

A STUDY EXPLORING THE RELATIONSHIP AMONG LANGUAGE, CULTURE, AND IDENTITY
IN THE CONTEXT OF CHINESE TRANSNATIONAL ADOLESCENTS, EMPHASISING ITS
IMPLICATIONS FOR LANGUAGE INSTRUCTION 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

Focussing on the consequences for language education and legislation, this research investigated the interaction amongst culture, language, and identity within the setting of Chinese transnational teenagers. How linguistic adaptability and multicultural competency were acquired by young person's taught in both Chinese and foreign contexts was the focus of the study. Quantitative approaches based on random sampling were used to collect data, which was then analysed using descriptive and inferential statistics. Adolescents' language habits, learning choices, and identity formation were shown to be highly impacted by culture. People showed more cultural consciousness and flexibility when they kept using their native language even when they were exposed to other languages. Learners' inspiration, self-confidence, and feeling of affiliation were all positively affected by culturally sensitive language training, according to the research. Additionally, it demonstrated that acquiring a second language improved both schoolwork and integration into society. Incorporating students' cultural identities into language teaching approaches was a key finding for transnational teenagers. Both intercultural relationships and comprehension were improved when teachers recognised and celebrated their pupils' ethnic diversity. To foster complete growth and global competency amongst Chinese transnational youth, the research found that language education policy should prioritise multicultural inclusion and multilingual.

Keywords: Transnational adolescents; Culture; Bilingual education; Identity; Multiculturalism.

INTRODUCTION

When people grow up in multiple language and cultural contexts, they form multicultural relationships. Rather than just embracing other cultures, it is crucial to prioritise connections, variety of belonging, and cultural flexibility. The shifting character of relationship aspects such as age, gender, economic standing, cultural heritage, country of origin, and physical or behavioural capacity shapes exchanges between numerous backgrounds, especially when it comes to the developing of supplementary linguistic skills. Also, multiculturalism encourages a more flexible

and adaptable view of culture and identity, which is helpful for dealing with the complexities and diversity of today's world (Curran, 2021). As universities are additionally linked to the rest of the world, it's more important than ever for pupils from different cultural and languages experiences to meet and talk to them other. There seems to be a lot of study on how nations help or hurt kids' capacity to talk to each other in other languages and how this affects their willingness to make distinct identities in fresh places. Recently, there have been more professional interest in teens from different cultures. Investigations show that linguistic disparities sometimes make multiple languages speakers feel isolated from each other. This is because their first language is a strong symbol of their national and regional roots (De Houwer, 2020). This shows how complicated the language is at institutions which contain students from many different cultures. The rise of transatlantic higher education has been a big component of China's current march to promote greater study international opportunities in its higher education system. Chinese National Higher Education refers to academic initiatives or classes that are conducted together by Chinese and international schools. When foreigners spend time with locals, they ought to discover how to communicate well and fully participate in the culture. The procedure is called language learning and advancement (De Costa et al., 2022). As part of this development of instruction, one should become more proficient in a foreign culture and learn about oneself as well as different people's cultural habits and customs. One of the numerous benefits of engaging in conversation is that one may acquire an unfamiliar tongue and become used to the ethnic of culture and ways that people convey their identity. Instructors with more life expertise help freshmen learn about their hosting culture and its principles and practices via both words and deeds.

BACKGROUND OF THE STUDY

In modern times, how one see oneself is closely tied towards language, culture, and identity. Transnational teenagers are those that travel across international borders for reasons connected to school, family, or money. This web of ties is very significant for their development. As China's young people travel across many cultures and backgrounds, it has become increasingly normal for them to keep several identities based on where they come from and where they are now. This worldwide growth affects how they communicate with people and how they see them. linguistic abilities are a very important aspect of this procedure since they show a person's cultural identity and uniqueness (Curd-Christiansen & Huang, 2020). For Chinese adolescents residing overseas, communicating in their home languages helps them keep their beliefs and traditions alive, while acquiring a fresh foreign language helps them fit seamlessly into the surrounding culture. As people create their own identities in response to these dual linguistic situations, they may have to deal with the cultural expectations and language conventions of both their first communication and their preferred language. Conversely, cultural displacement, misunderstandings, and conflict may result from favouring a particular language or identity over another. This complex link must be understood by lawmakers and educators. Keep in mind that students' cultural and identity

