

A Study Investigating the Interconnection Between Language, Culture, and Identity Among Chinese Transnational Adolescents, Highlighting its Implications for Language Education and Policy

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ABSTRACT

This research sought to elucidate the intricate interactions among transnational adolescents' lingual acquisition, Chinese language policies, and social conventions. The primary objective of the research was to elucidate how these adolescents navigate their multifaceted identities in a world during which cultural awareness is more significant. Employing a quantitative research methodology, data was gathered via questionnaires sent to a diverse cohort of teens engaged in international contexts. To analyse the data and discern significant patterns and relationships, all participants used descriptive statistics, factor analysis, and analysis of variance. The findings indicated a strong correlation among cultural affiliation and bilingual educational policies, demonstrating that cultural identity influences linguistic educational methodologies and policy development. The ongoing interplay between policy frameworks and language influenced how teenagers adapted to their culture and social circles. This was reinforced by the significant association identified between language and language education strategies. According to the results, there might be an appetite for language education programs that were culturally sensitive and include people from unfamiliar cultures and languages. Other arguments expressed were that limits and language lessons for Chinese teenagers living abroad should be determined by their cultural views. This study discovered that cultural as well as linguistic issues impact education policies, that in turn regulated the way teens build themselves and how well they can cooperate with people from other cultures. Given the present worldwide context, the findings may be used by local people living there, teachers, and policymakers to develop language education schemes that remained attainable and socially pertinent, specifically designed to meet the needs of multicultural youth.

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

INTRODUCTION:

Intercultural connections are formed when individuals growing up in environments with many languages and cultures. Relationships, diversity of identification, and cultural adaptability should take precedence over simply welcoming different cultures. Whether dealing with to learning a second language, conversations among people from all walks of life are influenced by the ever-changing nature of interpersonal factors such as gender, socioeconomic position, age, heritage, nation of background, and physically or behavioural ability. To better navigate the complexity and variety of the modern environment, diversification promotes an open-minded and malleable understanding of culture and identity (De Houwer, 2020). Now greater than previously, it is critical for students from diverse cultural backgrounds and language backgrounds to interact and communicate with one another on campus, especially as colleges grow increasingly globally connected. The extent to which different countries encourage or discourage children from learning different languages and how this influences their openness to developing their personal unique selves in new contexts seems to have been the subject of much research. Adolescents from diverse cultural backgrounds have increasingly been receiving

greater academic attention. According to research, learners of different languages may experience feelings of isolation due to linguistic differences. The reason for this is for the reason their native language serves as a powerful representation of their heritage and country. The complexity of the language used at universities with a diverse pupil body is evident here. An important part of China's present push to encourage more foreign studying options in its postsecondary training structure is the growth of transatlantic educational institutions. The term "Chinese National Higher Education" describes programs or courses offered in conjunction with Chinese and foreign educational institutions (Ganassin, 2020). Educators with greater life experience guide first-year students in verbal and practical explorations of the values and customs of their host nation.

BACKGROUND OF THE STUDY

Identity, society, and language all play significant roles in shaping contemporary self-perceptions. Teens who traverse globes for purposes related to education, family, or finances are known as multinational adolescents. Their growth is greatly impacted by this network of connections. It is currently common practice

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for young individuals in China to maintain multiple identities, such as one based on their home country and one dependent on their current location, due to the large number of cultural influences they encounter. The way individuals interact with and perceive individuals is impacted by their rapid global expansion. An individual's cultural identity and distinctiveness are shown via their language talents, which are a crucial component of this process. While learning an additional language assists Chinese adolescents living abroad blend in with the local society, speaking their native tongues allows them to maintain their cultural identity. As individuals forge their unique identities in the face of all these bilingual contexts, they might face as well as linguistic norms that are specific for both their initial tongue as well as the one they prefer. Opting for a vernacular language or identity above another one, on the other hand, might lead to cultural dislocation, miscommunication, and conflicts (Zhao & Flewitt, 2020). It is imperative that educators and legislators comprehend this intricate connection. When teaching an additional language, it is important to remember that learners' cultural and identity backgrounds have just as big of an effect on their ability to learn as their linguistic abilities. Cultural presenters ought to regard multiculturalism and languages as assets rather than liabilities. These activities might assist Chinese adolescents who reside overseas learn more, become more culturally aware, and make more friends (Curd-Christiansen & Huang, 2020). This study aimed to better understand the impact of transnational Chinese adolescents' cultural origins on their cognitive and emotional development. In intercultural and bilingual settings, the findings were expected to deliver insight on efficient strategies to language instruction.

