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Comparison of Chinese and English mathematics teachers' technology use: An analysis from a sociocultural perspective

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Recent research shows that culture affects how individuals think and act. This case study aimed at investigating mathematics teachers' use of technology in their lessons, and to what extent this is related to their cultural experiences of learning. The data was generated from four Chinese and four English teachers through semi-structured interviews where detailed questions are formulated ahead of time. Content analysis of socio-cultural aspects in NVivo was used for the data analysis. The socio-cultural theory was particularly chosen as it helps us to examine how ideas and values are passed down to future generations. The results showed that although the previous teaching experience of Chinese and English mathematics teachers is similar in their group, a Chinese teacher's learning experience is quite different from an English mathematics teacher. In conclusion, these mathematics teachers teach as they are taught. Hence, we suggest further research investigating why this might be the case.

Keywords: case study; in-service mathematics teachers; sociocultural theory; technology use

Introduction

Mathematics education has taken a new direction as education becomes more and more technology-oriented. With recent development in educational tools, mathematics education is transforming from traditional teaching and practice methodology into a technology-integrated structure that focuses on linking mathematics to real-world concepts, considering the socio-cultural development of the individual, and helping to develop mathematical skills such as critical thinking and problem-solving (Killilea et al., 2014; Ministry of National Education, 2022).

A significant portion of the existing research on the role of technology in mathematics education has focused on the effects that technology may have on curriculum content or student learning (Kiru, 2018). On the other hand, there has been limited attention to the relationship between technology use and pedagogy, particularly in relation to impacts on mathematics teachers' professional development.

Some research on mathematics teachers' use of technology has included the following topics (Goos, 2005; Kiru, 2018; Saralar-Aras, 2022):

- Skills and previous experience of teachers in using technology;
- Time and opportunities to learn new technologies;
- Access to the hardware (computers and calculators), software, and computer laboratories;
- Availability of appropriate teaching materials;
- Technical support;
- Support from colleagues and school administration;

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