experiences impact their learning process equally to the extent that their linguistic talents do while studying a languages. Ethnic variety and bilingualism should be seen by cultural organisers as strengths, not weaknesses. Chinese transnational teenagers may benefit academically, socially, and culturally from those types of initiatives (Sevinç, 2020). The researchers in this investigation set out to learn more about how transnational Chinese teenagers' cultural backgrounds affect their intellectual and psychological growth. The results were anticipated to provide light on practical approaches to language teaching in contexts that are multicultural and multilingual.

PURPOSE OF THE RESEARCH

This study aimed to explore, through an analysis of cultural influences, the intricate relationship among language, culture, and identity concerning transnational adolescents from China. This study focused on young adults educated across Chinese and international contexts, aiming to elucidate how their cultural experiences influenced their linguistic utilisation, identity development, and sense of engagement. It sought to ascertain the effects of exposure to various cultures on their linguistic choices, modes of expression, and self-perception. The research aimed to address the inquiry, "In what ways did customs, cultural standards, and social codes regulate linguistic usage and identity formation" by focussing on culture as a considerable influence. Additionally, the study aimed to investigate the influence of those transnational interactions on the adaptation and integration of adolescents into new social and instructional environments. The study sought to elucidate the implications of this analysis for bilingual learning and policy by emphasising the need for culturally responsive pedagogical approaches and policies that recognise and respect the distinct cultural origins and languages of participants. The investigation's primary objective was to enhance individual understanding of the crucial influence of culture in transnational educational settings on a language acquisition and identity development.

LITERATURE REVIEW

In order for finding out how parents' feelings affect their languages views, survival practices, and their kid's languages abilities, researchers looked at a number of sources that deal with native tongue conservation. Adolescents in educational settings have been the major focus of a research that has depended substantially on surveys data and statistical examination. In the context of heritage language conservation in the home, studies have documented parents' multi-faceted viewpoints or explored their emotions. preserve heritage culture vibrant and are going to have both beneficial and negative emotions, according to the research's writers. Immigrants and minority communities often feel irritation, grief, despair, discomfort, discontent, trepidation, and shame On the other hand, it will also feel joy, fulfilment, and achievement (Jee, 2022). Chinese language ideologies like identity, family relationships, and profitability impact families' profound feelings in

response to their children's language use and proficiency scores. When adolescents grow up fluent in their native various languages, it helps immigrant households a lot, studies show. The richness of the diverse Chinese vernacular was shown in another study that used societal education as an instrument to examine language characteristics and identity reconstructing within the Chinese communities. Identity, culture, and language make up the bulk of the research. The study's authors came to the conclusion that the university's choice to implement neighbourhood classrooms promoted multidisciplinary learning environments and sidestepped the contentious "ancient linguistic training" plan (Wang, 2023). Usually explicit or implicit, the ultimate aim for communication laws is to identify, manage, and regulate "approved" domain-specific behavioural practices. Those tactics are put into play at various levels, such as emotional, managerial, and communal. One important aspect of their research that organisers highlight is the globalisation of higher education, particularly is characterised by Westerners institutions establishing locations overseas to broaden their authority (Purkarthofer, 2020). A common motivator for such expansion is the need to increase profits. It is beneficial to read up on the subject in order to start a discussion regarding this modern pedagogical trend. The expanding interdisciplinary area of linguistic planning was the subject of a different research. They detailed their thoughts on language and language learning, household relationships, and the goals that individuals want to achieve via the study of language, regardless of it in the context of administration, decision-making, or honest preparation. They started with a brief overview of the field's growth prior to diving into several of its greatest important and current issues, including its limitations, recent critiques, and possible prospective directions (Zhang & Tsung, 2021). The sources reviewed here shed insight on the significance of the study's findings for cultural education and policy by providing background on the interplay between Chinese transnational teenagers' language, culture, and identity.