PURPOSE OF THE RESEARCH

The primary objective of this study was to investigate if the views of Chinese transnational adolescents in cultural and societal contexts were influenced by the interplay of language, culture, and identity. The objective of this research was to examine the impact of various linguistic habits between adolescents upon cultural identification, social ties, and usage of languages in transnational contexts. The objective was to elucidate the processes facilitating the emergence of adaptable and multilingual identities in adolescents navigating the contradictory pressures of preserving their local languages while integrating into different societies and languages. The study aimed to elucidate the impact on cultural understanding, identity formation, and language methods for retention on language policy and learning. The research aimed to enhance the understanding of the difficulties encountered by Chinese transnational teenagers via the analysis of pertinent elements. The purpose was to let lawmakers, teachers, and other people know regarding the needs and backgrounds of these teens so that educational language schemes might prove better suited to their specific cultural surroundings.

LITERATURE REVIEW

Several resources pertaining to native language preservation were reviewed by investigators with the objective to ascertain the extent to which parental emotions impact language perspectives, surviving strategies, and their children's linguistic competence. Studies relying heavily on surveying information and statistical evaluation has mostly focused on adolescents in scholastic institutions. Research on parental perspectives and feelings has been conducted within the framework of familial language preservation efforts. maintain a lively historical culture and will experience positive and adverse feelings as stated by the researchers (Ou & Gu, 2021). A wide range of negative emotions, including annoyance, sadness, despair, unease, dissatisfaction, fear, and humiliation, are common among immigrant and minority groups. satisfaction, happiness, and success can also be experienced by it. The concepts surrounding the Chinese dialect, such as familial ties, economic viability, and identity, greatly influence the deep emotions individuals have in regard to their youngster's competence ratings and use. Research shows that immigrant families benefit greatly when their adolescents become proficient in their original dialects (Risager, 2021). Another research that looked at how Chinese societies are using social instruction to explore language features and identity reconstruction demonstrated the extensive variety of the different Chinese language. The majority of the studies focus on topics related to language, culture, and identity. Ultimately, the study's researchers concluded that the school's choice to adopt community schools fostered interdisciplinary educational spaces and avoided the controversial "traditional languages instruction" program. Growing one's business is often driven by the desire to maximise earnings. If one want to initiate a conversation on this new educational trend, it helps to get caught up on the topic (Tseng, 2020). A separate study examined the rapidly developing multidisciplinary field of language design. From governance and making choices to realistic preparations and home interactions, they covered it all: speaking and language acquisition, as well as the objectives that people seek to accomplish via studying languages. Following a short introduction to the development of the discipline, they dove into a number of pressing concerns pertaining to it at the present time, such as its shortcomings, recent criticisms, and potential future possibilities (Mansilla & Wilson, 2020). By offering context on the interaction of language, culture, and identity among Chinese transnational adolescents, the data sources examined here illuminate the relevance of the research's results for culture , language education and policy.

RESEARCH QUESTIONS

- What is the impact of language on policy of language education in Chinese transnational adolescents?
- What is the influence of culture on policy of language education in Chinese transnational adolescents?

