance is influenced by various factors, including differences in linguistic and cultural backgrounds, reading habits, and how the teacher views and uses technology ([Huiyong Li et al., 2021](#)). However, there have been a lot of studies done on the link between language learning performance and teaching styles, and those studies have led to a variety of distinct and effective teaching methods ([Alam, 2021](#); [Pellas, Mystakidis, & Kazanidis, 2021](#); [Zhang & Zou, 2022](#)). For example [Pellas et al. \(2021\)](#), argued that including culture in FL-E can assist students in improving their overall language learning performance. Similarly [Calderón and Slakk \(2019\)](#), found that incorporating project-based learning into FL-E training can assist students in improving their critical thinking, problem-solving abilities, and performance in language learning.

In addition, there is evidence that moderating variables, such as the difference in cultural background and the length of reading habits, affect the learning performance of an FL, as stated by [Arrosagaray et al. \(2019\)](#), students who have a habit of extensive reading habits that too since an extended time, performed better in learning an FL in comparison to those who did not have such a habit. In addition, [Shadiev and Yang \(2020\)](#) found that to increase language learning performance, traditional teaching methods needed to be adapted to consider the cultural differences between Chinese students and students from other countries.



## 2.7 Reform and Innovation in Teaching Methods and Language Learning Performance

According to [Wedell and Grassick \(2020\)](#), "educational innovation" refers to any steps taken to improve the educational system. These steps are seen as necessary by the stakeholders in the execution of the innovation since they are viewed as necessary for making something distinct and new. This topic has been brought up for two primary reasons, particularly in relation to the changes and innovations that have been made in the classroom in terms of learning and education. One reason is the availability of language education worldwide, as English is an international language, and because it has been included in the curriculum of kids studying at the primary level. Second, English is regarded as a curriculum criterion for promoting new pedagogic approaches, which involve sophisticated technology and are consistent with innovation and shifting paradigms ([Wedell & Grassick, 2020](#)). These new educational approaches are consistent with innovation and changing paradigms. According to [Cui et al. \(2023\)](#), in today's educational systems, more students than ever receive instruction in English as a foreign language from the millions of teachers who provide that instruction. However, the evolving requirements of the curriculum have generated a demand for the incorporation of advanced learning and teaching technologies ([Ratten, 2020](#)). This demand has significantly impacted instructional materials and strategies, such as using portfolios, promoting alternative assessment methods, and computer-assisted language learning, amongst other things. As a result, one possible interpretation of this is that:

**H1:** *Reform and innovation in teaching methods significantly impact language learning performance.*

## 2.8 Moderating Role of EFL Teacher's Perception of Technology in EFL Courses

A significant paradigm change has occurred in educational practices as a direct result of the rapid development of technology across all fields, particularly in the sphere of education. It was primarily after covid-19 that a major deployment of technology in education was witnessed ([Prastikawati, 2021](#)). According to [Abduh \(2021\)](#), modifications in the learning and teaching processes have caused face-to-face interactions between students and teachers to be replaced by online interactions. Because of this ever-shifting requirement, students and teachers must engage in transformational experimentation within the context of the learning and teaching processes. However, [Brady, Devitt, and Kiersey \(2019\)](#) have indicated that the adoption of technology has also been noticed in the implementation of the assessment processes, which can impact the performance of students when it comes to learning a language, particularly when it comes to learning a foreign language. Therefore, teachers' perceptions of incorporating technology advancements into the learning and teaching processes have an important role ([Prastikawati, 2021](#)). According to [Defianty et al. \(2021\)](#), most educators understand summative evaluation more than formative assessment. It is essential, however, to incorporate formative evaluation into the learning process ([Mimirinis, 2019](#)). This is particularly important in light of the fact that technology in education is intended to improve students' learning outcomes. According to the findings of a study conducted by [Prastikawati \(2021\)](#), particularly in English language instruction, incorporating technology regarding formative assessment has been widely accepted, particularly during and after COVID-19. Furthermore, it has been observed that teachers' overall performance has significantly improved due to the implementation of technology. Based on the literature review that was just presented, the following hypotheses are possible:

**H2:** EFL teachers' perception of technology in EFL courses significantly mediates the association between reform and innovation of teaching methods and language learning performance.