RESEARCH QUESTIONS

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

RESEARCH METHODOLOGY

Research Design: Statistical Package for the Social Sciences, version 25, was used to analyse the data collected in this quantitative research. Afterwards, researcher used descriptive statistics to summarise the data and performed a descriptive analysis to find associations using odds ratios and 95% confidence intervals. Statistical significance was defined as a p-value below 0.05. Factor analysis confirmed the study's validity, whereas analysis of variance showed that the groups differed. All the analyses were conducted using SPSS and Excel.

Sampling: The evidence for the inquiry was gathered by means of simple random sampling. The minimum number of participants needed for the research, as estimated by Rao-soft, was 724. The

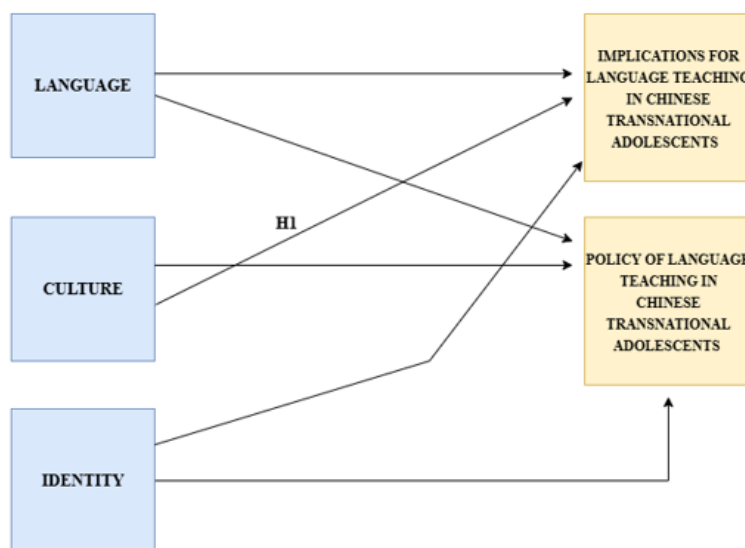
researcher randomly sent out 870 surveys to various people to lower the response rate. The author of the research received 815 completed questionnaires. The final tally was 758, with 57 entries being inaccurate or lacking critical information.

Data and Measurement: Part B of the structured questionnaire asked respondents to rate their opinions on key criteria using a 5-point Likert scale, while Part A collected demographic data. To supplement the primary material, authoritative online and print media sources were consulted for quantitative secondary data.

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

Statistical Tools: Researchers used descriptive statistics to synthesise the dataset. Researchers used factor analysis to ascertain the constructs' dependability. The researchers used analysis of variance (ANOVA) to discover group differences. The direction and intensity of the relationships were evaluated using confidence intervals with 95% odds ratios. The researchers considered a result to be statistically significant when $p < 0.05$.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: The aim of Factor Analysis (FA) is to discern novel components using open-source data sets. Physicians often use regression coefficients to enhance the probable diagnosis when visible symptoms are lacking. Mathematical models are mostly used to discern weaknesses, trends, and disparities. Certain researchers use kaiser-Meyer-Olkin (KMO) tests to evaluate regression outcomes. This research corroborates both the dependent variables inside the model and the inductive definition. Redundancy seems to exist within the data. To improve comprehension, scientists may choose to reduce the image's size. A number ranging from 0 to 1 may be associated with individuals with MO. A KMO score ranging from 0.8 to 1 indicates a sufficient sample size. Kaiser contends that advancement requires the following: Kaiser said that all these conditions were met: The mean is exactly sixty-nine, with a limited range of zero to fifty-nine points. A ground grade between 0.70 and 0.79 is adequate for most intermediate applications. Employing a High-Performance System with a coefficient between 0.80 and 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 few individuals use this method to get the claims inside their samples. Upon establishing the statistical importance of the correlation matrices, the investigators will use Bartlett's Test of Sphericity. The sample size is considered enough for the investigation, as shown by a Kaiser-Meyer-Olkin score of 0.890. A p-value of 0.00 indicates that the Bartlett sphericity test yielded negative results. Researchers may determine that the correlation matrix is not an identity matrix if it successfully passes Bartlett's Sphericity test.

