

The Influence of English Language Exposure on Language Attitudes and Identity among Chinese Youth

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Abstract: This research aims to examine the influence of exposure to the English language on the linguistic attitudes and identity of Chinese students. The analysis examines the characteristics of respondents according to their gender, academic program, and socio-economic background. It evaluates their level of English exposure via formal education, media consumption, digital communication, literature, social interactions, travel experiences, self-study, and familial influences. Although English exposure is typically considered reasonably beneficial, the research reveals significant disparities depending on gender and socio-economic level. The impact of English exposure on emotional components of language attitudes is moderate, whereas its influence on cognitive, evaluative, social, perceptual, and contextual elements is relatively modest. The research also demonstrates that English exposure substantially impacts students' identity, namely in terms of historical and cultural background, language preference, and regional identification. Furthermore, a modest but favorable association exists between exposure to English and the general sense of self among Chinese students. At the same time, formal schooling and social contacts have a more significant impact. Based on these results, the research proposes customized language programs, immersive experiences, and various learning resources to improve English acquisition and its influence on students' identities.

Keywords: Formal Education; Media Consumption; Digital Communication; Literature Social Interactions; Travel Experiences; Self-study; Familial Influences Language Attitude and Exposure.

1. Introduction

English has become a prominent worldwide lingua franca, enabling communication and cultural interchange across national boundaries. The adoption and expansion of English in China can be seen as a manifestation of the nation's growing integration into the global community and its ambitions for economic and cultural importance. The examination of current scholarly works offers significant perspectives on the diverse functions of English language exposure and its consequences on language attitudes and identity among Chinese adolescents.

A multitude of scholarly investigations underscore the profound influence of the English language in China, wherein the acquisition of this skill is progressively regarded as an indicator of one's social standing and academic accomplishments (Jin & Cortazzi, 2006; Zheng & Borg, 2014). According to Hu (2014), English holds a prominent role within China's education system, as seen by the significance of English proficiency examinations as pathways to academic and career prospects. According to Liu and Huang (2019) and Wang and Sun (2020), the prevalence of English-medium instruction in Chinese institutions and the extensive utilization of English language learning applications highlight the extensive impact of English inside Chinese society.

The investigation into the attitudes of Chinese students towards English uncovers a multifaceted interaction of various elements that influence their views and motivations. While certain students demonstrate eagerness towards acquiring proficiency in the English language, perceiving it as a pathway to global knowledge and cultural influence, others indicate uncertainty or opposition due to perceived obstacles related to language and culture (Chen & Hu, 2018; Wang & Guan, 2019). The views of students are additionally

influenced by socio-economic disparities, whereby students hailing from metropolitan centers or rich homes tend to demonstrate higher levels of skill and confidence in their English language usage (Wen & Wang, 2017).

Research investigating the exposure to the English language among Chinese adolescents places significant emphasis on the many sources and methods by which language acquisition takes place. According to Li and Zhang (2019), formal education, which include English language classes and immersion programs, continues to be a predominant method for acquiring language skills. Nevertheless, it is important to acknowledge that students' language competency and cultural awareness are significantly influenced by their exposure to English media, online resources, and contacts with native English speakers (Zhang & Zhu, 2018; Cheng & Zhao, 2021).

Chinese students face numerous hurdles in their language learning journey, despite the increasing focus on English language education. Students' language acquisition and confidence are hindered by limited access to high-quality English instruction, inadequate exposure to genuine language usage, and cultural hurdles (Zhang & Chen, 2016; Guo & Hu, 2017). Moreover, the imperative to achieve high scores in English proficiency assessments and the widespread use of rote memorization techniques impede the development of substantial language involvement and communicative aptitude (Yang & Gao, 2019).

The impact of English language exposure on the attitudes and identity of Chinese youth is a subject that is gaining increasing attention in research. Mastery of the English language not only improves students' academic and professional opportunities but also influences their cultural identity and perspective on the world (Lin & Song, 2018). Nevertheless, the presence of linguistic and cultural obstacles can potentially give rise to emotions of insecurity or cultural

dissonance, so impacting students' self-perception and their perceptions of others (Wu & Bai, 2020).

This research aims to enhance comprehension of the impact of English language exposure on linguistic attitudes and identity among Chinese students, considering the current context. This study seeks to clarify the intricacies of language dynamics and the development of cultural identity in China's changing socio-cultural environment by combining existing literature and conducting empirical research.