### **2.9 Moderating Role of Length of Time of Having Reading Habits**

According to Le et al. (2019), the amount of time that students spend reading books, particularly novels that are linked to the topics being taught in school, has a significant impact on the academic accomplishment of those students. According to Barber and Klauda's (2020) research, the most important benefit that young people receive from reading books and devoting more time to the activity is an increase in their levels of pleasure. Atayeva et al. (2019) found that students' reading habits can be categorized into five distinct categories: very high, high, medium, reasonably low, and extremely low. The amount of time allotted to reading is by far the most important component that determines the effectiveness of the reading practice and contributes significantly to the students' ability to meet their educational objectives. According to Balan et al.'s research (2019), students' reading habits and the amount of time they devote to reading can be considerably impacted by factors such as cross-cultural challenges and the contexts in which they are raised at home. In a subsequent argument, Balan et al. (2019) suggested that those people usually excel in reading, are more knowledgeable, and develop reading habits at a young age. It is sufficient to remark that, in light of the previous discussion of the relevant literature,

**H3:** The length of time of having reading habits significantly moderate the association between reforms and innovation of teaching methods and language learning performance.

### **2.10 Moderating Role of Cultural Background Differences**

According to Yu et al. (2021), cultural variations have been recognized as particularly important regarding innovation. In addition, the authors have mentioned that China is going through an inventive wave in education; hence, the unique status of the country in terms of innovation in education and the differences in cultural norms need to be considered. According to Pillana (2019), different methods to reform may be found in every part of the world, as varied levels of economic growth and various cultures can be observed in each region's educational outcomes. Additionally, all nations have concluded that boosting innovation in the contemporary economy requires both the application of technology and the development of current educational practices. With the assistance of educational technology, people have been provided access to a wider variety of enterprises, value systems, and cultures, as stated by Villafuerte and Mosquera (2020). EFL education, in particular, has been responsible for expanding people's linguistic abilities. In addition, the authors note that UNESCO has cautioned that learning English as a foreign language is a component of a multicultural education that fosters understanding between communities and nations worldwide. According to Chen and Kent's research (2020), students' language learning abilities can greatly improve if they have a better grasp of the distinctions in their cultural backgrounds and are exposed to a wider variety of cultural perspectives during the learning and teaching processes. Therefore, based on the evaluation of the relevant literature, the following hypothesis has been developed:

**H4:** Cultural background differences significantly moderate the association between reform and innovation of teaching methods and language learning performance.



### 2.11 Conceptual Model

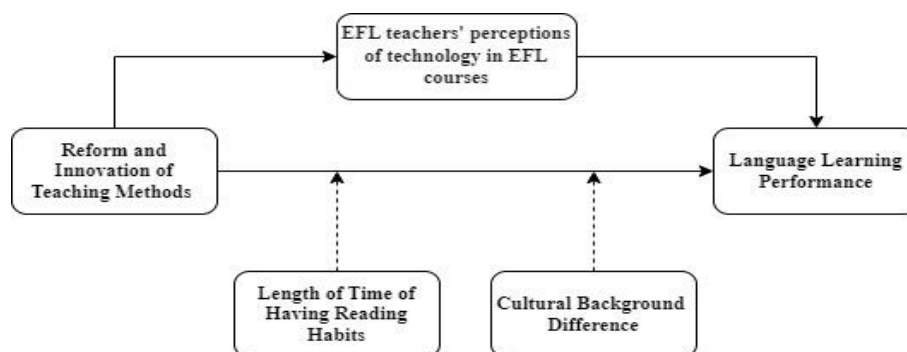


Figure 1. Conceptual Model

Overall, the relationship between instructional strategies, instructors' attitudes toward technology, moderating variables such as duration of reading habit and differences in cultural backgrounds, and language learning performance is intricate and multifaceted. The purpose of this research is to (1) provide insight into effective teaching techniques that are currently being used in China's multicultural setting and (2) identify approaches to improve language learning results for FL-E learners by examining the characteristics of these teaching practices.

