

## *Original Paper*

# A Study on the Relationship between Chinese and Western Cultural Identity and English Learning Motivation of Senior High School Students

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### ***Abstract***

*This study was conducted in a high school in Mangshi City, Dehong Prefecture, to explore the relationship between Chinese and Western cultural identity and English learning motivation. Adopting questionnaire and interview methods, the study followed up more than 400 high school students by name within one month. After analyzing 321 valid questionnaires by SPSS 23.0 and interviewing 6 students, the following conclusions were drawn: (1) Senior high school students' cultural identity with traditional Chinese culture was higher than that with Western culture, and most of students had a neutral attitude towards English learning. (2) There was a significantly negative correlation between senior high school students' traditional Chinese cultural identity and English learning motivation, but there was a significantly positive correlation between western cultural identity and English learning motivation. (3) The differences between Chinese and western cultural identity of senior high school students only occurred in gender, but students' English learning motivation differed in gender and major. The results of the study will contribute to understanding the current situation of senior high school students' traditional Chinese and western cultural identity and the relationship between cultural identity and English learning motivation, exerting the educational value of the English subject in the Chinese context, and providing implications for how to cultivate senior high school students' cultural awareness and enhance their cultural confidence in a multicultural context.*

### ***Keywords***

*cultural identity, English learning motivation, multicultural context*

## 1. Introduction

The English subject has a great educational value in developing students' language ability, cultural awareness, thinking quality and learning ability. The cultivation of cultural awareness is helpful to enhance students' national identity and family feeling, strengthen cultural self-confidence, establish a sense of human destiny, and grow into civilized and socially responsible people. Based on Català (2015), cultural identity meets motivational and didactic possibilities when teaching L1 and cultural identity also plays an important role in foreign language learning motivation, which means L1 cultural identity and target language cultural identity have positive or negative effects on language learning motivation.

As the main foreign language learned by Chinese students, high school students are experiencing a sharp collision of different cultures in their English learning. Their cultural identity in cross-cultural communication is influenced by multiculturalism, and their English learning motivation is also affected by the cultural identity of their mother tongue and target language. Exchanges between China and foreign countries help to promote Chinese culture, but at the same time, Chinese culture is also facing dilemmas. For example, learners would face intercultural confrontation and conflict, concern about losing the identity of their native culture, and even suffer from cultural identity anxiety. The cultural identity of English language learners is an important factor affecting their English language learning in the current context of international education.

Moreover, as carriers of culture, in the process of learning English knowledge and skills, English learners will inevitably encounter the problem of how to deal with the problem of learners' identity with two different cultures. This study aims to help students solve it and enhance their cultural awareness and self-confidence in English learning.

## 2. Literature Review

### 2.1 Theoretical Background

#### 2.1.1 Acculturation Model in Language Learning

The Acculturation Model views L2 acquisition as an aspect of acculturation. Various factors contribute to the social and psychological 'distance' of the learner from the target language culture, thereby contributing to the speed and ultimate success of L2 acquisition (Ellis, 2015). Schumann (1978) proposed that social distance explains why some L2 learners are either slow learners or have low proficiency levels. In SLA, various factors play a role in the "distance" between the learner and the target language group.

According to Schumann, there are three situations of acculturation: assimilation, preservation, and adaptation, which are determined by the level of social and psychological distances between their host community and the target language culture. Schumann identified several social factors that influence the degree of social distance, such as social dominance, integration pattern, cohesiveness etc. Thus, the great social distance between the host community and the target language speakers and culture deeply

affects their acculturation and in turn their SLA.

In terms of the psychological distance in Schumann's acculturation model, the "motivation" factor, the degree, and type of desire experienced by the learner to acquire the L2, seemed particularly applicable to the situation involved. High levels of motivation, both integrative and instrumental contribute positively to second language acquisition. Therefore, it will be included in the data collection.

### 2.1.2 Extended Model of Motivation Theory

L2 motivation has gone through different stages over the past 40 years. Based on the Chinese context, Gao (2003) further classifies the motivation model depending on the specific situation of Chinese English learners and proposes seven types of motivation: intrinsic interest motivation, achievement motivation, overseas motivation, learning situation motivation, social responsibility motivation, personal development motivation, and information media motivation. Drawing on the theoretical framework of the classical and extended models, the seven types of motivation can be further conceptualized and divided into three main types. The "instrumental motivation" involves using the target language only as a tool to achieve a specific goal, and achievement, information media, together with personal development all fall into this category, with the difference being the goal served by the tool. The "cultural motivation" involves an interest in and concern for culture, where the intrinsic interest is in the target language culture and the social responsibility is in the native language culture. "Situational motivation" is independent of the two types and reflects the influence of microlearning situations on the learner.

## 2.2 Empirical Studies

At present, studies related to cultural identity and English learning motivation are not abundant. Studies on the relationship between cultural identity and language learning motivation mainly consist of two categories: 1) the relationship between western cultural identity and English learning motivation of EFL/ESL learners; and 2) the relationship between EFL learners' L1 cultural identity and English learning motivation.

For English learners, most of the studies have confirmed the existence of a correlation and positive relationship between Western cultural identity and English learning motivation (Goharimehr, 2017; Iris, 2018; Meca et al., 2021; Shabani, 2017). However, some studies have shown that there is no significant correlation or a negative relationship between cultural identity and learning motivation. The more a learner invests in a foreign language, the more opportunities he or she will have to acquire the targeted language and be involved with the targeted culture (Tarhan & Balban, 2014). Meanwhile, Ceuleers' study (2008) suggests that adolescents in Dutch-speaking schools in Brussels have variable identity profiles and specific L2 learning motivations, depending on their language use in different contexts. Also, Amiot et al. (2018) refer to the fact that when an international Russian student speaks English with a Canadian college student, he may identify himself as a Canadian, but in other contexts, he is significantly more likely to identify himself as a Russian.

These studies only focus on the influence of Western culture on English learning motivation but fail to

account for the influence of learners' native culture on their English learning motivation. The process of language acquisition is a process of cultural learning, and learners inevitably receive the influence of the target language's culture in learning, yet at the same time their native language culture also subconsciously influences the learners' cultural identity and acceptance of the target language.