Previous research has yielded significant findings about different facets of English language acquisition and attitudes in China. However, there exists a research void that particularly examines the impact of English language exposure on language attitudes and identity among Chinese adolescents. The present study aims to fill this research vacuum by providing a thorough examination of the various elements that influence students' views towards the English language and the subsequent impact on their sense of identity.

The field of English language teaching in China is characterized by its dynamic and developing nature, which is influenced by the intricate dynamics of globalization, cultural identity, and educational reform (Li, 2019). Through an analysis of the attitudes, identities, and difficulties encountered by Chinese students during their language acquisition process, we can get significant understanding of the influence of English on individuals' lives and ambitions in an ever more interconnected global society. Educators and policymakers can strive to cultivate a more egalitarian, inclusive, and culturally responsive approach to English language teaching in China by means of ongoing research and collaborative efforts. This study aims to investigate the complex correlation between exposure to the English language, linguistic attitudes, and the development of identity among young individuals in China. It also aims to enhance comprehension of language dynamics and cultural identity in China's rapidly changing socio-cultural environment by combining current literature with empirical studies.

2. Statement of the Problem

This study aimed to assess the influence of English language exposure on language attitudes and identity among Chinese students. Specifically, this study sought answers to the following questions:

(1) What is the profile of the respondents in terms of:

- 1) sex
- 2) academic program
- 3) socio-economic background

(2) What is the assessment the student-respondents of their English language exposure in terms of:

- 1) Formal Education
 - 2) Media Consumption
 - 3) Internet and Digital Communication
 - 4) Literature and Reading Materials
 - 5) Social Interactions and Networking
 - 6) Travel and Immersion Experiences
 - 7) Self-Study and Language Learning Resources
 - 8) Family and Community Influence
- Theoretical Framework

(3) Is there a significant difference in the assessment of the respondents in the frequency of language exposure when they are grouped according to profile

(4) To what extent does English language exposure affect the language attitudes of Chinese students in terms of:

- 1) Affective Components

- 2) Cognitive Components
- 3) Evaluative Components
- 4) Social Components
- 5) Perceptual Components
- 6) Contextual Components

(5) Is there a significant difference in the assessment of the respondents on the effect of English language exposure on the language attitudes of Chinese students when grouped according to their profile?

(6) What is the assessment of the respondents on the influence of English language exposure on their identity in terms of:

- 1) Historical and Cultural Heritage
- 2) Language Choice and Proficiency
- 3) Regional and Ethnic Identity
- 4) Standard Mandarin and National Identity
- 5) Generational Differences
- 6) Media and Popular Culture

(7) Is there a significant difference in the assessment of the respondents on the influence of English language exposure on their identity when they are grouped according to profile?

(8) Is there a significant relationship between the identity of Chinese students?

(9) Based on the results of the study, what policy recommendation can be considered to strengthen English language exposure among Chinese students?

3. Hypothesis

(1) There is no significant difference in the frequency of English language exposure when they are grouped according to profile.

(2) There is no significant difference in the assessment of the extent of English language exposure on the language attitudes of Chinese students when grouped according to profile.

(3) There is no significant difference in the assessment of the respondents on the influence of English language exposure on their identity when they are grouped according to profile.

(4) There is no significant relationship between the English exposure and the identity of Chinese students.

4. Scope and Delimitation of the study

The present study examined the intricate relationship between English language exposure, linguistic attitudes, and identity among Chinese teenagers.

The study focused on students attending five educational institutions in Sichuan province, China. The study aimed to elucidate the correlation between several demographic dimensions, such as gender, academic program, and socio-economic background, and diverse channels of language exposure, encompassing formal education, media consumption, social contacts, travel experiences, self-directed study, and familial/community influence. A quantitative research approach was used to do this.

To capture these complex features, the study used a custom-designed questionnaire to assess the frequency of language exposure, language attitudes, and feelings of linguistic identity among Chinese students in Sichuan province. The questionnaire was explicitly developed to systematically examine linguistic attitudes and identity dimensions, including emotional, cognitive, evaluative, social, perceptual, and contextual elements. The objective of this

technique was to provide a comprehensive understanding of the phenomena being investigated.