## Methodology

### 3.1 Quantitative Research

The research utilized a quantitative approach. The data was gathered numerically through the administration of a survey. This method was chosen for the study because it deals with immutable numerical data and emphasizes objectivity by focusing on numbers and logic. Moreover, the researcher must employ convergent rather than divergent reasoning; thus, this method was the most appropriate.

### 3.2 Target Population

This survey included 302 students from Shanghai University, both international and domestic. The participants were randomly selected, informed of the purpose of the study, and allowed to provide informed consent.

### 3.3 Measures

A questionnaire was used to collect data, which was separated into the following categories: (1) demographic information, (2) the perceptions of the FL-instructors regarding technology use in language courses (scale) was an 8-item adaptation from [Dashtestani \(2012\)](#), (3) teaching style innovation and the teaching method scale was of 4-items and adapted from [Zheng, Wang, and Lv \(2018\)](#), (4) the duration of reading habits scale was adapted from the 5-items of [Iftanti \(2012\)](#), and (5) the learners' (6) cultural background difference was derived from the work of [Tran and Duong \(2018\)](#) and comprised of two items. The questionnaire subjects were derived from previous studies and adapted to the research setting.

### 3.4 Data Analysis

The data from this investigation were analyzed using PLS-SEM. El Maalmi, Jenoui, and El Abbadi (2022) state that PLS-SEM is a potent analytical instrument for complex models with multiple latent and observable variables. The software SmartPLS 4.0 was utilized for data analysis. Before collecting data, the questionnaire was pilot-tested with 30 FL-E students to determine its validity and reliability. The pilot test results were used to modify the questionnaire subjects. The students who enrolled in the spring semester of 2023 at Shanghai University were the subjects of the study, and questionnaires were used to collect data from them after classes. The collected and coded questionnaires were then prepared for analysis.

PLS-SEM was employed to assess the data. The measurement model was then evaluated to ensure that the items served as valid and dependable indicators of the concealed variables. The model's ability to predict the relationships between the latent variables was then evaluated. Finally, as moderators, the duration of time having reading habits and differences in the cultural background were added to the model. The study followed ethical principles and guidelines for research involving human subjects by obtaining informed consent and ensuring the subjects' anonymity. The Shanghai University Institutional Board Protocols, also approved the acquisition of research data.

#### Statistical Analysis and Results

The table displays the Cronbach's Alpha values for the study's various variables. Hair, Ringle, and Sarstedt (2011) state that Cronbach's Alpha should traditionally be greater than 0.7. All variables in the current statistical data set have adequate internal consistency, as their Cronbach's Alpha values exceed the minimum threshold of 0.70. Cronbach's Alpha for Cultural Background Difference is 0.751, indicating the reliability of the items measuring this construct. Similarly, Cronbach's Alpha value of 0.84 for the FL-E Teacher's Perception of Technology suggests that the items measuring this construct are credible. Cronbach's Alpha for Language Learning Performance is 0.727, indicating that the items quantifying this construct are reliable. Cronbach's Alpha for Length of Time is 0.902, indicating that the items assessing this construct are extremely reliable. Cronbach's Alpha for Teaching method Innovation and Reforms was 0.779, indicating that the measuring scale is reliable. Overall, the results demonstrate that the data obtained from the study are reliable and eligible for use in future research.

**Table 1**

*Cronbach's Alpha*

	<b>Cronbach's Alpha</b>
Cultural Background Difference	0.751
FL-E Teachers' Perception of Technology	0.843
Language Learning Performance	0.727
Length of Time	0.902
Reform and Innovation in Teaching Methods	0.779

Hanafiah (2020) states that the AVE value must be greater than 0.50 to ensure data validity. According to the study's findings, all constructs have outstanding composite reliability and average variance extracted (AVE). The composite reliability of Cultural Background Difference

is 0.850, while the AVERAGE reliability is 0.750. The overall reliability of FL-E Teachers' Perception of Technology is 0.873, with an AVG of 0.509. The overall reliability of Language Learning Performance is 0.829, with an average reliability of 0.549. The overall dependability of Length of Time is 0.928%, with an AVG of 0.722%. The overall reliability of Reform and Innovation in Teaching Methods is 0.854%, with an AVERAGE reliability of 0.598. All loading values are satisfactory, indicating that each component contributes substantially to its respective construct. These findings suggest that the measuring approach utilized in this study is reliable and valid and that the constructs are distinct.