On the other hand, Chen (2008) studied the relationship between national identity and foreign language education and investigated the identity of Chinese university students of different languages with their mother tongue culture and foreign language culture. He stated that Chinese college students' cultural identity in their native language exceeds that of the foreign language in general, but the overall mean score is not as high, which indicates that foreign language education does have a great impact on cultural identity in the mother tongue. In addition, Block (2007) investigates the L2 learners and expresses deep doubt about the extent to which these learners can develop L2 identities: "there is usually far too much first language-mediated baggage and interference for profound changes to occur in the individual's conceptual system and his/her sense of self". The study also found that there was a negative relationship between ethnic identity and second language proficiency (Trofimovich et al., 2015).

Although studies have been conducted to analyze the current situation of English learners' Chinese cultural identity, no researcher has explored in great depth the relationship between Chinese or L1 cultural identity and English learning motivation, whereas Chinese or L1 cultural identity does have a great influential effect on English learners. Also, no research has been conducted on the differences in specific dimensions of Chinese cultural identity and learner factors affecting Chinese cultural identity. The results of the SLA study had confirmed that language learning motivation is closely related to cultural identity, however, the existing studies on Chinese learners also had some limitations. Firstly, they mainly focused on the relationship between English cultural identity and English learning, but the other key element, Chinese cultural identity, also played a great important role in English learning in the Chinese context. Secondly, the research subjects are mainly college students, and there are fewer studies on senior high school students. However, the current situation of Chinese and Western cultural identity and learning motivation, and the relationship between the two in English learning among senior high school students are also worth exploring.

### **3. Data and Method**

This study adapts convenience sampling to collect data based on the demographic variables regarding ethnicity, gender, grade, birthplace, learning subject, and the latest English exam score.

#### *3.1 Sampling and Samples*

A convenience sampling was used in senior high schools for both ethnic minorities and Han minority students in Yunnan Province to select 321 students from 9 classes in one senior high school in Mangshi, Dehong Autonomous Prefecture, including 157 boys, 164 girls, 164 Han nationality, and 157 ethnic minorities. Among these students, the Senior One students are 160, the Senior Two students are 161,

and 174 students are studying liberal art, 174 students studying science.

Before the students responded to the questionnaires, they had been told the importance of this study and were required to carefully finish the questionnaire in a limited time. The real-name tracking was used to investigate students twice, and the time between the two surveys was one month. To avoid revealing students' privacy, their student number was used to replace their real name. About 500 questionnaires were returned in July, and more than 420 questionnaires were received in August. Among all the returned questionnaires 321 students' responses in the two surveys were valid, so the 321 questionnaires were adapted to process and analysis.

### 3.2 Instruments

This study employed a mixed method of empirical quantitative questionnaire survey and qualitative interview investigations to examine the relationship between cultural identity and English learning motivation for senior high school students. The questionnaire survey was adopted to collect quantitative data in this study; the English achievement was measured by the score of the latest English examination, and a structured interview was also used to collect some detailed and supplementary information.

#### 3.2.1 Questionnaire

The original questionnaire is an empirical quantitative questionnaire survey (Gao, 2003; Han, 2014), but to fit senior high school students' situation and make the study more accurate, some adjustments of expressions were made and the adjusted questionnaire was completed. Finally, the questionnaire was distributed to one school to collect data in July and August 2020 and about 400 questionnaires were withdrawn (321 valid questionnaires).

The questionnaire consists of four sections. The first section is about subjects' personal information, having ten items, including student number, gender, grade, ethnic groups, birthplace, and scores of the latest English examination. The second section is a five-point Likert scale on students' Western and Chinese cultural identity, including 20 questions (Item a1-a20); another five-point Likert scale is used in the third section, which is about students' English learning motivation, including 30 questions (Item b1-b30). The five-point Likert scales used in the second and third sections range from 1 to 5 (1=totally disagree, 5=totally agree).

The adoptive questionnaire included 50 items and nine factors representing two categories: cultural identity and English learning motivation. The questionnaire was compounded by two sources.

Firstly, cultural identity adopted the cultural identity questionnaire to EFL learners' cultural identity in the Chinese context with sufficient validity and reliability coefficients designed by Han (2014), whose statistical equipment was SPSS 19.0 and Cronbach's alpha of two elements of cultural identity was above 0.5: Chinese cultural identity was 0.836 (n=12) and the western cultural identity was 0.694 (n=16). The questionnaire was composed of two factors, namely Chinese cultural identity, and Western cultural identity. The 20 items were divided into four factors: social regulation, cultural behavior, language, and values.

The English learning motivation questionnaire was derived from Professor Gao's program results: *Chinese college students English learning social psychology—learning motivation and self-identity research*. The questionnaire draws on the theoretical framework of classical and extended models to further summarize the seven motivation types, and it is divided into three motivation types: instrumental motivation, cultural motivation, and situational motivation (Gao et al., 2003). Instrumental motivation includes achievement, information media, personal development, and going abroad, totally 4 factors; cultural motivation includes internal interest and social responsibility 2 factors; situational motivation includes learning situation. The reliability of the whole questionnaire was extremely high, which reached 0.77. In the final questionnaire consisting of cultural identity and English learning motivation, each item is with a five-point Likert scale, ranging from 1 to 5 (1=totally disagree, 5=totally agree).

The dependent variable namely students' cultural identity includes two aspects, one is Chinese cultural identity and the other is Western cultural identity. The four factors were divided based on the above two kinds of cultural identity, namely social norms, cultural behaviors, language, and values. Based on the previous scholars' (Bhugra et al., 1999; Chen, 2008) dimensional division of the cultural identity, Han (2014) divided the cultural identity of Chinese EFL learners into four dimensions: social norms, cultural behavior, language, and values. Social norms are one of the variables that affect the effectiveness of intercultural communication, and social norms include customs, rituals, religion, and institutions. Cultural behaviors include traditional Chinese culture, movies, and food.

The independent variable namely English learning motivation was concerned with seven factors: intrinsic interest, English achievement, learning situation, going abroad, social responsibility, personal development, and information media. The seven types of motivation can be further conceptualized.