INDEPENDENT VARIABLE

Culture: A community's cultural norms influence its members' attitudes, actions, and interactions via a common set of significance, principles, opinions, and traditions. It is the linguistic, cultural, societal, and behavioural manifestations of a people's shared identity. Both genetics and environmental factors contribute to the transmission of cultural practices from one generation of people to the next. It shapes people's worldviews, their interpretations of events, and their feelings of identity (Xie & Wong, 2021). But culture cannot remain the same; it changes throughout evolution as people become used to unfamiliar places, innovations in technology, and societal standards. The advent of globalisation has led to more cultural contacts, which have created complex identities and a broad spectrum of cultural expressions. Culture is crucial for everyone, especially those who live overseas, since it helps them figure out who they are and how to talk to others (Li & Zou, 2022). It is important to be able to understand and respect one is possessing heritage of culture, as well as to be able to converse well in many different societal settings.

DEPENDENT VARIABLE

Implications for language instructions in Chinese transnational adolescents: There are significant repercussions for language training stemming from the many ways in which Chinese transnational adolescents encounter unique linguistic, cultural, and identity contexts. Teachers must realise that those pupils often bounced between different sociopolitical and linguistic systems, resulting in a linguistic toolbox of hybridisation. Therefore, effective pedagogy placed a premium on multilingual proficiency rather than just acquiring a second language. Culturally appropriate instruction served an important purpose by affirming students' global identities and incorporating their daily conditions into schooling. Teachers were encouraged to use performing and intercultural approaches in order to foster linguistic competency and cross-cultural communication (Zhao & Flewitt, 2020). Programs that teach cultures should prioritise teaching students to write, read, and speak both Chinese and the native tongue of the host country at the same time so that they may flourish intellectually and culturally in their lifetimes. Enhanced pupil involvement, competence, and self-confidence via the use of technology to augment classroom teaching and collaborative learning strategies (Mansilla & Wilson, 2020). When interacting with

Chinese transnational teenagers, it proved crucial to have an open mind, be accommodating, and recognise the significance that language plays in shaping both individual and collective identities.

Relationship between culture and Implications for language instruction in Chinese transnational adolescents: Their culture has a significant impact on the schooling and didactic expectations of Chinese transnational teens. These kids' cultural identities had a big effect on how they heard, learnt, and used languages as they travelled among Chinese and other cultures. Their cultural beliefs shaped their behaviour in classrooms and their views on learning languages. These standards included communism, respect for authority, and a concentration on doing well in academics. Being in culturally different situations also helped people learn how to adjust their language and have a good relationship with people from other cultures (Mansilla & Wilson, 2020). When teachers employed flexible tactics, such talking about Chinese culture, encouraging intercultural debate, and appreciating the worth of people's cultural identity, students were more engaged and confident. Pupils felt disconnected and uninspired when their lecturers failed to talk about their cultural identity. So, teaching Chinese to teens from different countries required not just language skills but also an understanding of the cultural parts of learning. While adapting to new social and economic environments, students were able to retain glimpses of their cultural backgrounds via culturally inclusive curricula (Jee, 2022). These results underscore the need for language policies and instructional techniques that emphasise cultural juxtaposition, promote mutual understanding, and assist adolescents in forming a coherent self-identity in international contexts. Comprehending cultural differences was especially important for producing effective ways to teach languages.

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

- “H01: There is no significant relationship between culture and implications for language instruction in Chinese transnational adolescents.”
- “H1: There is a significant relationship between culture and implications for language instruction in Chinese transnational adolescents.”

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	68,700.000	192	5453.967	1024.026	.000
Within Groups	254.500	565	5.326		
Total	68,954.500	757			

This inquiry produced significant findings. When the p-value is less than .000 and the F-value is 1024.026, the researchers have attained the threshold for statistical significance. Scientists reject the null hypothesis and accept "H1: There is a significant relationship between culture and implications for language instruction in Chinese transnational adolescents " considering these findings.