**Table 2**

*Reliability of the Data*

	Item	Loading	Composite reliability	Average variance extracted
Cultural Background Difference	CBD1	0.888	0.850	0.740
	CBD2	0.831		
FL-E Teachers' Perception of Technology	FL-E1	0.822	0.873	0.509
	FL-E2	0.738		
	FL-E3	0.695		
	FL-E4	0.632		
	FL-E5	0.747		
	FL-E6	0.606		
	FL-E8	0.682		
Language Learning Performance	LLP1	0.661	0.829	0.549
	LLP2	0.781		
	LLP3	0.793		
	LLP4	0.719		
Length of Time	LT1	0.918	0.928	0.722
	LT2	0.729		
	LT3	0.882		
	LT4	0.797		
	LT5	0.907		
Reform and Innovation in Teaching Methods	RIT1	0.873	0.854	0.598
	RIT2	0.763		
	RIT3	0.816		
	RIT4	0.618		

The R-square values represent the proportion of variance in the dependent variable that can be attributed to the independent variables. The R-square values for FL-E Teachers' Perceptions of Technology and Language Learning Performance in this situation are 0.169 and 0.450, respectively. This variable's R-square value of 0.169 indicates that the independent variables account for 16.9% of its variance. The remaining 83.1% is attributable to factors outside the scope of the study.

On the other hand, the R-square value of 0.450 for Language Learning Performance indicates that the independent variables explain 45% of the variance in this variable. In contrast, the remaining 55% is attributable to factors not considered in the study. Overall, the R-square values indicate that the independent factors have a moderate to a substantial effect on Language Learning Performance but a reduced impact on FL-E Teachers' Perceptions of Technology.

**Table 3***R-Square*

	<b>R Square</b>
FL-E Teachers' Perception of Technology	0.169
Language Learning Performance	0.450

The saturated model is the theoretical model that best matches the observed data, while the estimated model was calculated using the collected data. The saturated and estimated models had SRMR values of 0.068 and 0.071, respectively, in model fit indices. The value of Chi-Square for the saturated model was 1776.022, while the value for the estimated model was 1822.118. The Q<sup>2</sup>predict value of 0.371 indicates that the estimated model predicts the variables. Although the SRMR and Chi-Square values for the estimated model are marginally higher than those for the saturated model, the Q<sup>2</sup>predict value indicates that the estimated model is a good fit for the data and can provide insightful answers to the research questions.

**Table 4***Model Fitness*

	<b>Saturated Model</b>	<b>Estimated Model</b>
SRMR	0.068	0.071
Chi-Square	1776.022	1822.118
Q <sup>2</sup> predict	0.371	

For testing the discriminant validity of the latent variables in a PLS-SEM model, the Fornell-Larcker criterion is used. [Ab Hamid, Sami, and Sidek \(2017\)](#) state that according to this criterion, the AVE values must be less than the CR values; additionally, as stated previously, the AVE must be greater than 0.50. The values along the diagonal of the matrix represent the square root of the extracted average variance (AVE) for each variable. In contrast, the values off the diagonal represent the correlations between the variables. Diagonal values must be greater than their respective off-diagonal counterparts to satisfy the requirement.

FL-E Teachers' Perceptions of Technology, the Fornell-Larcker criterion demonstrates that all variables in the current study meet the criterion, except for FL-E Teachers' Perceptions of Technology. The AVE value for this variable is lower than its correlation with Cultural Background Differences, indicating that the two variables share more variation than their measurements. Therefore, it is recommended that additional research be conducted on the construct validity of FL-E Teachers' Perceptions of Technology. With one possible exception, the Fornell-Larcker criterion demonstrates that the model's latent variables have strong discriminant validity. Additional analysis and model refinement may be required to ensure the validity of the measures in capturing the target constructs.

