

THE STUDY TO FIND OUT THE CONNECTION BETWEEN LANGUAGE, CULTURE AND
IDENTITY IN THE CONTEXT OF CHINESE TRANSNATIONAL ADOLESCENTS, HIGHLIGHTING ITS
IMPLICATIONS FOR LANGUAGE TEACHING AND POLICY.

Lyu Changzhou¹, Srikrishna Banerjee ¹

¹ Lincoln University College, Petaling Jaya, Malaysia.

*Corresponding author: Lyu Changzhou, Lincoln University College, Petaling Jaya, Malaysia.

ABSTRACT

The implications of language instruction on the interactions between language and Chinese transnational adolescents were investigated in this study. The research aimed to examine the impact of multilingual encounters on educational practices and personal development, considering the interconnectedness of language, culture, and identity in a globalised context. A quantitative technique was used to ascertain the links regarding cultural origins, use of languages, and perceptions of language acquisition across those surveyed, using surveys analysed by SPSS. A random sample of 758 transnational adolescents from China was used. The academics utilised a structured questionnaire including demographic enquiries and Likert-scale items to collect data. Descriptive statistics were used to summarise the data, and inferential methods including analysis of variance and correlation measures were used to determine how important the connections were. The findings indicated a significant link between individuals' perceptions of language training and their genuine linguistic behaviours. The results specifically highlighted how adolescents' transnational relationships shaped their linguistic identities, thereby influencing their language learning and cultural integration. The study emphasised the need of instructing languages in a manner that was both flexible and attuned to students' cultural and linguistic backgrounds and identities. The research suggested that education techniques including people' native languages and cultural backgrounds could strengthen their academic performance and global competence. legislators and educators might use the examination's profound results to formulate more fair and effective language learning initiatives by grasping the intricate relationship among language, identity, and education in transnational settings.

Keywords: Transnational adolescents; Language; Language teaching; Cultural identity; Multiculturalism.

INTRODUCTION

Interaction between people who have grown up in various language and culturally contexts is called multicultural connection. Communication, variety of identity, and cultural fluidity are the focal

points, going above the simple presence of different cultures. This viewpoint draws attention to the ever-changing interpersonal elements including gender as well, age, socioeconomic class, linguistic culture, country, and physically or behavioural capacity that mould interactions between individuals from different cultures, especially when it comes to the application of a second languages (Risager, 2021). In addition, modern times are complicated and varied; multiculturalism encourages a more dynamic and adaptable view of culture and identity, which is appropriate for dealing with these facts. Intercultural interactions between learners from different cultural and language experiences is becoming more important as universities are becoming more globally integrated. Substantial study has focused on the role of languages in supporting or restraining multilingual contact and affecting students' identities formation in unfamiliar surroundings, and there has been increased scholarly interests in pupils from diverse origins (Li & Dewaele, 2021). When people's initial language serves as a powerful representational indicator of their national and ethnic origins, research show that linguistic disparities often cause group isolation among bilingual speaking individuals. This highlights the multifaceted use of language in educational institutions involving different cultures. There has been tremendous internationalisation of China's further educational system in the past few years, with the rise of transnational higher education (TNHE) being a key component of this trend. Chinese TNHE refers to courses of study or organisations that are operated in tandem by both Chinese and international training organisations (De Costa et al., 2022). As they interact with native individuals, outsiders to a society learn how to express themselves well and integrate into the group as full participants. This procedure is called language socialisation. The process encompasses the growth of both language skills and an awareness of one's own and other people's values, customs, and practices (Griffiths & Soruç, 2020). One of the many benefits of social engagement is the internalisation of cultural conventions and identity manifestations, in addition to the acquisition of language. As part of this procedure, more seasoned individuals serve as mentors to freshmen, influencing their thoughts, words, and actions so that they adopt the identity and cultural norms of the hosted community.

