

A Study Examining the Interrelationship Between Language, Culture, and Identity Among Chinese Transnational Adolescents, Targeting Its Consequences for Language Training and Policy

Lyu Changzhou¹, Srikrishna Banerjee² and Deep Roy³

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ABSTRACT

The study investigated the intricate relationships regarding identity, culture, and language involving Chinese youth residing overseas, contemplating the implications for language and policy. The main purpose of this research had been to find out whether the way transnational youths used language affected their beliefs about culture, social identity, and adaptability. A quantitative research technique was used, using survey data collected from Chinese youths participating in various local and international groups. The data were analysed using descriptive statistics, correlation, and variance analysis to assess the relationship between identity, language education policy, and their effects on language learning. It showed that identity has a big impact on how people learn languages, how policies developed, and how well pupils do. Adolescents who were able to keep their linguistic and cultural identities while working were more likely to be able to communicate and fit in in diverse settings. The study underscored the need of flexible and holistic instructional methods that include the emotional and social aspects of language development. It concluded that fostering multilingualism and awareness of culture might enhance the scholastic, social, and psychological development of transnational adolescents. The results contributed to the understanding of how identity formation and cultural adjustment influence language instruction methodologies, assisting educators and policymakers in formulating respectful and globally applicable educational tactics.

Keywords: Transnational adolescents; Language; Culture; policy; Identity; Bilingualism; China.

INTRODUCTION:

Individuals start to make worldwide connections immediately they begin to grow up in a bilingual and intercultural environment. Integration into a range of identities, and cultural adaptability are of greater importance than merely tolerating numerous cultures. The always changing foundation of unique factors, such as sex, societal status, age, background, place of birth, and mental health or intellectual capacity, affects conversations between people in all areas of life, even when that they pertain to learning a new language (Ganassin, 2020). Cultural diversity encourages a fluid and open-minded view of customs and identity, assisting individuals deal with the complexity and variety of the modern the globe. As universities become more connected throughout the world, it is more crucial than ever for pupils from different cultures and languages to talk to and collaborate with other people whereas they are in educational institutions. A great deal of study has been done on the manner in which various nations help or hurt teens' chances of acquiring additional tongues and if this affects their propensity to create their own identities in other places. Teachers are beginning to pay greater consideration to teens from different ethnic cultures. A new study shows that language learners often feel alone because of their language skills. This is explained by the notion that their original tongue is a strong reflection of their history and

homeland. They are now watching how university learners utilise complicated terminology. The expansion of transnational institutions is a major part of China's current effort to improve its instruction system by giving further chances to students from other countries. "Chinese National University Training" refers to schemes and events that are given in partnership with both regional and international schools (Wang, 2023). Education staff with more specialist expertise help freshmen learn about the culture of their destination country via talks and hands-on activities.

BACKGROUND OF THE STUDY

Today, people's identities and languages possess a huge effect on how they view their surroundings. Transnational adolescents are teens who move throughout the world for family, school, or work reasons. This web of links has a huge effect on how they develop. Chinese teens often have numerous compared to of perspective, one according to where they live and another depending on where they are now. This is because they are exposed to so many different cultures. The fast growth of the world impacts how people talk to each other and how they view each other. linguistic abilities are important in this method since they show who a person is and what their culture consists of (De Costa et al., 2022). Chinese adolescents who reside abroad may keep their cultural identity by

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communicating in their original languages, while acquiring a second language helps them fit in with the surrounding society. Even in multilingual settings, individuals might encounter language conventions pertaining to their native languages and preferred linguistic forms as they construct their identities. Conversely, favouring one unofficial language as well as identity throughout an additional one can result in cultural displacement, misunderstanding, and disputes. Researchers and lawmakers require to know how this complicated relationship works. Always keep in consideration that students' cultural and identity origins have an effect upon both their capacity to learn and their general language abilities while they are learning a second language. A multilingual communicator should see language and cultural distinctions as opportunities instead of problems. Chinese teens living abroad could benefit academically, socially, and culturally via taking engaged in these kinds of endeavours (Khairani, 2022). The objective of this study was to get insights on the influence of the cultural experiences of transnational Chinese adolescents on their cognitive and emotional development. The findings were expected to illuminate viable strategies for instructing various languages in bilingual and diverse environments.

PURPOSE OF THE RESEARCH

The scientists were eager to learn more about how the identities, cultural backgrounds, and language skills of Chinese transnational teenagers were connected. It sought to ascertain if language aided discussions on identity, societal acceptance, and cultural norms in foreign settings. The researchers aimed to explore how adolescents kept their socially accepted lingual identities while transitioning into novel lingual contexts. The research also aimed to determine if those elements influenced educational connections and if they might be used to design successful language training legislation initiatives. The research elucidated the obstacles and potential advantages encountered by transnational youths via an examination of the interplay between individual identity formation and wider societal concerns. Its final goal was to add to the ongoing conversation on the best approaches to teach languages in different settings that are fair and can be changed to fit different cultures.