**Table 5***Fornell-Larcker Criterion*

	1	2	3	4	5
Cultural Background Difference	0.860				
FL-E Teachers' Perception of Technology	0.358	0.706			
Language Learning Performance	0.346	0.502	0.741		
Length of Time	0.450	0.451	0.374	0.850	
Reform and Innovation in Teaching Methods	0.501	0.411	0.544	0.547	0.773

HTMT (Heterotrait-Monotrait Ratio) is another criterion used to measure discriminant validity in Partial Least Squares Structural Equation Modeling (PLS-SEM). It contrasts correlations between constructs with correlations between components (hetero-trait correlations) (Henseler, Ringle, & Sarstedt, 2015). The HTMT must be less than 0.9 to indicate acceptable discriminant validity. In the given HTMT matrix, the diagonal values (i.e., the mono-trait correlations) equal 1. The numbers above the diagonal represent the correlations between distinct constructs (i.e., the hetero-trait correlations). Each value in the matrix is less than the required threshold of 0.90, indicating excellent discriminant validity.

The fact that the HTMT values for the construct pairs Cultural Background Difference and FL-E Teachers Perception of Technology and FL-E Teachers Perception of Technology and Language Learning Performance is less than 0.9 demonstrates that these constructs have outstanding discriminant validity. In contrast, there is no HTMT value for the construct pair Cultural Background Differences and Length of Time. The fact that the HTMT values for the remaining construct pairings are all less than 0.9 demonstrates that these constructs possess strong discriminant validity. Reform and Innovation in Teaching Methods and Cultural Background Differences have the highest HTMT score, 0.697%. However, this result is still below the prescribed threshold of 0.90, indicating a high degree of discriminant validity. Overall, the HTMT matrix supports the discriminant validity of the constructs in the study.

**Table 6***HTMT values*

	1	2	3	4	5
Cultural Background Difference					
FL-E Teachers' Perception of Technology	0.421				
Language Learning Performance	0.507	0.527			
Length of Time	0.567	0.490	0.470		
Reform and Innovation in Teaching Methods	0.697	0.408	0.683	0.613	

The outcomes of the route analysis reveal the relationship between the study variables. With a path coefficient of 0.133 and a p-value of 0.126, the results indicate that teaching method reform and innovation positively affect language learning performance. Incorporating FL-E Teachers' Perception of Technology as a moderating variable between Reform and Innovation in Teaching Method and Language Learning Performance increases the path coefficient to 0.110, with a standard deviation of 0.035 and a p-value of 0.001, indicating a significant relationship. This suggests that the perceptions of technology held by FL-E instructors are crucial to the relationship between method reform and language learning performance.

The results reveal a negative relationship between Cultural Background Differences and Reform and Innovation in Teaching Methods and Language Learning Performance, as indicated by a path coefficient of -0.152 and a p-value of 0.06. This suggests that differences in cultural context, as well as reform and innovation in teaching methods, harm language learning performance. In addition, a path coefficient of -0.103 and a p-value of 0.021 indicate a negative relationship between the Length of Time and Reform and Innovation in Teaching Methods and Language Learning Performance. This suggests that the duration of time and reform and innovation in teaching methods are detrimental to language acquisition.