Nevertheless, the study recognized many limitations. Initially, it was crucial to recognize that while efforts were made to ensure the questionnaire's validity and reliability, the data collected through self-report measures may have been susceptible to bias, which could have influenced the accuracy of responses regarding language attitudes and exposure. The study's use of a cross-sectional methodology presented difficulties in ascertaining causal relationships between English language exposure, linguistic attitudes, and identity among Chinese adolescents. In this case, a longitudinal study may have yielded more solid findings.

Furthermore, this research was limited to students enrolled in five universities in Sichuan province, limiting the generalizability of the results to the broader Chinese youth population. Contextual elements, such as differences in language policies and cultural norms across various countries, may have altered the implementation of the study's findings. Despite these limitations, the study sought to make substantial contributions to the knowledge of language education and intercultural communication, provide the groundwork for future studies, and shape educational approaches in Sichuan province and other areas.

5. Research Design

The research study used a descriptive-comparative-correlational approach, which examined the connections between variables by integrating aspects of descriptive comparative research with correlational theory. The chosen methodological approach was particularly suitable for investigating the influence of English language exposure on Chinese college students' linguistic attitudes and sense of identity. The framework's organization enabled the analysis of correlations between variables of interest and facilitated the methodical description and comparison of many groups or circumstances.

The present study aimed to understand the examined phenomena using a descriptive-comparative-correlational research approach comprehensively. This approach allowed researchers to meticulously depict and compare language exposure, attitudes, and identity among Chinese pupils. Consequently, the dataset revealed discernible patterns, trends, and disparities. Moreover, the research sought to elucidate the complex relationships among these factors by examining the links between language exposure, attitudes, and identity characteristics using correlational modeling.

Using a descriptive-comparative-correlational research approach was very significant because of its ability to uncover correlational and descriptive explanations within the collected data. A systematic analysis and comparison of language exposure, attitudes, and identity among Chinese students from different demographic backgrounds and language exposure sources was conducted to identify discrepancies or commonalities. Moreover, correlational analysis investigated the relationships between language exposure, language attitudes, and identity dimensions, providing a valuable understanding of the causal mechanisms that govern these linkages.

Given its complete approach to examining the impact of English language exposure on Chinese students' linguistic attitudes and identity, the descriptive-comparative-correlational research technique was considered entirely appropriate for this study. By combining correlational

approaches with descriptive comparative analysis, this methodology provided a thorough framework for investigating complex research questions. This study project aimed to improve the understanding of language dynamics and cultural identity in contemporary China by systematic description, comparison, and correlation. It significantly added to the broader corpus of work on language instruction and intercultural communication.

6. Results and Analysis

(1) Profile of the Respondents

Table 1. Profile of the Respondents

SEX	FREQUENCY	PERCENTAGE
Male	322	64.4
Female	178	35.6
Male	500	100.0
ACADEMIC PROGRAM	FREQUENCY	PERCENTAGE
Humanities and Social Sciences	55	11.0
Natural Sciences	30	6.0
Engineering and Technology	75	15.0
Health Sciences	60	12.0
Business and Management	132	26.4
Arts and Design	49	9.8
Education	99	19.8
Total	500	100.0
SOCIO-ECONOMIC BACKGROUND	FREQUENCY	PERCENTAGE
Low-Income	72	14.4
Middle-Income	361	72.2
High-Income	67	13.4
Total	500	100.0

The table provides a detailed profile of the respondents involved in the study, focusing on three key demographic factors: gender, academic program, and socio-economic background. Regarding gender distribution, out of the total 500 respondents, 322 were male, making up 64.4% of the sample, while 178 were female, accounting for 35.6%. In terms of academic programs, the respondents were distributed across various fields: 11.0% were from Humanities and Social Sciences, 6.0% from Natural Sciences, 15.0% from Engineering and Technology, 12.0% from Health Sciences, 26.4% from Business and Management, 9.8% from Arts and Design, and 19.8% from Education.

As for the socio-economic background, the respondents were categorized into three groups: 14.4% were from low-income backgrounds, 72.2% from middle-income backgrounds, and 13.4% from high-income backgrounds. The total sample size was 500, ensuring a diverse representation across gender, academic programs, and socio-economic status. This demographic profiling is essential for understanding the diversity of the sample and analyzing how these factors may influence the study's outcomes related to language exposure, attitudes, and identity.