LITERATURE REVIEW

To ascertain the impact of authoritative emotions on juvenile linguistic proficiency, retaining techniques, and attitudes regarding language, researchers analysed several articles about native linguistic retention. Most of the research that has employed surveys and statistical analysis has looked at students in school. Investigations on the viewpoints and emotions of parents have been undertaken within the context of familial language retention initiatives (Wu, 2020). Researchers predict that they will find both good and bad about keeping their familial customs. Immigrants and people from minority groups typically feel a lot of negative sentiments such as anger, sorrow, disappointment, aggravation, discontent, fear, and disgrace (Müller et al., 2020). It could also feel

successful, happy, and fulfilled. Parental attitudes regarding their children's proficiency assessments and utilisation are significantly affected by ideas linked to the Chinese language, including family connections, monetary security, and personal identity. Studies indicate that when adolescents attain fluency in their home languages, immigrant groups benefit in several ways. A study investigated the application of social schooling within Chinese culture to analyse linguistic characteristics and identity reconstruction, emphasising the diversity of Chinese languages. linguistic, social, and identity challenges have been the predominant focus of the research. The investigators of the investigation determined that by supporting cultural institutions, the scholarly organisation circumvented the contentious "traditional languages learning" methodology and instead promoted multidisciplinary education environments (Mansilla & Wilson, 2020). A common incentive for expanding a firm is to make as much money as possible. Before talking about the current educative pattern, it's a good idea for readers to know the issue first. A distinct study was undertaken on the ever developing and interdisciplinary subject of language development. They spoke regarding everything from management and choices to feasible procedures and family relationships, as well as linguistic development and interpersonal interaction and why individuals desire to learn it. They offered a concise summary of the field's history and spoke about some of the greatest challenges it has recently been facing lately, such its flaws, current critiques, and possible future changes (Zajda, 2021). The data sets analysed in this study provide contextual information on the interplay of essential factors regarding Chinese transnational adolescents, offering insights into the ramifications of the findings for linguistic and cultural education as well as for policy formulation.

RESEARCH QUESTIONS

- What is the impact of identity on policy of language training in Chinese transnational adolescents?
- What is the influence of identity on implications for language training in Chinese transnational adolescents?

RESEARCH METHODOLOGY

Research Design

The data for this quantitative study was analysed using SPSS version 25. Following this, the data was characterised by the researcher using descriptive statistics. A descriptive analysis was then conducted to identify associations, with odds ratios and 95% confidence intervals used. For statistical purposes, a p-value less than 0.05 was deemed significant. Analysis of variance demonstrated statistically significant differences between the groups, and factor analysis validated the research. For every analysis, Excel and SPSS were used.

Sampling

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The inquiry relied on evidence gathered via simple random sampling. A minimum of 724 volunteers were needed for the research, according to Rao-soft's predictions. To lower the response rate, the investigator randomly delivered 870 questionnaires to various persons. The study's researcher sent out questionnaires to 815 individuals, and 85% of them responded. Out of a total of 758 entries, 57 were either missing information or were erroneous.

Data and Measurement

Part B of the survey enquired about respondents' opinions on significant criteria using a 5-point Likert scale, while Part A collected basic demographic information. The primary text was supplemented with quantitative secondary data culled from credible online and print media sources.