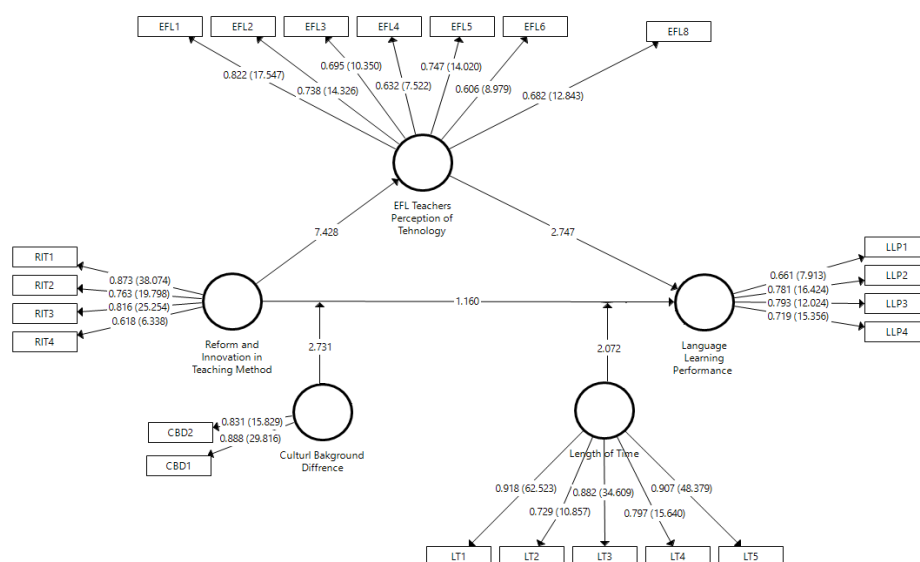


Figure 2. Structural Model

In conclusion, the results of the path analysis indicate that the perceptions of technology by FL-E instructors play a significant role in the association between Reform and Innovation in Teaching Methods and Language Learning Performance. Moreover, due to reform and innovation in teaching methods, cultural context and duration differences harm language learning performance.

Table 7

Path Analysis

	Original Sample	Standard Deviation	T Statistics	P Values
Reform and Innovation in Teaching Method -> Language Learning Performance	0.133	0.116	1.149	0.126
Reform and Innovation in Teaching Method -> FL-E Teachers Perception of Tehnology -> Language Learning Performance	0.110	0.035	3.112	0.001
CBD*RIT -> Language Learning Performance	-0.152	0.060	2.522	0.006
LT*RIT -> Language Learning Performance	-0.103	0.051	2.046	0.021



## Discussion

The purpose of this study was to investigate the connections between pedagogical innovation and reform, the attitudes of foreign language and English teachers about the use of technology in the foreign language and English classes, the total amount of time spent reading, disparities in cultural backgrounds, and proficiency in foreign language acquisition. This study tested four hypotheses, and the findings supported three of them: (H2) highlighted that the perception and attitude of the instructors of the FL programs significantly mediate the association between innovative teaching methods, teaching style reforms, and the foreign language learning performance; (H3) highlighted that the time duration that a student spends in developing reading habits have a significant moderation effect on the linkage between innovative teaching methods; and (H4) highlighted that the perception and attitude of the instructors of the FL programs significantly mediate the association between It was argued in (H4) that the difference in cultural background greatly alters the association between new teaching methods, teaching style reforms, and (foreign) language acquisition performance. However, the data did not support the statement that novel teaching methods and teaching style modifications can considerably improve language learning performance (H1).

The finding that FL-E teachers' perceptions of technology in FL-E courses mediate the relationship between teaching method reform and innovation and language learning performance supports previous research that has identified the significance of technology in language learning (Garib, 2022; Zou, Chen, & Sun, 2022). It was found that instructors and teachers who welcome the use of technology in education typically have more innovative teaching approaches, which push students to improve their performance in learning FL. On the other hand, the capacity of the student to learn an FL is badly impacted by tutors who are not interested in adopting technology to educate students using creative approaches.

Additionally, it was found that the habit of reading moderates the link between new teaching strategies and reforms and student performance in learning a foreign language to a greater extent the more time a student spends reading. This finding is consistent with earlier research (Ao & Yu, 2022). This routine produces greater results for students learning FL when they have been performing it for a longer period, intensive reading over a longer period. Therefore, including activities involving substantial reading as part of FL-E education can be a significant method to improve language learning results. According to the findings, the extent to which differences in cultural context influence the impact of pedagogical innovation and reform on students' ability to acquire a second language varies considerably. This is consistent with other studies highlighting the need to consider cultural differences while teaching a language (Cai & Tang, 2022; Jung & Lee, 2020). The extent to which students' various cultural backgrounds influence the tactics they use to acquire a language and the results they achieve in their language studies is a topic of study interest. Educators need to adjust their pedagogical strategies to account for the wide range of cultural contexts that their students come from to improve the efficiency of language learning.