(2) Assessment of the Student-Respondents of their English Language Exposure

Table 2. Assessment of the Student-Respondents of their English Language Exposure as to Formal Education

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. The English language classes provided at my university have shown to be highly successful in enhancing my language proficiency.	2.73	1.04	Agree / Moderately Effective	5.5
2. I perceive a sufficient level of assistance from my educators in fostering the growth of my English language skills.	2.22	0.87	Disagree / Slightly Effective	8
3. The program incorporates many chances for the development of English language proficiency in both oral and written communication.	2.83	0.91	Agree / Moderately Effective	4
4. My language talents are appropriately measured by English language exams.	1.55	0.72	Disagree / Slightly Effective	10
5. I find English language sessions to be intellectually stimulating and inspiring.	2.98	0.86	Agree / Moderately Effective	3
6. The English learning materials offered at my university are extensive and valuable.	1.57	0.74	Disagree / Slightly Effective	9
7. The pedagogical approaches employed in English language lessons are efficacious in enhancing the acquisition of knowledge.	2.70	0.88	Agree / Moderately Effective	7
8. The alignment between the English language curriculum and real-world language usage and communication is evident.	3.31	0.71	Agree / Moderately Effective	2
9. My formal schooling has greatly enhanced my English language competence.	2.73	1.04	Agree / Moderately Effective	5.5
10. My university degree has equipped me with the necessary skills and knowledge to effectively utilize English in academic environments.	3.34	0.62	Agree / Moderately Effective	1
Composite Mean	2.60	0.40	Agree / Moderately Effective	

LEGEND: STRONGLY AGREE/HIGHLY EFFECTIVE (4) =3.51-4.0); AGREE/MODERATELY EFFECTIVE (3) =2.51-3.50); DISAGREE/SLIGHTLY EFFECTIVE (2) =1.51-2.50); STRONGLY DISAGREE/NOT EFFECTIVELY (1) =1.0-1.50)

Table 2 provides a detailed perspective on how students assess the effectiveness of their systematic English language instruction. Specifically, "My university degree has equipped me with the necessary skills and knowledge to utilize English in academic environments effectively" had the highest mean score of 3.34, with a standard deviation of 0.62. This suggests that students see their university educational experience as very successful in equipping them for the scholarly use of the English language. This is consistent with the theories by Richards (2015), who highlights the crucial importance of higher education in promoting advanced English abilities essential for academic achievement and career growth. Such results indicate that universities are effectively meeting the need for English competence in educational settings, a vital ability in a worldwide education system where English is often used as the primary language of teaching and scholarly communication.

The lowest average score was obtained for the statement, "My language abilities are accurately assessed by English language exams" (Mean = 1.55, SD = 0.72). This low score indicates a notable apprehension among students about the efficacy of existing evaluation techniques in precisely measuring their language skills. Brown and Abeywickrama (2018) analyze the intrinsic constraints of standardized testing, including its minimal emphasis on specific language abilities to the detriment of communicative and practical proficiencies. The students' doubt about the capacity of examinations to accurately evaluate their whole linguistic talents implies a potential discrepancy between evaluation methods and the pragmatic language skills that students appreciate and cultivate in the actual world. This may have broader consequences for the development of educational programs and the techniques used to evaluate students' learning,

suggesting a need for comprehensive evaluation approaches that more effectively include various language abilities, such as spoken linguistic competence, practical communication skills, and intercultural understanding.

Moreover, the study results emphasize the belief that the English language curriculum is in substantial accordance with the practical application of language in real-life situations ("The correlation between the English language curriculum and real-world language usage and communication is apparent" - Mean = 3.31). These findings indicate that the curriculum is seen as pertinent and practical, providing students with tangible abilities beyond the classroom's confines. As to Ellis (2003), implementing task-based language instruction, which prioritizes authentic communication activities, is crucial for acquiring practical language abilities. The favorable impression of curricular congruence with practical application implies that pupils are being afforded chances to incorporate their language abilities in significant circumstances, therefore augmenting their general competence and self-assurance in utilizing English in daily life.