### 3.2.2 Reliability and Validity Analysis of Questionnaire

Factor Analysis was used to refine the classification of factors of cultural identity and English learning motivation in this part.

The analysis of the 20 items concerning cultural identity in the questionnaire showed that the data was suitable for factor analysis. The coefficient KMO reached 0.743 and Bartlett's ball test result was significant ( $df=190$ ;  $p=.000$ ). However, five factors were naturally classified by Direct Oblimin, with 28.76% of the total variation of cumulative explained, which lost too much information compared with the initial classification of four factors. Thus, the cultural identity part of this questionnaire did not apply to factor analysis.

The analysis of 30 items about English learning motivation in the questionnaire indicated that data were suitable for factor analysis. The coefficient KMO was 0.866, and Bartlett's ball test result was significant ( $df=435$ ;  $p=.000$ ). Eight factors were naturally classified by Direct Oblimin, with 51.95% of the total variation of cumulative explained. Varimax has the same cumulative interpretation percentage. Especially, 1 item was deleted to increase the validity of the questionnaire. The seven factors were discussed one by one. Factor One (intrinsic interest) includes 7 items and it means the likeness of the

target language and the interest of the target language and culture. Factor Two (learning situation) consists of 5 items and all items include the programs related to subject, teachers, class, and textbook, which are influenced by the learning situation. Factor Three (English achievement) consists of 5 items and they are directly or indirectly related to academic performance, and this factor is combined with the items of the initial factor 4. Factor Four (information media) includes 3 items and they mean that English learners acquire information in English. Factor Five (social responsibility) comprises 3 items and they are related to the responsibility of native language culture. Factor Six (personal development) contains 3 items and all of them relate to enhancing personal competitiveness, social status, and future development. Factor Seven (going abroad) contains 3 items and all of them are related to the same purpose—go abroad. Besides, Item 12 has too many purposes and correlations with other factors, so this item is deleted finally.

Reliability in statistics and psychometric is the overall consistency and stability of a measure. Errors are inevitable in quantitative research, which means reliability is a conception of degree and higher reliability represents fewer errors. The reliability is high when Cronbach's Alpha is tested equal to or above 0.70, acceptable when within 0.35-0.70, and low when under 0.35.

The reliability of the two questionnaires is above 0.5. From Table 1, the Cronbach's alpha index of the whole cultural identity scale is 0.612 (July), 0.627(August) respectively. Besides, Cronbach's alpha index of Chinese cultural identity is 0.625 (July) and 0.625 (August), and the Western cultural identity is 0.672 (July) and 0.642 (August). They all reached above 0.5, which means that the reliability of this questionnaire is acceptable.

**Table 1. Reliability Statistics of CI Scale**

		Cronbach's Alpha	N of Items
<b>(Jul.)</b>	Cultural Identity Scale	.612	20
	Chinese cultural identity part	.625	15
	Western cultural identity part	.672	15
<b>(Aug.)</b>	Cultural Identity Scale	.627	20
	Chinese cultural identity part	.625	15
	Western cultural identity part	.642	15

### 3.3 Interview

In this study, qualitative statistics play a complementary role and provide a shred of solid evidence for the results. The interviews in this study were adapted from the interview outline of Wu Lan's (2018) study on the correlation between British-American cultural identity and English learning motivation among adult students, and adjusted accordingly to the actual situation of the participants in this study together with the questionnaire result.

After analyzing the data of the questionnaire, the outline of the interview was compiled and the interviewees were selected purposefully. Interviews were conducted among 6 students of different genders, English proficiency, years of English learning, and majors. All results of the interview were recorded and transcribed in Chinese version and English versions.

The interview guide includes the following questions:

The current situation of Chinese and western cultural identity: Q2. Do you think British and American films are more attractive than Chinese ones? What kind of film and TV works do you prefer to watch? Why? Q3. In your opinion, does the culture and values advocated by western countries more advanced than the traditional Chinese culture and values? Q4. What is the influence of British and American culture on your way of thinking and lifestyle? (It can be started from English and Chinese movies, food, literature, etc.)

The current situation of English learning motivation: Q1. How old did you start to learn English? How many years have you studied English? What's your English score? Q5. What is your motivation to learn English? Is it for the English examination or interest in the English language and culture or it depends on your English teachers, textbooks, etc.? Q9. In addition to the usual classroom English learning, will you take the initiative to learn English or understand English culture after class?

The correlation between cultural identity and English learning motivation: Q6. What's your attitude towards Chinese traditional culture? Is it approval, disapproval, or neutrality? With the increase of English learning time, has your attitude changed? What is the impact of this attitude on your English learning? Q7. With the increase of English learning years, do you know more about British and American culture? Do you have a positive or negative attitude towards British and American culture? How does this attitude affect your English learning? Q8. With the increase of English learning years, has your English learning motivation changed? How do these changes affect your English learning?

The personal information of the 6 interviewees is shown in Table 2. All the six interviewees are from Senior Two, half male, half Han people, and half under 70 scores in English achievement. M3's English learning year is less than six years, and the others are greater than or equal to six years. Two of them major in Science, and the rest major in literal art.

**Table 2. Personal Information of Interviewees**

	Gender	English learning year	English achievement	Nationality	Major
M1	Male	8	<70	Han	Literal art
M2	Male	6	100-120	Dai	Science
M3	Male	4	90-100	Han	Science
F1	Female	10	<70	Dai	Literal art
F2	Female	12	<70	Han	Literal art
F3	Female	6	100-120	Jingpo	Literal art



### 3.4 The Latest English Test Score

The English achievement was collected to explore whether there were differences in cultural identity and English learning motivation among students of different English performances. The subjects contain Senior One and Two students who cannot be tested by only one exam paper. Therefore, their final exams were as the test paper to represent the latest exam results.