The surprising discovery that introducing innovative teaching strategies and reforms did not result in significant increases in language learning performance may be attributable to several variables. According to the study's findings, the instructional strategy may not

have been sufficiently novel to substantially impact the students' ability to acquire the target language. It's possible that other factors, including the students' motivation or how well they already knew the language, influenced language acquisition performance more than the teaching methodologies used. The current analysis sheds light on the deep relationships between pedagogical approach transformation and novelty, attitudes of FL-E teachers towards the use of technology in FL-E classes, duration of reading habits, differences in cultural backgrounds, and the effectiveness of language learning. According to the findings of this investigation, to improve the efficiency of language learning, teachers should consider their students' technological attitudes and cultural backgrounds. In addition, it is strongly recommended that a major focus be placed on activities based on reading within the context of instruction in a foreign language. It is required to do additional research to determine the causal links among the aforementioned variables and investigate potential factors that may affect the efficacy of pedagogical approaches in teaching foreign languages.

### **5.1 Theoretical Implications**

The present study has broader theoretical implications because it contributes to the existing body of research on the subject at hand. This particular study contributes to the existing body of literature on several topics, most notably reform and innovation of teaching methods, language learning performance, EFL teacher perceptions of the use of technology in EFL classes, the length of time spent engaging in reading habits, and differences in cultural backgrounds. This research places a particular emphasis on the significance of the literary work within the setting of China.

The current study aims to make significant theoretical contributions to the field of foreign language education by investigating the relationships that exist between the reform and innovation of teaching methods, the perceptions of FL-E teachers regarding the use of technology in FL-E classes, the amount of time spent reading, the differences in cultural backgrounds, and the effectiveness of language learning in China. This study contributes to the existing body of knowledge on foreign language education by highlighting the significance of FL-E teachers' perspectives regarding the use of technology in FL-E classes as a mediator of the association between pedagogical reform and innovation and the outcomes of students' language acquisition. The study highlights the moderating impacts of reading habits that have been maintained for longer periods, as well as differences in cultural backgrounds as they relate to this link. The findings of this study have theoretical ramifications that extend far beyond the confines of China. This research provides important new insights into the critical importance of using technology-based teaching approaches and considering students' cultural backgrounds in the classroom while teaching foreign languages. The findings of this inquiry may be used as a foundation for future investigations into the efficacy of pedagogical techniques in teaching second languages, particularly in settings that are defined by a diverse range of cultural norms and values.

### **5.2 Practical Implications**

The findings of the research have significant and remarkable consequences for the practice of teaching foreign languages in China. The current investigation emphasizes the significance of implementing innovative educational practices that use technology to improve language acquisition outcomes. In particular, it stresses the part that educators

play in the process. The use of interactive multimedia resources, virtual learning environments, and mobile applications are some potential tactics that could be used to encourage greater student participation in the instructional process. This study encourages educators and policymakers to consider their students' cultural backgrounds when developing teaching strategies. It also enables them to cater to different methods and practices of teaching and learning modalities while keeping in mind the significance of promoting cross-cultural languages with their students' comprehension. Within the context of foreign language education pedagogy, teachers of foreign languages should encourage comprehensive reading activities to improve the efficacy of foreign language teaching. An effective strategy for improving students' reading abilities is to provide them with individualized reading materials determined by their current reading levels and interests and incorporate reading-related tasks into the overall instructional design. The practical repercussions of this study can be implemented not just within the Chinese context but also within the framework of other multicultural settings that feature education in a foreign language. The present study has both theoretical and practical consequences, both of which have the potential to contribute to the development of effective pedagogical approaches in foreign language teaching. This is especially true in multicultural environments, where cultural variety may affect language acquisition outcomes.

This study is of practical value regarding the implementations that are taking place in the many activities included in the teaching process. According to the study's findings, educationalists, policymakers, and institutional heads and management should embrace cutting-edge technology into their instructional strategies to improve student learning. In addition, the research suggests that educators should modify their teaching strategies to be more geared toward addressing the cultural differences of students from multicultural backgrounds. If this is done, the overall motivation of the students will be increased because they will feel a sense of inclusion among their classmates. As a result, they will be more engaged and determined to achieve the learning outcomes set for them.