BACKGROUND OF THE STUDY

In the modern, increasingly interconnected world, an individual's or community's language, culture, and identity are all closely linked to their sense of self. This network of ties is especially significant for transnational adolescents, defined as youngsters who move outside national borders for reasons pertaining to schooling, relatives, or financial concerns. As young people in China migrate between different cultures and languages, that they are progressively managing multiple identities that are shaped by their place of origin and the environment they are living in (Tseng, 2020). This transnational development affects their respective position's ability to communicate as well as how they see themselves and others. linguistics serves a crucial role in this procedure since it is a vital sign of a person's cultural identity and uniqueness. For Chinese transnational adolescents, maintaining their original languages serves to preserve their history and

family convictions, while acquiring a different tongue signifies absorption into the host society. People may have to deal with the that cultural rules and language structures of both their respective positions native and chosen preferred languages as they create distinct personal identities because of these two linguistic realities (Ganassin, 2020). On the other side, preferring one language or identity over an alternative may lead to conflict, confusion, or even cultural relocation. Teachers and legislators need to understand this complicated relationship. When teaching a language, it is essential to remember that pupils' cultural and identity experiences affect how they learn just as significantly as their language abilities do. Linguistic planners should see ethnic diversity and multilingualism as assets rather than problems. These kinds of steps might help Chinese transnational adolescents feel like they belong, learn about other cultures, and do better in school (Curdt-Christiansen & Huang, 2020). The aim of this study was to investigate the relationship between language and its influence on the academic and personal development of Chinese transnational adolescents. The findings were expected to illuminate viable ways for language instruction in multicultural and multilingual environments.

PURPOSE OF THE RESEARCH

The aim of this study was to examine the interconnected nature of language, culture, and identity in the setting of Chinese adolescents who are transnational. This research set out to examine, using language, how those adolescent constructed and contested their identities as they attempted to fit in with both their cultural background and the cultures of the hosting nation. The study set out to answer the question, "How do language patterns reflect culturally affiliation, flexibility, and mixed identity created by having experienced beyond boundaries" by looking at various languages and cultures. Furthermore, research explored how those adolescents' interpersonal environments, scholastic contexts, and familial influences shaped their language and ethnic identity. By focussing on the respondents' real experienced instances, the research aimed to evaluate the continuous relationship between indigenous preservation and assimilate in transnational circumstances. Researchers also aimed to identify policy and instructional effects of the findings, specifically how various approaches to language teaching may support individuals' identification and multicultural competency formation as they acquire multiple languages. To address the unique needs of transnational adolescents in an increasingly international environment, the research set out to add to the ongoing discussions about cultural acceptance, language policy reforms, and bilingual schooling.

LITERATURE REVIEW

Several literature examined to answer the questions, "The way do parental sentiments impact their language perspectives, preservation routines, and their child's linguistic skills" as they pertain to the preservation of indigenous languages. A study has relied heavily on surveying information as

well as statistical evaluation, with a primary emphasis on students in school contexts. The research has recorded the complex perspectives of parents or investigated their feelings in relation to legacy linguistic preservation in the domestic domains. The study's authors concluded that although immigrants and minority groups often experience adverse reactions like annoyance, sadness, sorrow, pain, disappointment, uncertainty, and humiliation, they also experienced positive sentiments like pride, contentment, and success when they keep their heritage language alive. Kids' linguistic actions and the results of their competency tests often evoke strong feelings in parents, whether such feelings are favourable or unfavourable and influenced by Chinese language philosophies such as identity, familial ties, and profits. According to the research, immigrant families benefit greatly when their children are proficient in their ancestral languages (Wang, 2023). Another study described that using the lens of society schooling, an essay shed light on the linguistic profiles and identity reconstructions that occur within the Chinese community, illuminating the complexity inherent in the multifaceted Chinese language. Language, culture, and identity are the three main elements of the study. The research's scientists concluded that the school' adoption of "community schools" fostered an interdisciplinary communal spaces and avoided the controversial "heritage language education" (Ganassin, 2020). A previous research described that the overarching goal of languages regulations is to define, control, and standardise 'authorised' domain-based linguistic behaviours, whether these behaviours are express or tacit. These strategies are implemented at several stages, including the social, organisational, and psychological. They shed light on a key component of TNHE which is the internationalisation of colleges and universities, that sees Westerners universities opening abroad campuses as a means of expanding their reach. Often, the pursuit of revenue is the driving force behind this growth. To spark conversation about this contemporary educational development, it is helpful to go through research on TNHE (De Costa et al., 2022). Another study analysed into family language policy which was growing as a multidisciplinary field. They described the people's beliefs about linguistic and linguistic acquisition, family dynamics, and the things people try to accomplish with linguistics, whether that's through management, making choices, or forthright planning. They began with a short history of the field's evolution before moving on to discuss some of the most pressing and ongoing problems, such as its limits, recent criticisms, and potential future possibilities (King, 2023). These literatures helped to get the information about the connection between language, culture and identity in the context of Chinese transnational adolescents, highlighting its implications for language teaching and policy.