DISCUSSION

Because culture and language learning are so linked, this research has crucial implications for the creation of language curriculum for Chinese transnational youth. The language abilities displayed by these teens were quite helpful for getting through the study's many cultural and social situations. They could change where they lived while still preserving their linguistic patterns, which showed how their cultures blended. The findings showed that being aware of other cultures has a big effect on both academic and personal development. When teachers recognised and valued the cultural and language backgrounds of their students, it boosted the students' optimism and participation. Learning environments that promoted cultural awareness made students feel respected and acknowledged, which made the whole learning environment a more welcome and embracing place. The research found that when lessons featured parts of students' native languages and cultural backgrounds, it helped them learn more about culture and establish their own identity. The study also showed how important it is to promote multilingualism and use culturally appropriate teaching methods to assist kids learn and remember unfamiliar languages. It showed that language was more than simply a way to talk to others; it was additionally an important way to show who were one belong. The study found that culturally conscious schooling was particularly important for Chinese teenagers who moved to another country to help them adapt, fit in, and grow as a whole person.

CONCLUSION

The study found that culture had a big effect on how Chinese transnational teens did in school and learnt new languages. In foreign circumstances, language was identified as a crucial sign of cultural identity, social connection, and adaptability. The teens managed to keep their cultural links to their home country even as they learnt new languages and became used to unfamiliar social situations via their bilingual and language events. The findings indicated that culturally relevant approaches to language instruction were essential for fostering academic success and personal growth. When language sessions emphasised their cultural experiences and linguistic abilities, attendees were more motivated, confident, and sure of who they were. The utilisation of culturally appropriate teaching methods that fostered bilingualism helped youngsters comprehend other cultures and improve their mental health. These tactics made it easier for the teens to get about in challenging

multicultural situations. This research confirmed what many had suspected: to teach Chinese transnational teenagers' languages effectively, one must be mindful of cultural dynamics and their own identity formation. The study found that in today's progressively globalised world, learners could benefit from educational regulations and procedures that promote cultural inclusivity, multilingualism, and identity validation. These factors would help pupil become more proficient language learners, adaptable culturally, and well-rounded individuals.

REFERENCES

1. Curdt-Christiansen, X., & Huang, J. (2020). Factors influencing family language policy. In *Handbook of social and affective factors in home language maintenance and development* (pp. 174–193).
2. Curran, N. (2021). English, gatekeeping, and Mandarin: The future of language learning in South Korea. *International Journal of Bilingual Education and Bilingualism*.
3. 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.
4. De Houwer, A. (2020). Harmonious bilingualism: Well-being for families in bilingual settings. In *Handbook of home language maintenance and development: Social and affective factors* (pp. 63–83).
5. Jee, M. (2022). Heritage language anxiety and major language anxiety experienced by Korean immigrants in Australia. *International Journal of Bilingual Education and Bilingualism*, 25(12), 1713–1729.*
6. Li, J., & Zou, W. (2022). A study of pre-service teachers' perceptions of task-based language teaching via metaphor analysis in a Chinese context. *Journal of Education for Teaching*, 48(4), 508–520.
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*, 19(1), 3–22.*
8. Purkarthofer, J. (2020). Intergenerational challenges: Of handing down languages, passing on practices, and bringing multilingual speakers into being. In *Handbook of home language maintenance and development: Social and affective factors* (pp. 130–150).
9. Sevinç, Y. (2020). Anxiety as a negative emotion in home language maintenance and development. In *Handbook of home language maintenance and development* (pp. 84–108).
10. Wang, Y. (2023). Speaking Chinese or no breakfast: Emotional challenges and experiences confronting Chinese immigrant families in heritage language maintenance. *International Journal of Bilingualism*, 27(2), 232–250.*
11. Xie, Q., & Wong, D. (2021). Culturally sensitive conceptualization of resilience: A multidimensional model of Chinese resilience. *Transcultural Psychiatry*, 58(3), 323–334.*

12. Zhang, L., & Tsung, L. (2021). Learning Chinese as a second language in China: Positive emotions and enjoyment. *System*, 98, 102410.*
13. Zhao, S., & Flewitt, R. (2020). Young Chinese immigrant children's language and literacy practices on social media: A translanguaging perspective. *Language and Education*, 34(3), 267–285