### **5.3 Limitations and Future Research Directions**

The present investigation exhibits certain constraints that warrant recognition. The research was carried out in a single university in Shanghai, which implies that the findings may lack generalizability to other contexts or universities in China. Subsequently, the data procured in this research was based on self-reported assessments, which could potentially be influenced by social desirability bias or recall bias. The investigation solely concentrated on FL-E courses, thus limiting the generalizability of the results to other foreign language courses. Notwithstanding the constraints, the present investigation offers significant perspectives on the interconnections among educational reform and the advancement of pedagogical techniques, the attitudes of FL-E instructors towards technology in FL-E classes, the duration of reading habits, disparities in cultural backgrounds, and the efficacy of language acquisition. Subsequent investigations may expand upon the present study's discoveries by addressing its constraints and delving into the research avenues delineated previously.

The generalizability of the findings could be enhanced through the replication of the study across various contexts and academic institutions. Prospective longitudinal investigations may be carried out to scrutinize the associations among said variables across time and investigate the impacts of additional variables that could potentially affect

language acquisition performance. The potential for conducting qualitative research studies exists to delve deeply into the experiences of both teachers and students concerning innovative teaching methods. Such studies could also identify the factors influencing their perceptions of technology and cultural background differences. Future scholars can further enhance this study by evaluating the benefits of incorporating diverse curriculum approaches to identify what techniques make learning easier, including project-based instructions regarding language learning, task-based instruction, and content-based language instruction.

Moreover, an investigation of the influence of varying various individual factors like; self-efficacy, mental health, learning strategies, and motivation, regarding their interconnected relationships between teaching styles, language acquisition outcomes, and cultural disparities, will prove to be fruitful for a more in-depth understanding of what helps the students learn better. The present study offers significant contributions to understanding the interplay among educational reform, pedagogical innovation, FL-E instructors' attitudes towards technology integration in FL-E classes, duration of reading habits, cultural diversity, and language learning achievement. Prospective investigations may expand upon the present study's discoveries by attending to its constraints and delving into the research avenues delineated previously.

### **Conclusion**

The purpose of this study was to investigate the various pedagogical approaches that are utilized in the teaching of foreign languages in China. In particular, the study aimed to examine the influence that changes in pedagogical practices and innovations have had on language education, as well as the perspectives of educators who teach foreign languages on incorporating technology into their lessons. In addition, the inquiry looked into the potential influence of factors such as the length of time spent reading, differences in cultural backgrounds, and levels of language proficiency. The findings of the study point to significant correlations between the factors mentioned above, which highlights the significance of incorporating innovative pedagogical approaches that use technological tools, taking into account the cultural contexts in which learners are immersed, and encouraging extensive reading practices in the teaching of foreign languages. The findings of this analysis give evidence for the mediating role that FL-E teachers' technological perspectives play in FL-E classrooms about the relationship between pedagogical innovation and novelty and the efficiency of language learning. The findings of this research reveal that the length of time reading is practiced regularly and the diversity in the cultural background has a major influence on the association between the introduction of new teaching techniques and the outcomes of language learning. Contrary to the predicted results, there was no significant correlation between the change and novelty of instructional technique and the effectiveness of language acquisition.

The findings of this study have significant repercussions for the instructional methodology used in teaching foreign languages in China. They highlight the necessity for teachers to adapt how they educate to the cultural backgrounds of their pupils and to include creative teaching practices that use technological resources. Incorporating intensive reading activities into the curriculum of educational settings for the study of foreign languages has resulted in favorable outcomes for enhancing language acquisition and proficiency. This research contributes to the current body of information in the field of education for foreign

languages by illuminating the complex relationships among educational approaches, cultural contexts, and language learning results in the context of China. Prospective studies ought to investigate plausible elements that could impact the efficacy of pedagogical approaches in the setting of second language training. In addition, an examination of the causal linkages between these variables should be included in this research.

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