From the result provided in Table 3, one could see that in July 261(81.3%) participants' latest exam results were under 90, 32(10.0%) were 90-100, 16(5.0%) were 101-110 and 12(3.7%) were above 111. In August, the majority of students' latest exam result was under 90, a total of 262 students occupying 81.6%, 30(9.3%) were 90-100, 16(5.0%) were 101-110 and 13(4.0%) were above 111. The participants' English achievements were not so good, more than 80% were at the level of failing, and only less than 20% of them were above the passing score, so it was meaningless to discuss the differences in cultural identity and English learning motivation among students of different English performance.

**Table 3. Participants' English Achievement**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>(Jul.)</b>	Valid	<90	261	81.3	81.3
		90-100	32	10.0	91.3
		101-110	16	5.0	96.3
		111-120	8	2.5	98.8
		>120	4	1.2	100.0
		Total	321	100.0	100.0
<b>(Aug.)</b>	Valid	<90	262	81.6	81.6
		90-100	30	9.3	91.0
		101-110	16	5.0	96.0
		111-120	9	2.8	98.8
		>120	4	1.2	100.0
		Total	321	100.0	100.0

### 3.5 Data Collection

To make sure that every participant can finish the questionnaires carefully, all students were asked to finish the paper questionnaire in a continuous and limited time. The questionnaire was distributed twice to the school in Mangshi. The questionnaires adopted the real-name tracking method to match students' information. More than 400 students took part in this study and 321 of them were valid and consistent, so a total of 641 questionnaires were received finally.

The interview part spent a longer time than the questionnaire part, and six interviewees were responsible for the qualitative data collection. The process of interviewing was recorded by the

teacher's phone and the results were transcribed by the author later. After transcribing the recorded interviews, translating them into English was necessary, and then six transcribed interviews were integrated.

### 3.6 Data Analysis

The SPSS 23.0 was applied to analyze the quantitative data withdrew. To answer the questions proposed in this paper, three statistical procedures are taken. First, descriptive was used to reveal students' current situation of Chinese cultural identity and British-American cultural identity. Then, correlation and regression analysis were used to reveal the relationship between two kinds of cultural identity and English learning motivation. At last, the independent sample T-test was used to analyze the differences in the factors of English learning attitude in terms of demographic variables.

## 4. Results and Discussion

### 4.1 Current situation of Chinese Cultural Identity, Western Cultural Identity, and English Learning Motivation

#### 4.1.1 Current Situation of CCI

The current situation of participants' Chinese cultural identity is shown in Table 4. Many senior high school students held a positive attitude towards Chinese cultural identity (M=3.4828, July; M=3.5694, August). To be more specific, students' identity of the Chinese language (M=4.0156, July; M=4.0218, August) is at the highest position, which means senior high school students had an extremely positive attitude to Chinese language and Chinese language learning. Then their identity of Chinese cultural behavior ranked second (M=3.4668, July; M=3.4652, August), followed by Chinese social norm (M=3.2517, July; M=3.5724, August), and the last was Chinese values (M=3.1973, July; M=3.2181, August), indicating students had a moderate identity of Chinese cultural behavior, Chinese social norm, and Chinese values.

**Table 4. Descriptive Statistics of CCI**

	Factors	N	Mean	Std. Deviation
<b>(Jul.)</b>	CSN	321	3.2517	0.36666
	CCB	321	3.4668	0.33917
	CL	321	4.0156	0.66596
	CV	321	3.1973	0.58320
	CCI	321	3.4828	0.34110
<b>(Aug.)</b>	CSN	321	3.5724	0.43974
	CCB	321	3.4652	0.35588
	CL	321	4.0218	0.67627
	CV	321	3.2181	0.57994
	CCI	321	3.5694	0.36157

By comparing the result of the two surveys, it can be concluded that the students' identity with Chinese traditional culture was very high. The reasons for this result are various: 1) In the Chinese context, the Chinese language is the most widely used and serves as a necessary tool in our communication. Students have realized its importance in daily communication and learning, so they keep the highest identification of Chinese language learning and Chinese culture; 2) students have realized the power and charm of Chinese traditional culture, and they can absorb beneficial values and guidance from it; finally, 3) Chinese also will become an important international language, and students feel confident of Chinese.

When it comes to the opinions on the Chinese cultural identity, the interviewees held the same opinion on the language as the quantitative data: there is no judgment of good or bad between Chinese language and English language. Some of them said English was too difficult to learn:

*F1: "in my opinion, there is no difference between Chinese and English, both languages are very important for our life and study, but I think English is more difficult to learn, and learning English well is more difficult than learning Chinese well".*

The reason why F1 thought English is more difficult to learn than Chinese may be that in the Chinese context, senior high school students lacked real situations to use English to communicate, and they used Chinese more often to acquire knowledge and interact with others. This result was consistent with the previous study result: American identification of the international students in the United States was also positively associated with using English in daily life (Peng, 2017).

And for the culture and values, four of the interviewees didn't think that the culture and values advocated by Western countries were more advanced than those of China and they held the neutral view on the overall Chinese and Western cultures, which means they didn't blindly follow a certain culture, but rational choice, take its essence to its dross. However, F1 and F2 thought the culture and values advocated by Western countries were more advanced than those of China. But they just considered part of the Chinese values, and such opinion was closely related to their family background, so it was an incomplete and subjective view. Their opinions were below:

*F1: "the Western countries advocate a more open and freer environment for children to grow up and encourage them to form an individual, but Chinese ask children to obey the rules and follow the parents' requirements".*

*F2: "Western countries provide a more free and acceptable living condition for females than Chinese. Females of foreign countries have more chances to choose their learning, their friends and their lifestyle, but in China, we usually follow the opinions on our life of our parents and our parents feel like arranging our learning and life according to their likeness and unlikeness."*

The finding was much the same as the conclusion that Chinese foreign language learners have dual cultural identities, that is, the mother tongue cultural identity is higher than the English cultural identity, but the influence of British-American culture on Chinese learners still needs attention. Lian (2019) also claims that the common feature of college students is the coexistence of multiple cultural identities, but

the strongest identification with Chinese culture.