Nevertheless, the comparatively lower evaluations in domains such as the perceived adequacy of support from educators ("I perceive a satisfactory level of support from my educators in promoting the development of my English language skills" - Mean = 2.22) suggest that although the curriculum may be successful, there could be deficiencies in instructional assistance. This result indicates that students may not get the personalized instruction or critical evaluation required to enhance their English language proficiency. This is consistent with research in language education, which indicates that individualized feedback and conducive learning conditions are essential for acquiring a language

(Hattie & Timperley, 2007). Hence, universities need to improve their support systems by offering more focused and effective instructional assistance to meet the specific requirements of each student.

A multitude of implications arise from these observations. On the one hand, the constructive evaluation of the curriculum's practical relevance and the general efficacy of the university degree in providing students with English proficiency for academic environments indicate that existing educational approaches effectively address specific requirements. This is essential in a globalized society where fluency in English is a critical determinant of academic and professional achievement. In contrast, the discontentment with evaluation techniques and the perceived inadequacy of help from instructors underscore the areas in which

educational institutions may enhance their performance. There is unmistakable evidence that students highly appreciate comprehensive assessment methods beyond conventional testing, including formative assessments, project-based evaluations, and chances for self-reflection on language learning advancement.

Furthermore, the results indicate the need for a more equitable curriculum strategy that not only directs attention towards the enhancement of language abilities but also offers many chances for students to get input and assistance from instructors. One potential approach is to include more collaborative learning opportunities, enhance the accessibility of language learning materials, and cultivate a conducive atmosphere that promotes student motivation and support throughout their language acquisition process.

Table 3. Assessment of the Student-Respondents of their English Language Exposure as to Media Consumption

INDICATORS	MEAN	SD	INTERPRETATION	RANK
1. I regularly engage in the consumption of English-language television programs, films, and documentaries.	3.38	0.61	Agree / Moderately Effective	5
2. Incorporating English-language radio or podcasts into my media consumption routine is a consistent practice.	3.42	0.61	Agree / Moderately Effective	4
3. In order to acquire information, I proactively engage with English-language news items or websites.	3.34	0.72	Agree / Moderately Effective	6
4. I frequently interact with English-language social media networks.	3.47	0.60	Agree / Moderately Effective	2.5
5. My inclination lies in favor of absorbing media information in the English language as opposed to my native language.	3.93	0.28	Strongly Agree / Highly Effective	1
6. The English-language media content has had a beneficial impact on my language proficiency.	1.95	0.82	Disagree / Slightly Effective	10
7. I find pleasure in engaging with English-language entertainment as a means of honing my language skills.	2.76	1.04	Agree / Moderately Effective	7.5
8. The utilization of English-language media enables me to be informed about worldwide trends and news.	2.76	0.71	Agree / Moderately Effective	7.5
9. I possess a high level of proficiency in comprehending and analyzing media information written in the English language.	3.47	0.60	Agree / Moderately Effective	2.5
10. My cultural understanding and viewpoint have been expanded by English-language media.	1.96	0.86	Disagree / Slightly Effective	9
Composite Mean	3.04	0.33	Agree / Moderately Effective	

LEGEND: STRONGLY AGREE/HIGHLY EFFECTIVE (4) =3.51-4.0); AGREE/MODERATELY EFFECTIVE (3) =2.51-3.50); DISAGREE/SLIGHTLY EFFECTIVE (2) =1.51-2.50); STRONGLY DISAGREE/NOT EFFECTIVELY (1) =1.0-1.50)

Table 3 comprehensively examines how students engage with English-language media and the perceived influence this has on their language competence. The statement "My inclination lies in favor of absorbing media information in the English language as opposed to my native language" received the highest mean score of 3.93 with a standard deviation of 0.28. This outcome suggests a significant preference among students for consuming media in English rather than in their native language. This choice implies that students are regularly exposed to English via different media platforms, which aligns with the conclusions of Lee and Kim (2017) that emphasize the impact of media consumption on improving language skills by offering immersion in natural language.

By comparison, the statement "The English-language media content has had a beneficial impact on my language

proficiency" had the lowest average score of 1.95, with a standard deviation of 0.82. The findings suggest that while students extensively interact with English-language media, they do not consider this exposure a substantial factor in their language acquisition. This is consistent with Krashen's Input Hypothesis (1985), which suggests that for language learning to take place efficiently via media, the material should be at a suitable degree of complexity to provide understandable input that is somewhat more advanced than the learner's existing level of ability. The disparity between media consumption and perceived utility in language learning implies that while students are using English media, they may need to participate actively in a manner that effectively facilitates language acquisition.