RESEARCH METHODOLOGY

Research Design

This quantitative research used SPSS version 25 to examine the data collected. After that, the investigator described the data using descriptive statistics and, using odds ratios and 95% confidence intervals, performed a descriptive analysis to find correlations. A p-value below 0.05 was considered statistically significant. The study was confirmed by factor analysis, and group differences were shown using analysis of variance. Microsoft Excel and SPSS were used for all analyses.

Sampling

To compile evidence for the investigation, simple random sampling was used. According to the estimations made by Rao-soft, a minimum of 724 participants were required for the study. To reduce the response rate, the researcher distributed 870 questionnaires at random to different individuals. Eight hundred fifteen people filled out the surveys that the study's author sent out. There was a total of 758 entries, with 57 of them being incomplete or incorrect.

Data and Measurement

While Part A of the survey gathered basic demographic information, Part B used a 5-point Likert scale to gauge respondents' views on important criteria. Quantitative secondary data was sourced from reputable internet and print media sources to augment the main content.

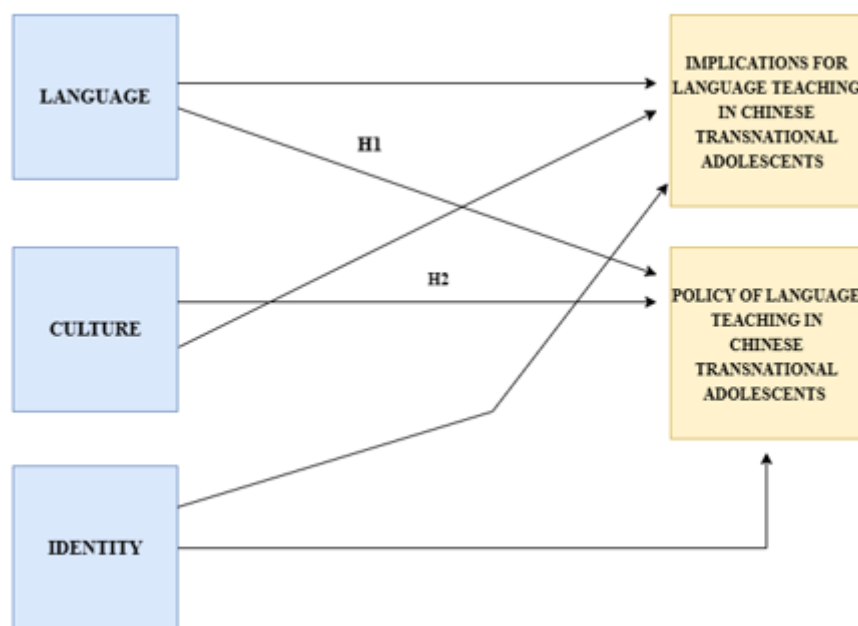
Statistical Software

The researchers used Microsoft Excel and SPSS 25 to perform statistical analyses.

Statistical Tools

To synthesise the dataset, researchers used descriptive statistics. To determine the reliability of the constructs, researchers used factor analysis. To find out how the groups differed, the researchers used analysis of variance (ANOVA). Using 95% odds ratio confidence intervals, researchers assessed the strength and direction of the connections. When $p < 0.05$, the researchers deemed the finding to be statistically significant.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis

Using publicly available data sets, Factor Analysis (FA) seeks to identify new components. When obvious symptoms are absent, doctors often use regression coefficients to strengthen the diagnosis. Weaknesses, trends, and discrepancies are often highlighted using mathematical models. Some researchers assess the results of regression using kaiser-Meyer-Olkin (KMO) tests. This study lends credence to the inductive definition and the model's dependent variables. The data has redundancy. To make the picture easier to understand, scientists could choose to decrease its size. People who have MO may be linked to a number between zero and one. An adequate sample size is indicated by a KMO score between 0.8 and 1. According to Kaiser, to progress, one must do the following: All of these prerequisites were satisfied, according to Kaiser: The range is narrow, spanning just 0–59 points, and the mean is precisely 69. Most intermediate applications may be satisfied with a ground grade ranging from 0.70 to 0.79. Using an HPS 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

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- 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:
- 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.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

Several persons use this procedure to extract the claims from 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 0.895. A p-value of 0.00 indicates that the Bartlett sphericity test produced unfavourable findings. Researchers may conclude that the correlation matrix is not an identity matrix if it successfully passes Bartlett's Sphericity test.