#### 4.1.2 Current Situation of WCI

From the Table 5, it can be concluded that many students kept negative attitudes towards Western cultural identity (M=2.8241, July; M=2.9491, August). Specifically, they had positive attitudes toward Western social norms (M=3.1163, July; M=3.6371, August), but they kept negative attitudes toward Western cultural behavior (M=2.9819, July; M=2.9832, August), Western values (M=2.8027, July; M=2.7819, August), and Western language (M=2.3956, July; M=2.3941, August).

**Table 5. Descriptive Statistics of WCI**

	Factors	N	Mean	Std. Deviation
<b>(Jul.)</b>	WSN	321	3.1163	0.41392
	WCB	321	2.9819	0.37722
	WL	321	2.3956	0.79304
	WV	321	2.8027	0.5832
	WCI	321	2.8241	0.41604
<b>(Aug.)</b>	WSN	321	3.6371	0.47988
	WCB	321	2.9832	0.39729
	WL	321	2.3941	0.77842
	WV	321	2.7819	0.57994
	WCI	321	2.9491	0.4345

Comparing with the two surveys, the result could be got: the students' identity of Western culture was very low. Among the four factors, students held a positive identity of Western social regulation, but their identification of the other three factors was negative.

For the Western cultural behavior, students kept two different views: one is that they thought western movies were better than Chinese and they usually chose to watch western movies or TV programs in daily life; the other thought Chinese and foreign movies or TV shows did not have the advantages and disadvantages, they didn't prefer one of them. Their views were as follows:

*"I think foreign movies or TV programs are more attractive and better than Chinese, and foreign films usually have eye-catching themes and superb special effects. Therefore, I prefer to watch foreign movies than Chinese movies". (M2, F1, F2)*

*"I don't think foreign films are better than Chinese. I judge a film by its theme and the values it conveys, and I usually choose a film based on this criterion. Besides, I always choose one film based on its theme and the values". (M1, M3, F3)*

When it comes to the identity of values, the interview result was in line with the questionnaire showed. They didn't think the Western values were reasonable and acceptable, and they just chose foreign food

and films based on the taste and themes, but they didn't agree with the values.

*M1: "I preferred Western food and Western movies, but I didn't totally agree with British and American values".*

*F3 also said, "I liked to watch the western movies, but I didn't think the personal heroism was right and more in favor of Chinese sense of collectivism and order rules". I also kept a neutral attitude to the British and American culture and just accepted the essence of it.*

The reasons for this result are various: 1) the participants' English achievement is very poor, and among 321 students over 80% get the score under 90, which represents the level of failure in senior high school's examination evaluation; 2) English is the language most widely used all over the world and it serves as a necessary tool in our communication, so students gradually get used to Western social regulations; however, 3) in the Chinese context, English learning just happens in class and few students take the initiative to learn and use English after class.

The finding is inconsistent with the previous studies, as the conclusion that Chinese foreign language learners have dual cultural identities, and the mother tongue cultural identity is higher than the English cultural identity, but the influence of British and American culture on Chinese learners still needs attention.

#### 4.1.3 Current Situation of ELM

From the Table 6, the result can be concluded that most of the participants had moderate attitudes towards English learning, and they neither blindly accepted English learning nor rejected English learning ( $M=3.0915$ , July;  $M=3.1099$ , August). Specifically speaking, students' English learning motivation didn't depend on their learning situation ( $M=2.7682$ , July;  $M=2.8012$ , August), but their English learning motivation was influenced by their instrumental orientation and their cultural orientation. Besides, their instrumental motivation ( $M=3.1998$ , July;  $M=3.2161$ , August)) was lower than cultural motivation ( $M=3.3065$ , July;  $M=3.3122$ , August), but their differences were very slight.

**Table 6. Descriptive Statistics of ELM**

	Factors	N	Mean	Std. Deviation
<b>(Jul.)</b>	Overall ELM	321	3.0915	.50133
	situational motivation	321	2.7682	.77418
	instrumental motivation	321	3.1998	.50581
	cultural motivation	321	3.3065	.67375
<b>(Aug.)</b>	Overall ELM	321	3.1099	.50280
	situational motivation	321	2.8012	.75299
	instrumental motivation	321	3.2161	.51006
	cultural motivation	321	3.3122	.68875

In a word, the students' learning motivation was changing from the classical model to the extended model of learning motivation. That is, students' learning motivation is various and changing during their English learning and their motivation is no longer simply the instrumental motivation and integrative motivation.

As far as the learning motivation, the interview result was the same as the questionnaire result: students had moderate attitudes towards English learning, and their English learning motivation didn't depend on their learning situation but changed with their instrumental and cultural orientation. 4 of the interviewees said:

*"I learned English for examination and the exam score had a great influence on my attitude to English learning; usually my learning motivation on English depended on the needs of examination and the requirements of my parents and school".*

*But F2 and F3 said: "I learned English because of my interest in British-American culture, and I liked to read English books, especially some famous books. Learning English provided a new way to enjoy and appreciate foreign culture. But sometimes my teacher and class environment also had an impact on my motivation to English learning".*

Based on their response, the result could be obtained: students' English learning motivation mainly included instrumental motivation and cultural motivation, but the situational motivation also affected their motivation in some aspects. The following reasons may explain the result: 1) Chinese senior high school students usually use English to communicate in the classroom and are rarely exposed to English after class. Therefore, the teacher's teaching style and the learning atmosphere of the class can have an impact on their motivation to learn the language. 2) in the Chinese context, the main purpose of English learning is to take exams and most students learn English with the guidance of instrumental motivation, but some of them feel like learning English owing to the likeness of English culture.

The result was in accord with the previous studies. Many scholars had claimed that Chinese students' motivation for learning English is low and declining, and their motivation is mainly instrumental motivation or external motivation. Therefore, it is extremely important to study the decline of motivation, the factors that lead to the decline, and the ways to motivate other types of motivation.

#### *4.2 The Correlation between Cultural Identity and English Learning Motivation*

The second research question presented in the previous section will be answered here: "What is the relationship between senior high school students' cultural identity and English learning motivation?" Particularly, the issue will be addressed: the correlations between two kinds of cultural identity and students' English learning motivation.