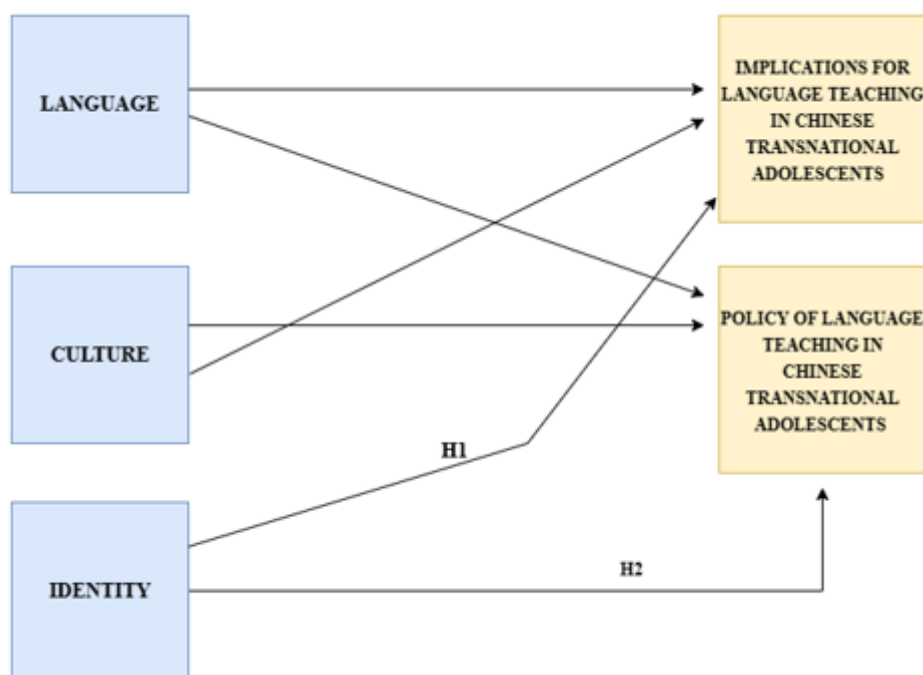
Statistical Software

The statistical analyses were carried out by the investigators using SPSS 25 and Microsoft Excel.

Statistical Tools

To compile the data, the investigators used descriptive statistics. Investigators used factor analysis to ascertain the constructs' reliability. The investigators used analysis of variance (ANOVA) to determine the ways in which the groups varied. Investigators evaluated the direction and strength of the relationships using 95% odds ratio confidence intervals. The investigators considered the result to have statistical significance when p is less than 0.05.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis

Finding new components is the goal of Factor Analysis (FA), which uses publicly accessible data sets. When there are no outward signs of illness, physicians may often use regression coefficients to solidify a diagnosis. Mathematical models are often used to illustrate trends, inconsistencies, weaknesses. Several academics use kaiser-Meyer-Olkin (KMO) tests to evaluate regression findings. Both the inductive definition and the dependent variables of the model are supported by this investigation. There is duplication in the data. Scientists have the option of reducing the image's size to make it more comprehensible. An individual with MO may be associated with a number between 0 and 1. For a KMO score to be considered satisfactory, it should fall anywhere between 0.8 and 1. In Kaiser's view, the following are necessary steps for advancement: Those conditions were met, as far as Kaiser was concerned: The mean is exactly 69, while the range is rather small, covering just 0-59 points. A ground grade between 0.70 and 0.79 should be sufficient for most intermediate applications. The HPS in question has a coefficient that falls anywhere 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: .895
- The results of Bartlett's test of Sphericity are as follows:

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- approx. chi-square = 3252.968
- df = 190; sig = .000

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Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This method is used by several people to get the claims out of their samples. Researchers will use Bartlett's Test of Sphericity after establishing the statistical significance of the correlation matrices. A Kaiser-Meyer-Olkin score of 0.895 indicates that the sample size is considered adequate for the investigation. The Bartlett sphericity test yielded negative results ($p = 0.00$). The correlation matrix may not be an identity matrix if it passes Bartlett's Sphericity test, according to the researchers.

Table 2: KMO and Bartlett's Test

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INDEPENDENT VARIABLE

Identity

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A human being's ethnic identity has become the extent to which they live by the rules and principles of their native culture. It is a unique manner of social affiliation that differentiates participation in one sociocultural collective from a different one whilst fostering psychological relationships across individuals within the same society. A different way to think about it is to consider that a person's cultural identity is essentially simply their respective positions social identity, or the aspect that oneself is moulded by the communities they ought to connect (Khairani, 2022). A person's cultural identity may be a sign of tremendous happiness and assurance, and notions of societal identity can help us understand how individuals unconsciously identify themselves based on their ties and identities in certain social groupings. From a psychological standpoint, cultural identity elucidates one's position in the globe, the basis of the individual's value, and the aspects for whom one may express gratitude (Jurásek & Wawrosz, 2023).

DEPENDENT VARIABLE

Policy of language training in Chinese transnational adolescents

Chinese teens who additionally venture overseas as well as within China possess exposure to a wide range of legal and unofficial rules, processes, and initiatives that are meant to assist them learn more than one language. The strategy tries to find a balance among keeping the recognised language (Mandarin or regional dialects) and allowing more different languages. The following is to make sure which the people of the host country are academically, aesthetically, and linguistically competent. Among the things that someone with this duty is in charge of is making rules for learning activities, teaching methods, exams, and other assets that might be utilised inside and outside of the classroom (Zhang et al., 2020). When making policies that apply to the whole globe, a lot of different things are taken into account, such as how people from different cultures connect, how languages may be used by people who speak more than one language, and how to get rid of languages that have been used for a long time (Li & Locher-Lo, 2025). By using training methods that try to improve cognitive skills, comprehension of context, and reasoning, Chinese teenagers who move to other countries can easily switch between different languages and cultures while still staying connected to their own culture.