RESEARCH QUESTIONS

What is the impact of language on implications for language teaching in Chinese transnational adolescents?

RESEARCH METHODOLOGY

Research Design: The study was conducted using a quantitative technique, and SPSS version 25 was employed for data analysis. Using odds ratios and 95% confidence intervals, further conducted a descriptive analysis to identify correlations, and then summarised the data using descriptive statistics. A p-value less than 0.05 was considered statistically significant. Analysis of variance revealed variations between the groups, and factor analysis verified the study's validity. They used SPSS and Excel for all the analyses.

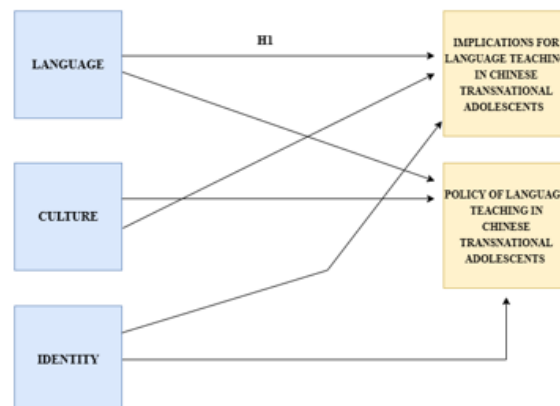
Sampling: The investigator used simple random sampling to gather evidence for the investigation. Rao-soft determined that 724 individuals were required to participate in the study. To reduce the response rate, the researcher randomly distributed 870 questionnaires to different persons. In the end, the study's author got 815 completed surveys. 57 were incorrect or missing key information and the final sample size was 758.

Data and Measurement: Researchers utilised a 5-point Likert scale to assess respondents' perspectives on important criteria in Part B of the structured questionnaire, and in Part A, they gathered demographic information. Secondary quantitative data was sourced from credible internet and print media sources to augment the main data.

Statistical Software: Statistical analysis was carried out by the researchers using SPSS 25 and Microsoft Excel.

Statistical Tools: To summarise the dataset, researchers used descriptive statistics. To determine the constructs' reliability, researchers used factor analysis. To find differences between the groups, the researchers employed analysis of variance (ANOVA). Confidence intervals with 95% odds ratios were used to evaluate the direction and strength of the associations. A statistically significant outcome was evaluated by the researchers as $p < 0.05$.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: The objective of Factor Analysis (FA) is to identify new components using open-source data sets. Physicians often use regression coefficients to refine the likely diagnosis in the absence of observable symptoms. Mathematical models are primarily used to identify vulnerabilities, trends, and discrepancies. Kaiser-Meyer-Olkin (KMO) tests are used by certain researchers to assess regression results. This study supports both the dependent variables in the model and the inductive definition. There seems to be some redundancy in the data. To enhance understanding, scientists may choose to reduce the image's dimensions. A value between 0 and 1 may correspond to those with MO. A KMO score between 0.8 and 1 indicates an adequate number of samples. Kaiser asserts that progress requires the following: Kaiser said that all these criteria were fulfilled: The average is precisely sixty-nine, with a narrower range of zero to fifty-nine points. For most intermediate applications, a ground grade ranging from 0.70 to 0.79 is sufficient. Utilising a High-Performance System with a coefficient ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Table 1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin: .890

The results of Bartlett's test of Sphericity are as follows:

approx. chi-square = 3252.968

df = 190; sig = .000

Table 1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.890
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

A multitude of folks use this strategy to get the assertions within their samples. After determining the statistical significance of the correlation matrices, the researchers will use Bartlett's Test of Sphericity. The sample size is deemed sufficient for the study, shown by a Kaiser-Meyer-Olkin score of 0.890. A p-value of 0.00 indicates that the Bartlett sphericity test produced negative findings. Researchers may conclude that the correlation matrix is not an identity matrix if it successfully passes Bartlett's Sphericity test.