##### *4.2.1 The Correlation between CCI and ELM*

The degree of correlation can be measured by the  $p$  value, short for Sig. (2-tailed) value. In general, when the  $p$  value is lower than 0.05, it indicates that there is a correlation between the subjects, and according to the Rule of Stars, there are other criteria 0.01 and 0.001, which indicate a more significant correlation.

The Table 7 shows that the Pearson Correlation of overall English learning motivation is -0.169, ( $p=0.002$ ), which means students' English learning motivation had significant negative correlations with Chinese cultural identity. And the Pearson Correlation of overall English learning motivation is -0.110, ( $p=0.049<0.05$ ), indicating Chinese cultural identity and English learning motivation existed in negative correlations. All in all, the result can be got: the more the senior high school students' identity with Chinese traditional culture, the lower their motivation to learn English.

**Table 7. Correlations between CCI and ELM**

			Overall ELM	CCI
<b>(Jul.)</b>	Overall ELM	Pearson Correlation	1	-.169**
		Sig. (2-tailed)		.002
		N	321	321
<b>(Aug.)</b>	Overall ELM	Pearson Correlation	1	-.110*
		Sig. (2-tailed)		.049
		N	321	321

\*\* Correlation is significant at the 0.01 level (2-tailed).

The correlations between the four factors of Chinese cultural identity and English learning motivation. Among the four factors, only two factors are significantly but weakly related to English learning motivation. The value of Pearson Correlation of cultural behavior was -0.112, ( $p=0.045<0.05$ , July) and -0.115, ( $p=0.039<0.05$ , August), which indicates the Chinese cultural behavior had significant but weak negative correlations with English learning motivation. While the value of Pearson Correlation of Chinese values is -0.197, ( $p=0.000$ , July) and -0.166, ( $p=0.003<0.05$ , August), indicating it was significantly and negatively correlated with English learning motivation.

The result of the interview also showed the same conclusion: students' motivation for English learning was influenced by their Chinese cultural identity and their identity of Chinese culture became more and more positive. Their opinions as follows:

*M1 and M3 said: "Along with my English studies, my identification with traditional Chinese culture has changed. Previously I had a neutral view of Chinese culture, but now I agree more with the excellent Chinese traditional culture and more accepting of some of the concepts it advocates".*

*M2 and F1 also said: "With the deepening of my English study, I identify more with Chinese traditional culture, which I believe that the concepts of order, collectivity, family, and morality advocated by Chinese traditional culture are in line with the requirements of the times and worth preserving and developing".*

The result suggests that a more positive attitude to Chinese traditional cultural behavior and values would decrease senior high school students' English learning motivation. This result confirmed the

previous studies, for example, Ren (2008) found Chinese university English learners' changes in these identities are related to the development of foreign language proficiency, and the higher the learners' foreign language proficiency, the easier they identify with the culture of the target language and the more prominent their cultural identity in the target language. Additionally, the result estimated EFL learners have been influenced by Chinese culture since childhood, and the inherent Chinese cultural identity is difficult to change.

#### 4.2.2 The Correlation between WCI and ELM

The Table 8 shows the Pearson value of overall English learning motivation is 0.273, ( $p=0.000$ , July), and 0.252 ( $p=0.000$ , August), which indicates that students' Western cultural identity was significantly and positively correlated with their English learning motivation. In a word, the more senior high school students' identity with western culture, the higher their motivation to learn English. This result had similarity with the previous studies, most of the studies had confirmed the existence of a correlation and positive relationship between Western cultural identity and motivation to learn English.

**Table 8. Correlations between WCI and ELM**

			Overall ELM	WCI
<b>(Jul.)</b>	Overall ELM	Pearson Correlation	1	.273**
		Sig. (2-tailed)		.000
		N	321	321
<b>(Aug.)</b>	Overall ELM	Pearson Correlation	1	.252**
		Sig. (2-tailed)		.000
		N	321	321

All four factors are significantly related to English learning motivation. The value of Pearson Correlation of Western social regulation is respectively 0.245 ( $p=0.000$ , July) and 0.240 ( $p=0.000$ , August), and the value of Pearson Correlation of Western cultural behavior is 0.262 ( $p=0.000$ , July) and 0.258 ( $p=0.000$ , August), which indicate that Western social regulation and Western cultural behavior had significant and positive correlations with English learning motivation. Meanwhile, the value of Pearson Correlation of the other two factors is respectively 0.176 ( $p=0.002<0.05$ , July) and 0.159 ( $p=0.004<0.05$ , August), 0.197 ( $p=0.000$ , July) and 0.166 ( $p=0.003<0.05$ , August), indicating they are significantly, positively correlated with English learning motivation. It suggests that a more positive attitude toward Western cultural identity would help improve senior high school students' learning motivation of English.

The interview result also showed students' identity in Western culture changed with their motivation. Five of the interviewees said:

*"Throughout my English studies, my identification with Western culture has changed positively. Before,*



*I was neutral towards Western culture, but now I think the social norms it advocates such as legal justice, equality, and rules are correct, and I am more supportive of Western countries' movies and TV shows, lifestyles, etc. However, I still cannot agree with certain values, and I do not actively use English to get information or interact with others in my daily life”.*

This result was in line with previous studies that there is a positive relationship between British-American cultural identity and English learning motivation (Goharimehr, 2017; Iris, 2018). Additionally, among the four factors of measuring cultural identity, Western culture has a high degree of identity in cultural behavior and social norms. This shows that EFL learners are more vulnerable to Western culture in surface culture and middle culture. In terms of “language”, most people do not think that English is more superior to Chinese, but that each has its advantages. They believe that Chinese is a symbol of Chinese cultural identity and will not change easily, indicating their rational attitude towards both languages. But it is generally believed that English learning largely promotes the recognition of Western culture, and English learning will make them unconsciously in the process of learning to acquire a new cultural identity.

#### *4.3 The Differences in Cultural Identity and English Learning Motivation in Terms of Demographic Variables*

In this part the detailed analysis and discussion of the differences between the specific variables of cultural identity and learning motivation in terms of different grades, genders, nationalities, and majors. The other demographic variables mentioned in the questionnaire (English language achievement and overseas experience) did not appropriate for a differences analysis due to the sample size. The data is mainly measured with Independent-Samples T-Test.