INDEPENDENT VARIABLE

Culture

An organization's cultural norms define its members' shared values, beliefs, and practices, which in turn affect their thoughts, actions, and interactions with one another. Language, culture, society, and behaviour all contribute to the external manifestation of a community's shared identity. There is a complex interplay between heredity and outside variables in the transmission of cultural practices from generations to generations. It changes how an individual sees the world, their sense of self, and the occurrences unfolding around them (Wang, 2023). Cultural behaviours, nevertheless, are constantly changing and prone to transformation as a consequence of responding to novel contexts, innovation breakthroughs, and societal standards. Technological advancement has led to more intercultural contact, which has led to the rise of many cultural symbols and identities (Xie & Wong, 2021). All specifically persons who dwell overseas, depends on their cultural heritage for identity and interpersonal growth. Acquiring fluency in multiple social contexts and an appreciation for the individual's cultural history are both crucial life skills.

Language

In addition to serving as a medium of interaction, language may be seen as an ethnic group that bridges gaps in social, intellectual, and psychological domains. Language has a crucial role in the development of their identities, in interactions, and in their capacity to adjust, especially for adolescents like themselves who travel widely around China and other countries. Challenges of legitimacy, ambiguity, and identity are woven throughout it, going beyond the language's norms and grammar. As a way to adapt to their changing societal and cultural positions, many young Chinese individuals study Mandarin, English, or even the local language while they are overseas (Griffiths & Soruç, 2020). Thus, language is a doorway for discovering one's ancestry and familial tree, a tool for becoming a worldwide citizen, and a bridge to unfamiliar societal contexts. As they work to maintain their native tongue despite becoming fluent in the major languages spoken overseas, adolescents may experience language stress as a result of their exposure to bilingualism (Ou & Gu, 2021). Because of their distinctive habits and the constant interaction amongst their countries of origin and their hosts in their daily conversations and educational contexts, the languages of Chinese transatlantic teenagers do not remain static but rather dynamic and changing.

DEPENDENT VARIABLE

Policy of language education in Chinese transnational adolescents

The policy of language education for Chinese transnational adolescents is an ensemble of governmental and informal rules, processes, and strategies that enable Chinese teens who journey to other countries and across China learn greater

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than a single language. These laws try to find the right balance among protecting the national language (Mandarin or regional dialects) and picking up new ones. This is to make absolutely that people in host countries are competent in academics, society, and culture (Jee, 2022). This includes creating norms for lessons, teaching methods, tests, and extra resources that may be used while in school and in free time. Language adoption, ancestral languages extinction, and intercultural interactions are challenges encountered in international contexts, which are also considered in policy formulation (Li & Zou, 2022). Chinese transnational adolescents can effectively navigate multiple languages and cultural institutions while maintaining ties towards their traditional roots by addressing those obstacles by means of language acquisition policies designed to enhance linguistic proficiency, cultural understanding, and critical reasoning.

Relationship between culture and Policy of language education in Chinese transnational adolescents

There is a strong correlation between culture and the policy of language education among Chinese transnational adolescents since cultural identity significantly impacts linguistic learning and usage. Language education practices in transnational contexts often aim to achieve a balance between the preservation of the native Chinese language and the acquisition of globally significant languages, thereby reflecting cultural equilibrium and adaptability. For Chinese adolescents residing abroad, those values have an impact on societal norms, familial and cultural ties, and negotiating bicultural circumstances (Ou & Gu, 2021). The preparation of lessons, educator methodology, and assessment standards are shaped by the cultural ideals of authenticity, unity, and heritage, which are ingrained in the language. Language policies, additionally to serving as elected officials, are cultural tools that help people identify with one another, be accepted by others, and be competent in other cultures (Mansilla & Wilson, 2020). It is essential to understand this relationship for the purpose to help transnational adolescents become multilingual while also staying connected to their cultural roots.