INDEPENDENT VARIABLE

Language: One way to look at language is as a cultural identification identifier that connects people across different societal, academic, and behavioural realms; it's also a means of communication. Adolescents like them, who move freely throughout China and various nations, rely heavily on language for identity formation, communication, and adaptability. It goes above being a language with rules and syntax to include issues of authority, hybridity, and identification. As a reflection of their shifting sociocultural roles, many young Chinese people who go abroad enhance their linguistic skills by learning Mandarin, English, or occasionally the native tongue of the country they are staying in (Ou & Gu, 2021). Thus, language provides a bridge to a person's past and ancestry, a path to becoming a worldwide citizen, and a tool for navigating unfamiliar societal contexts. As teenagers try to maintain ancestral languages while simultaneously becoming fluent in the mainstream languages spoken overseas, these multilingual experiences may lead to linguistic stress. Because of their defining activities and the ongoing interaction across their native and hosted countries in their daily conversations and academic environments, Chinese transatlantic teenagers' languages cannot be considered static but rather flexible, adaptable, and developing identities (Ganassin, 2020).

DEPENDENT VARIABLE

Implications for language teaching in Chinese transnational adolescents: The many facets of the distinctive linguistic, cultural, and identification backgrounds faced by Chinese transnational adolescents have far-reaching consequences for languages instruction. Instructors required to understand that these young people often swung across various language and sociocultural structures, leading to hybrids language arsenals. Consequently, as opposed to focussing on just learning an additional language, efficient teaching emphasised fluency in two or more languages. Pupils' multinational identity was affirmed, and their living circumstances were incorporated into education via culturally relevant teaching, which performed a vital function. Promoting language competence and multicultural understanding, instructors were urged to embrace performative and multicultural pedagogies. To help learners succeed academically and culturally in the longer run, languages programmes should emphasise instructing pupils to read, write, and speak

simultaneously Chinese and the languages of the host nation (Zhang & Tsung, 2021). The use of technologies to supplement instruction as well as collaborating educational methods, increased participation, and self-assurance among students. In general, while working with Chinese transnational adolescents, it was important to be adaptable, welcoming, and to acknowledge the power of language as a means of societal as well as personal identification formation (Wu, 2020).

Relationship between language and Implications for language teaching in Chinese transnational adolescents: Chinese transnational adolescents' educational growth, intercultural adaption, and identification construction are intricately related to linguistic and its implications for languages instruction. In addition to facilitating interaction, language serves as an important indicator of one's place in society and an outlet for individual development. The linguistic behaviours of transnational adolescents, who frequently switch between Mandarin and English among different languages, mirror their multifaceted cultures and wide-ranging travels. Their self-esteem, performance in school, and ability to integrate into society are all impacted by the difficulties individuals encounter in preserving their original language while learning an entirely different one (Mansilla & Wilson, 2020). This relationship calls for methodologies that are both culturally sensitive and adaptable in the language classroom. Multilingualism and bilingualism ought to be seen as assets in the classroom, not liabilities. Promoting inclusion and enthusiasm may be achieved by integrating students' cultural heritages, native dialects, and individual circumstances into the teaching process. Also, to help students understand and express themselves, educators should promote translating, which is the deliberate use of different languages (Zhao & Flewitt, 2020). Because acquiring a new language typically entails navigating one's place in a foreign culture, it is essential that transnational kids get sentimental and identity assistance.

Investigators have built their whole understanding of the relationship between language and implications for language teaching in Chinese transnational adolescents:

“H01: There is no significant relationship between language and implications for language teaching in Chinese transnational adolescents.”

“H1: There is a significant relationship between language and implications for language teaching in Chinese transnational adolescents.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47588.620	292	6453.947	1020.225	.000
Within Groups	592.770	465	6.326		
Total	48181.390	757			

This investigation yielded important results. When the p-value is less than .000 and the F-value is 1020.225, Researcher have reached the statistical significance threshold. Scientists reject the null hypothesis and accept "H₁: There is a significant relationship between language and implications for language teaching in Chinese transnational adolescents " considering these findings.