##### *4.3.1 The Differences in Terms of Gender*

To understand the relation among Chinese cultural identity, Western cultural identity, and English learning motivation in terms of gender, the Independent Samples T-Test was adopted in this section.

The data in Table 9 showed that CCI ( $p=0.002$ , July), ( $p=0.007$ , August); WCI ( $p=0.002$ , July), ( $p=0.015$ , August); ELM ( $p=0.000$ , July), ( $p=0.000$ , August), which indicated that both male and female students had a significantly different view on Chinese and Western cultural identity and English learning motivation.

**Table 9. Independent Samples T-Test on 3 Factors in Terms of Gender**

	Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean	F	Sig.	Sig. (2-tailed)
<b>(Jul.)</b>	CCI	Male	157	3.5421	.36213	.02890	6.632	.010	.002
		Female	164	3.4261	.31031	.02423			
	WCI	Male	157	2.7501	.45133	.03602	8.424	.004	.002

(Aug.)	ELM	Female	164	2.8950	.36677	.02864			<b>.002</b>
		Male	157	2.9878	.54885	.04380	5.809	.017	.000
		Female	164	3.1908	.42992	.03357			<b>.000</b>
	CCI	Male	157	3.6253	.39820	.03188	10.274	.001	.007
		Female	164	3.5165	.31536	.02455			<b>.007</b>
	WCI	Male	157	2.8882	.48599	.03891	12.449	.000	.014
		Female	164	3.0066	.37188	.02895			<b>.015</b>
	ELM	Male	157	3.0053	.56146	.04495	12.882	.000	.000
		Female	164	3.2087	.41849	.03258			<b>.000</b>

In terms of CCI, the conclusion could be drawn that students' identification in Chinese social regulation and Chinese language were significantly different regarding gender ( $p=0.002<0.05$ ,  $p=0.018<0.05$ ). However, in terms of gender, the other two factors had not significantly different. In short, there are significant differences in Chinese cultural identity in terms of gender. Male students had higher identification with traditional Chinese culture than females, and in specific factors, males' identification with Chinese social norms and Chinese language was much higher than females.

When it comes to the WCI, the conclusion could be drawn that students' identification in Western social norms, cultural behavior, and language was significantly different in terms of gender ( $p=0.005<0.05$ ,  $p=0.009<0.05$ ,  $p=0.007<0.05$ ). However, only one factor (Western values) had not significantly different. Therefore, both female and male students had the same comprehension about Western values, but they may hold different opinions about Western language, cultural behavior, and social norm, especially about language because of their different personal backgrounds.

All in all, students' identification with Western culture had significant differences. Specifically speaking, female students' Western cultural identity was much higher than males, and especially in language, female students were easy to accept English language learning.

Referring to the differences among the three factors of ELM in senior high school students of different genders, the conclusion can be drawn that students' English learning motivation is significantly different in terms of gender ( $p=0.000<0.05$ , July;  $p=0.000<0.05$ , August). Generally speaking, female students' overall English learning motivation is stronger than male students, and for the specific factors, girls' instrumental motivation and cultural motivation are stronger than boys'. As the  $p$  value of the two factors is 0.001 and 0.000(Jul.), and 0.005 and 0.000(Aug.). However, female and male students' situational motivation had no differences, and their English learning motivation didn't depend on the learning situation. In short, there are significant differences in English learning motivation in terms of gender, and female students have stronger English learning motivation than females, and in specific factors, females' instrumental and cultural motivation is much higher than males.

#### 4.3.2 The Differences in Terms of Grade

The  $p$  value of the three variables was 0.583(July), 0.376(August), and 0.107(July), 0.105(August) and 0.067(July), 0.033(August), indicating that students from different grades had the same view on Chinese and Western cultural identity and English learning motivation.

The previous researches had claimed that there is no significant difference in British-American cultural identity among adult students in different grades. It can be explained that students lived in the ethnic region and their foreign language learning begin later than in other regions, so their attitude to English learning and Chinese cultural keep the same level.

#### 4.3.3 The Differences in Terms of Major

The data showed that CCI ( $p=0.999$ , July), ( $p=0.979$ , August); WCI ( $p=0.634$ , July), ( $p=0.602$ , August); ELM ( $p=0.023<0.05$ , July), ( $p=0.024<0.05$ , August), indicating that students of liberal art and science had the same view on Chinese and Western cultural identity, but their intensity of English learning motivation exists differences. This result accorded with the common situation that students of learning liberal art are usually easy to prefer English learning, but the students of science usually have a lower motivation to learn English.

#### 4.3.4 The Differences in Terms of Nationalities

The data showed that CCI ( $p=0.088$ , July), ( $p=0.084$ , August); WCI ( $p=0.129$ , July), ( $p=0.053$ , August); ELM ( $p=0.313$ , July), ( $p=0.316$ , August). They all were above 0.05 and it meant students of different nationalities had the same opinion on Chinese and Western cultural identity and English learning motivation. Although the participants belong to different nationalities, they all live in Mangshi City, a minority area and they are exposed to multinational cultures. They use multiple languages and they are influenced by them, and their opinions on Chinese and Western cultural identity and English learning motivation keep the same situation.

#### 4.3.5 The Differences in Terms of Years of Learning English

The data showed that CCI ( $p=0.865$ , July), ( $p=0.976$ , August); WCI ( $p=0.764$ , July), ( $p=0.882$ , August); ELM ( $p=0.265$ , July), ( $p=0.100$ , August), which indicated that students of different years of English learning had the same view on Chinese and Western cultural identity and English learning motivation. All in all, senior high school students' identity with Chinese cultural identity was higher than Western cultural identity, and they had a medium level of motivation to learn English.

In this section, the differences in terms of English achievement and overseas experiences were not discussed, because the samples of the three variables were not suitable for making a comparison. Because, usually the sample size of more than 30 people cannot be compared with the sample size of fewer than 30 people. For English achievement, the number of the option "under 90" reaches 262, but the number of other options is too small, and they all less than 30, so the comparison in terms of this variable is unacceptable. The reason for the variable "overseas experiences" is the same.