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

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

Table 2: H₁ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	98,700.000	292	7150.569	963.818	.000
Within Groups	354.500	465	7.419		
Total	99,054.500	757			

This investigation yielded substantial results. When the p-value is below .000 and the F-value is 963.818, the researchers have achieved the criterion for statistical significance. Scientists reject the null hypothesis and accept "H1: There is a significant relationship between culture and policy of language education in Chinese transnational adolescents " considering these findings.

Relationship between language and Policy of language education in Chinese transnational adolescents

There are several reasons why the relationship between language and language education policy among transnational adolescents from China is so complicated and often shifting. In addition to its apparent function as a tool for communication, language is crucial for defining an individual's cultural identity, promoting social acceptability, and fostering cognitive flexibility (Ganassin, 2020). Language education regulations have an impact on how young people maintain their native tongues while developing a new language in transnational contexts. Bilingual or international education helps people negotiate their identities in distinct cultural settings, makes them more adaptable, and helps cultures continue. Policies that favour foreign languages over native ones, on the opposite hand, might cause problems

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with cultural identity and belonging. Adolescents struggle to grow socially, academically, and mentally because of the interaction between language and policy while trying to balance familial obligations, regional educational demands, and global linguistic issues (King, 2023). Acknowledgement of the adaptability of transnational identity is essential for effective language education programs that seek to promote cultural assimilation with linguistic ability.

Researchers have developed a comprehensive grasp of the link between language and language education policy among Chinese transnational adolescents:

- “H02: There is no significant relationship between language and policy of language education in Chinese transnational adolescents.”
- “H2: There is a significant relationship between language and policy of language education in Chinese transnational adolescents.”

Table 3: H₂ ANOVA Test

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	120,700.000	203	7150.989	1064.293	.000
Within Groups	554.500	554	6.719		
Total	1,21,254.500	757			

This inquiry had significant outcomes. When the p-value is below .000 and the F-value is 1064.293, the researchers have met the threshold for statistical significance. Scientists reject the null hypothesis and accept "H1: There is a significant relationship between language and policy of language education in Chinese transnational adolescents " considering these findings.

DISCUSSION

This study examined the intricate interrelations between transnational adolescents, Chinese traditions, and language education policy. The results demonstrated that cultural factors significantly influenced language acquisition methodologies and policy development, underscoring the importance of cultural distinctiveness in multilingual contexts. Language was a major factor in how teens formed their own identities and how they interacted with others. It affected how well they made close companions and how well they adapted to existence in a new country. The findings indicate that Chinese language educational institutions aimed to achieve an equilibrium between instructing native Chinese along additional foreign languages, enabling learners to get insights into their respective positions own culture and learn the way to interact with others from many cultural backgrounds. Cultural procedures significantly influenced language instruction due to the robust connection within cultural norms and policy. The study's results supported earlier research that demonstrated how culturally suitable behaviours and multilingual classrooms facilitated teens' adaptation to new environments while preserving their unique identity. The research's results underscored the need of

culturally responsive language policy in addressing the diverse needs of transnational Chinese adolescents.

CONCLUSION

This study discovered a significant correlation regarding social characteristics, language, and policies related to language education between Chinese adolescents residing overseas. Cultural perspectives in multinational contexts influenced language learning and use, therefore affecting classroom methods and norms. People have continually used language for much more than simply talking; it has also helped them keep their concepts vibrant and became further flexible. The findings indicated that cultural norms must be integral to any effective language approach to enhance multilingual comprehension and interaction. The research indicated that cultural, linguistic, and educational standards have a considerable influence on the existences and identities of transnational Chinese teenagers.

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