Relationship between identity and Policy of language training in Chinese transnational adolescents

The identity of Chinese multinational adolescents is intimately linked to the language training policy. Rules on language training affect how well such kids can do in different situations while yet keeping their ethnic and psychological identities. Students in bilingual or multidisciplinary courses not merely learn a new language, but they also get the intercultural skills they need to do well in modern society, which is becoming increasingly multilingual. A comprehensive awareness of affiliation and identity assimilation may be facilitated by policies that emphasise learning the main languages of the host nation in alongside conserving traditional languages (De Costa et al., 2022). Conversely, if policies focus only on the most prevalent language, people may experience identity crises, cultural alienation, or exclusion. For Chinese adolescents living abroad, language training serves as a form of expressing themselves and a method of reclaiming their heritage, in additionally to having been a need. Policies regarding language training substantially impact adolescents' self-perceptions, cultural norms, and the development of blended identities that align with their transnational contexts and worldwide involvement (Dorner & Cervantes-Soon, 2020).

Investigators have built their whole understanding of the relationship between identity and policy of language training in Chinese transnational adolescents:

- “H01: There is no significant relationship between identity and policy of language training in Chinese transnational adolescents.”
- “H1: There is a significant relationship between identity and policy of language training in Chinese transnational adolescents.”

Table 3: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	68,700.000	220	5150.689	802.412	.000
Within Groups	254.500	537	6.419		
Total	68,954.500	757			

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Significant findings were derived from this inquiry. Researchers have met the requirement for statistical significance when the p-value is less than .000 and the F-value is 802.412. Scientists reject the null hypothesis and accept "H1: There is a significant relationship between identity and policy of language training in Chinese transnational adolescents " considering these findings.

Relationship between identity and implications for language training in Chinese transnational adolescents

The notions of identity and the impact of language acquisition on Chinese transnational adolescents are intricately connected. adolescents in this situation frequently have a hard time finding a middle ground among their sense of cultural affiliation and the language rules of the nations they are living in. In opposition to facilitating social interactions, languages become an aspect of private participation and a sign of identity. They can adjust to new situations while yet keeping their cultural distinctiveness since they speak multiple languages proficiently (Mansilla & Wilson, 2020). Recognising this contradiction during language training improves linguistic skills and cultural confidence. Language programs that focus on students' home languages and cultural heritage have been demonstrated to boost students' self-esteem and help them fit in with others. On the additional side, if identity is not taken into consideration during language training, individuals can become disconnected, and their heritage may fade (Zajda, 2021). To give Chinese transnational kids the right language training, they must understand that identity is a flexible thing that may change how motivated they are to study, how healthy they are, and how well they do in school across cultures.

- “H02: There is no significant relationship between identity and implications for language training in Chinese transnational adolescents.”
- “H2: There is a significant relationship between identity and implications for language training in Chinese transnational adolescents.”

Table 4: H₂ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	89,800.000	320	6150.689	1135.022	.000
Within Groups	354.500	437	5.419		
Total	90,154.500	757			

Important results came from this investigation. Investigators have achieved statistical significance when the p-value is less than .000 and the F-value is 1135.022. Scientists reject the null hypothesis and accept "H2: There is a significant relationship between identity and implications for language training in Chinese transnational adolescents " considering these findings.

DISCUSSION

The results showed that Chinese teenagers who grew up abroad had an extensive system of linkages among language, culture, and their sense of self. The adolescents utilised phrases to talk to each other and show who they were culturally. People who kept utilising their original language while learning new words felt more confident and more like themselves. The research revealed that successful bilingual education programs improved cognitive flexibility and cultural awareness alongside linguistic proficiency. Policies that encouraged bilingualism and valued cultural variety made it easier for more people to get higher education and be included. On the other hand, researchers discovered that limiting language usage intensifies emotions of identity loss and isolation. The findings illustrated the significance of including identity

growth and multilingualism into language instruction. The research contended that language norms must stay culturally responsive and adaptable to support the whole development of transnational adolescents across diverse academic environments.

CONCLUSION

The research found a strong link between language skills, communication mastery, and cultural ties among Chinese adolescents living in more than one country. In addition to acting as a means of expression, researchers discovered that language functioned as a connection within people and their historical cultural and societal identities. Adolescents who had the freedom to maintain their native language while being exposed to many cultures exhibited enhanced cultural competence and flexibility. The results indicated that linguistic training

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strategies influenced the maintenance of cultural standards and the process of identity construction. Educational strategies that acknowledged the language and cultural diversity of students led to heightened enthusiasm and inclusion. On the other hand, when language training did not consider identity characteristics, kids were less engaged and attached. The study together demonstrated the significance of integrating identity formation and cultural understanding into language programs. This would help transnational adolescents deal with their different environments while yet staying connected to their origins.

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