A multitude of implications arise from these observations.

Vandergrift and Goh (2012) provide evidence that the students' pronounced inclination for English-language media suggests their active pursuit of immersive learning experiences, which may enhance listening and reading abilities. Nevertheless, the lesser perceived influence on language competency implies a need for direction on using media efficiently as an educational instrument. Educators may integrate instructional techniques that promote increased student engagement with media material, such as note-taking, summarizing, or engaging in conversations, thereby improving language understanding and retention.

Moreover, although students confirmed that using English-language media allows them to stay updated on global trends ("The use of English-language media allows me to be informed about worldwide trends and news" - Mean = 2.76), the moderate score indicates a chance to enhance the educational benefits of media consumption. Incorporating media analysis and critical thinking exercises into the curriculum enables educators to establish a connection between media consumption language skills and intercultural competence development. This approach offers a more organized method for employing media in language learning. These observations emphasize the media's capacity as a tool for language acquisition. They also call attention to the necessity of more deliberate use and incorporation of media resources in educational methods to optimize their advantages.

7. Conclusion

1) Given the respondents' varied backgrounds, exposure to the English language and its influence on identity and language attitudes fluctuate across various genders, academic programs, and socio-economic backgrounds. Therefore, a customized strategy in language education is necessary.

2) The observation that English language exposure is moderately effective in different areas implies that although exposure is advantageous, it may not be enough in isolation to completely enhance language skills or cultural comprehension. This highlights the necessity for more targeted and immersive language programs.

3) Substantial discrepancies in language exposure related to gender and socio-economic status indicate that individual background characteristics significantly influence students' experiences and advantages derived from English language exposure, underscoring the need for inclusive initiatives to mitigate these inequalities.

4) Although the modest effect on affective components implies that exposure to English positively affects students' motivation and confidence, the little impact on other components suggests that further efforts are required to improve cognitive, evaluative, and perceptual aspects of language acquisition.

5) The considerable disparities in the impact of English exposure on language attitudes, namely in cognitive and evaluative dimensions, support the notion that students' backgrounds shape their understanding and acceptance of language acquisition, therefore highlighting the need for tailored instructional methods.

6) The modest impact of English exposure on elements such as historical heritage and language selection indicates that while English acquisition enhances the development of students' identities, it is not the only determinant. This reveals an intricate interaction between language acquisition and identity construction.

7) Substantial variations in the impact of English exposure on identity depending on the academic program and socio-economic background indicate that these aspects have a crucial role in how students assimilate English into their self-perception, underscoring the need to consider specific circumstances in language instruction.

8) The modest but favorable association between exposure to English and general identity underscores the significance of English education in assimilating cultures and fostering personal growth, primarily through formal scholastic and social engagements. This underscores the need to enhance these aspects in language programs.

8. Recommendation

1) Create bespoke English language programs tailored to the individual requirements of pupils, taking into account their gender, academic program, and socio-economic background, in order to promote inclusiveness and fair learning results.

2) Expand the availability of intensive English experiences, such as language immersion camps, cultural exchange programs, and direct engagement with native speakers, to enhance students' linguistic competence and cultural comprehension.

3) Encompass a wide range of educational resources that accurately represent many cultural backgrounds and academic disciplines, allowing students to see the significance of English in many facets of their lives and scholarly pursuits.

4) Establish support systems such as scholarships, complimentary language materials, and the availability of digital tools for students from disadvantaged socio-economic situations to mitigate inequalities in language exposure.

5) Implement diversified instructional methods in language classrooms to accommodate students' diverse learning requirements and attitudes, with a particular emphasis on improving the cognitive and evaluative aspects of language acquisition.

6) Implement conversations and exercises about cultural identity, historical legacy, and self-perception throughout the English language curriculum to facilitate students' exploration and assimilation of these elements into their English acquisition process.

7) Establish additional avenues for social engagement in the English language, such as language clubs, conversational partners, and community initiatives, to enhance the favorable association between exposure to English and social personal identity.

8) Enhance the structural elements of formal education, such as interactive lectures and cooperative projects, and promote networking possibilities, such as seminars and workshops, that enable students to use English in practical and varied situations.

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