## 5. Main Findings

### 5.1 Senior High School Students' Current Situation of CI and ELM

Through the analysis of the questionnaire and interview results, it is easy to find that high school students identify more with Chinese traditional culture than with Western culture. In other words, students held a positive identity of traditional Chinese culture ( $M=3.4828$ , July;  $M=3.5694$ , August), while their identity of Western cultural identity was negative ( $M=2.8241$ , July;  $M=2.9491$ , August). To be more specific, they kept high identity with the Chinese language, cultural behavior, and norms, but they didn't totally agree with traditional Chinese values. They didn't identify with the Western language, Western cultural behavior, and Western values, but their identity with Western social norms was positive. This result was a sound explanation of their bad performance in English learning.

Besides, most students kept moderate attitudes towards English learning. Specifically speaking, students' English learning motivation didn't depend on their learning situation, but their motivation was influenced by their instrumental and cultural orientation. Their learning motivation was various and changing during their English learning, too.

### 5.2 The Correlations between CI and ELM

Senior high school students' Chinese cultural identity had significantly negative correlations with English learning motivation, and among the four factors, only two factors (Chinese cultural behavior and Chinese values) were significantly related to English learning motivation. It suggested that the more they identified with Chinese traditional culture, the lower their motivation to learn English. Especially, the more positive attitude to Chinese traditional cultural behavior and values would cause lower English learning motivation.

In addition, students' Western cultural identity was significantly and positively correlated with English learning motivation, and all the four factors were significantly positively related to English learning motivation. In a word, the more senior high school students identified with Western culture, the higher their motivation to learn English. Also, Western cultural behavior and Western social norms were important indicators of their English learning motivation.

### 5.3 The Differences in CI in Terms of Grades, Genders, Nationalities, and Majors

In terms of gender, male and female students had significantly different views on Chinese and Western cultural identity. For Chinese cultural identity, male students had higher identification with traditional Chinese culture than females, and in specific factors, males' identification with Chinese social norms and Chinese language was much higher than females. But, when it comes to the Western cultural identity, students' identification with Western culture had significant differences and specifically female students' Western cultural identity was much higher than males, especially in language, female students were easy to accept English language learning.

In terms of grades, there was no significant difference in Chinese and Western cultural identity among senior high students in different grades. Both Senior One and Senior Two students' identity with traditional Chinese culture was very high, but their identity with Western culture was extremely low.

Specifically, they extremely identified with the Chinese language, cultural behavior, and social norms, but they didn't totally agree with traditional Chinese values. Besides, students had a negative attitude to Western culture and they didn't identify with the Western language, cultural behavior, and values.

In terms of majors, students major in liberal art and science had the same view on Chinese and Western cultural identity. In a word, students from different majors identified highly with traditional Chinese culture, but less with Western culture. For the specific factors of cultural identity, they extremely agreed with the Chinese language, Chinese cultural behavior, and Chinese social norms, but less with some traditional Chinese values and they didn't agree with the Western language, cultural behavior, and values.

In terms of nationalities, students of different nationalities kept the same opinion on Chinese and Western cultural identity. They used multiple languages and were influenced simultaneously by personal background, so their opinions on Chinese and Western cultural identity had no differences.

#### *5.4 The Differences in ELM in Terms of Grades, Genders, Nationalities, and Majors*

In terms of gender, students' English learning motivation was significantly different. In general, female students had stronger English learning motivation than females, and for specific factors, females' instrumental and cultural motivation was much higher than males.

In terms of grades, students' English learning motivation had no differences. Both Senior One and Senior Two students held moderate attitudes towards English learning. Specifically, students' English learning motivation didn't depend on their learning situation but varied with their instrumental and cultural orientation.

In terms of majors, students major in liberal art and science had different views on English learning motivation. Students who study liberal arts usually tended to enjoy learning English, but science majors were usually less motivated to learn English.

In terms of nationalities, students of different nationalities kept the same opinion on English learning motivation. They all had moderate attitudes towards English learning. Because they lived in a multinational cultural context, and their environment of language learning was open and various.

#### *5.5 Implications of the Study*

Based on the previous discussion, the result could be concluded that the majority of senior high school students held a positive attitude towards Chinese cultural identity, but a negative attitude towards Western cultural identity, and they also kept moderate attitudes towards English learning.

Additionally, Western cultural identity correlated with English learning positively, the following pedagogical implications could be concluded.

First of all, enhance students' Western cultural identity and respect their native cultural identity. In this study, students' Western cultural identity was low and most students didn't agree with the Western culture, which was bad for their English learning. But their Western Cultural identity correlated with English learning motivation significantly and positively. So, their Western cultural identity should be improved as well as their Chinese cultural identity. Ortega also (2019) claims that although learners

want to integrate into local linguistic and cultural norms, it is also important that teachers appropriately recognize and respect learners' linguistic/cultural heritage to promote equitable multilingualism. Then, create authentic communication situations to practice students' intercultural communicative skills. In foreign language teaching, stimulating students' positive attitudes towards Western cultural behavior and social norms is vital to promote their overall English learning motivation and English achievement. Besides, concerning teachers' daily teaching practices. They need to improve, modify and adapt their classroom instruction as well as course materials, for example, by displaying authentic cases and examples that allow learners to experience multicultural dynamics in real-life intercultural encounters. Furthermore, conduct dual cultural education in English teaching. The strong identity of Chinese culture and Western culture was important to enhance students' English learning motivation, and the dual cultural education was significant and necessary for achieving the balance between mother language culture and target language culture. Cultural identity not only facilitates the heritage learning of a language but also plays an accelerating role in second language learning. "Belonging to a cultural group" helps language learners improve their language proficiency and lessen the frequency of accents and language use. When they acquired productive bilingualism in the Chinese context, they would make a balance between the two cultures and got better achievement in English learning. Finally, recognize and respect the psychological differences between male and female students, and take corresponding measures to teach them. The educational methods cannot be uniform and suitable for everyone. Setting various teaching activities to enhance male's English learning motivation and establishing mutual study groups for boys and girls can complement both genders' strengths and make progress together.

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