DISCUSSION

This research had important consequences for the field of language instruction among transnational adolescents from China since it demonstrated a strong correlation connecting the two languages. According to the investigation, these adolescents depended largely on their multilingual language abilities to negotiate their intricate societal and culturally orientations. They preserved their linguistic legacy and adapted to new social circumstances via their language procedures, which expressed their blended selves. The results highlighted the need of culturally sensitive and adaptable pedagogical practices by showing that students' language use significantly impacted both their scholastic and personality growth. Students' self-esteem and engagement were lifted when teachers acknowledged the significance of their students' language origins and worked to create a more welcoming classroom climate. Research results suggested that the participants' cultural awareness and growth in identity could have been positively influenced by classes including their native languages and origins. Furthermore, the study underscored the importance of promoting multilingualism and multilingual strategies to facilitate language acquisition and maintenance. The findings highlighted the need of tailored teaching strategies for transnational pupils, illustrating that language transcends mere interactions; it is a fundamental component of identity formation and integration into an evolving societal environment.

CONCLUSION

The research found that among Chinese transnational adolescents, there was a strong correlation between language and implications for language training. In transnational environments, the

results showed that language was a crucial indicator of cultural identification, societal acceptance, and flexibility. The ways in which adolescents interacted with varied cultural surroundings and their understanding of self were shaped by their bilingual observations, which included both the preservation of their native tongue and the learning of other languages. Considering those young people's fluid and multilingual identities, the findings highlighted the need for culturally competent and adaptable methods of language instruction. Approaches that encouraged children to become multilingual or bilingual, considering their own culturally experiences and languages preferences are essential for successful language training. Additionally, it was determined that helping adolescents acquired psychological and identification skills via learning languages and cultivating cultural proficiency were critical for their effective navigation of transnational experiences. The investigation's overarching conclusion was that transnational Chinese adolescents may benefit academically and personally from educational policies and practices that consider their unique language needs.

REFERENCES

1. Curdt-Christiansen, X., & Huang, L. (2020). Factors influencing family language policy. *Handbook of social and affective factors in home language maintenance and development*, 174-193.
2. De Costa, P., Green-Eneix, C., & Li, W. (2022). Problematizing EMI language policy in a transnational world: China's entry into the global higher education market. *English Today*, 80-87.
3. Ganassin, S. (2020). Language, culture and identity in two Chinese community schools: More than one way of being Chinese? . *Multilingual Matters*.
4. Griffiths, C., & Soruç, A. (2020). *Individual differences in language learning*. . Springer International Publishing.
5. King, K. (2023). Family language policy. . In *The Routledge Handbook of Applied Linguistics* (pp. 44-56). Routledge.
6. Li, C., & Dewaele, J. (2021). How classroom environment and general grit predict foreign language classroom anxiety of Chinese EFL students. . *Journal for the Psychology of Language Learning*, 86-98.
7. Mansilla, V., & Wilson, D. (2020). What is global competence, and what might it look like in Chinese schools. *Journal of Research in International Education*, 3-22.
8. Ou, W., & Gu, M. (2021). Language socialization and identity in intercultural communication: Experience of Chinese students in a transnational university in China. . *International Journal of Bilingual Education and Bilingualism*, 419-434.
9. Risager, K. (2021). Language textbooks: windows to the world. *Language, Culture and Curriculum*, 119-132.

10. Tseng, A. (2020). Identity in home-language maintenance. In Handbook of home language maintenance and development (pp. 109-129).
11. Wang, Y. (2023). Speaking Chinese or no breakfast: Emotional challenges and experiences confronting Chinese immigrant families in heritage language maintenance. *International Journal of Bilingualism*, 232-250.
12. Wu, X. (2020). Examining the influence of transnational discourses on Chinese international secondary school students' academic learning. . *Journal of Multilingual and Multicultural Development*, , 368-382.
13. Zhang, L., & Tsung, L. (2021). Learning Chinese as a second language in China: Positive emotions and enjoyment. *System*, 102410.
14. Zhao, S., & Flewitt, R. (2020). Young Chinese immigrant children's language and literacy practices on social media: A translanguaging perspective. *Language and Education*, 267-285.