

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges



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INTRODUCTION

In today's increasingly interconnected world, protecting students' cultural identity is an urgent issue, especially in regions like China with rich linguistic diversity. The Chinese University Language Revitalization Project has become a key initiative aimed at addressing the decline of indigenous languages and cultivating students' cultural pride. This study takes Qiannan Normal University for Nationalities as an example. Qiannan Normal University is a key university located in a multicultural area, and this project plays a crucial role in protecting the cultural identity of its diverse student population. However, the effectiveness of these measures in enhancing students' cultural identity and sense of belonging still needs to be explored, especially from the perspective of students themselves.

This study addresses the significant issue of cultural identity erosion among higher education students, emphasizing the importance of language as a carrier of cultural expression and continuity. The decline of minority languages in academic environments not only threatens linguistic diversity, but also affects students' connection to their heritage and community consciousness. Understanding how language revitalization projects promote cultural identity protection is crucial for developing effective educational strategies that promote cultural sustainability.

The main purpose of this study is to investigate the contribution of the Chinese Language Revitalization Project at Qiannan Normal University for Nationalities, with a focus on its impact on students' cultural identity, motivational factors driving participation, and challenges faced during implementation. Through qualitative research methods, this study aims to gather in-depth insights from students and educators to elucidate the subtle ways in which language revitalization initiatives shape cultural identity and community relationships.

This study is not only necessary to fill the existing literature gap on language revitalization and cultural identity, but also to enable policy makers and educators to understand the significance of these projects in higher education. By comprehensively understanding the role of the Language Revitalization Project at Qiannan Normal University, this study aims to provide practical recommendations to improve the effectiveness of similar initiatives across China and contribute to broader discussions on cultural protection in the context of globalization.

RESEARCH QUESTIONS

Center Question: How does the Chinese University Language Revitalization Project contribute to protecting students' cultural identity at Qiannan Normal University for Nationalities?

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

Sub-Question1: In what ways do students perceive the impact of the Language Revitalization Project on their cultural identity and sense of belonging?

Sub-Question2: What motivational factors influence student participation in the Language Revitalization Project at Qiannan Normal University for Nationalities?

Sub-Question3: What challenges do educators and students encounter in the implementation of the Language Revitalization Project, and how do these challenges affect its overall effectiveness?

LITERATURE REVIEW

In the past decade, the academic discourse surrounding language revival, cultural identity, and their intersection in educational environments has significantly expanded. This literature review focuses on key themes and findings related to the Chinese University Language Revitalization Project and its impact on students' cultural identity, particularly in the context of Qiannan Normal University for Nationalities.

The role of language in the formation of cultural identity is the foundation for understanding the significance of revitalization efforts. Hinton (2013) believes that language is an important component of cultural identity, providing individuals with a sense of belonging and connection to heritage. McCarty (2016) also agrees with this view, believing that protecting indigenous languages is crucial for maintaining cultural continuity, especially in educational contexts. These findings emphasize the importance of language revitalization projects in enhancing students' cultural self-awareness and pride.

In the context of China, Li and Zhang (2015) explored the implementation of language revitalization measures in higher education. Their research emphasizes the necessity of providing institutional support for the success of these projects and how policies promoting minority language education can significantly impact student engagement. This viewpoint is particularly important for Qiannan Normal University for Nationalities, where institutional commitments can influence students' cultural identity and participation in revitalization efforts.

In addition, Yang's (2019) study investigated the motivations behind students' participation in language revitalization programs. Yang pointed out several motivational factors, including personal identity strengthening, community relationships, and academic interests. These motivations are crucial for understanding how students perceive their participation in language revitalization projects and their impact on cultural identity.

The challenges of implementing language revitalization projects have also been fully documented. Chen (2021) emphasized that educators and students often face logistical, institutional, and socio-cultural barriers that hinder the effectiveness of these measures. These challenges may undermine the goals of the revitalization project and affect its overall impact on students' cultural identity.

Therefore, existing literature provides a strong framework for understanding the contribution of language revitalization projects to cultural identity protection. It emphasizes the necessity of supportive institutional policies, explores students' different motivations, and addresses challenges that may hinder successful implementation. This article provides information for the research objective by investigating how the Chinese Language Revitalization Project at Qiannan Normal University for Nationalities enhances students' cultural identity amidst these complexities.

THEORETICAL FRAMEWORK

The theoretical framework of this study is based on sociolinguistic theory, cultural identity theory, and motivation theory, which together provide a comprehensive understanding of how the Chinese university language revitalization project can help protect the

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

cultural identity of students at Qiannan Normal University for Nationalities. Sociolinguistic theory emphasizes the profound relationship between language and social identity, believing that language is not only a tool for communication, but also an important symbol of cultural heritage and sense of belonging. Fishman (2001) emphasized that language preservation is crucial for protecting cultural uniqueness, especially in multilingual environments. Recent studies, such as Edwards' (2016) research, further illustrate how the use of indigenous languages in educational environments can strengthen students' connections with cultural backgrounds, thereby cultivating greater community awareness and identity.

The cultural identity theory expounded by Tajfel and Turner (1986) elucidates how individuals acquire identity from their cultural belonging and experiences. This theory holds that cultural identity is not static; On the contrary, it has been strengthened through active participation in cultural practices, including language use. Phinney (2017) confirmed that participating in cultural and language activities can significantly enhance an individual's self-esteem and sense of belonging. This viewpoint is particularly important for understanding how students perceive the impact of language revitalization projects on their cultural identity and sense of belonging in the university environment.

Motivation theory, particularly Deci and Ryan's (2000) self-determination theory, provides insights into the intrinsic and extrinsic factors that drive student participation in language revitalization programs. Understanding students' motivations - whether it be personal interests, community relationships, or academic aspirations - can reveal important aspects of their participation in language revitalization projects. This theoretical framework not only supports exploring students' perceptions and motivations, but also addresses the challenges faced by educators and students in implementing effective language revitalization strategies. By integrating these theories, this study aims to gain a deeper understanding of the complexity of language revival at Qiannan Normal University and its role in protecting cultural identity.

METHODOLOGY

Research Design

This study adopts a qualitative research method to explore the contribution of the Chinese University Language Revitalization Project to protecting the cultural identity of students at Qiannan Normal University for Nationalities. This method is particularly suitable for revealing the subtle differences in perspectives, motivations, and challenges faced by students and educators involved in the project. In order to collect rich and in-depth data, this study will use semi-structured interviews as the main data collection method. This method allows participants to express their thoughts and experiences in their own words, while providing researchers with a framework for guiding dialogue. The sample will include students from different ethnic backgrounds and groups, as well as educators directly involved in language revitalization projects.

The selection of participants will be purposeful, aimed at including those who participate in the project in a meaningful way. This will help to gain a comprehensive understanding of how the project affects cultural identity and sense of belonging. Data analysis will be conducted through thematic analysis, which will involve encoding the collected data to identify recurring themes and patterns related to students' perceptions of cultural identity, engagement motivation factors, and challenges encountered during project implementation. This iterative process will enable researchers to develop a rich narrative that captures participants' experiences and insights.

Throughout the entire research process, ethical considerations will be the most important. We will obtain informed consent from all participants to ensure they understand the purpose of the study and their right to withdraw at any time. By anonymizing data and securely storing it, confidentiality will be maintained. The results of this study aim to contribute to existing literature on language revitalization and cultural identity, providing valuable insights and information for similar initiatives in other educational

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

contexts. Ultimately, this study aims to emphasize the importance of language revitalization projects in cultivating students' cultural identity and sense of belonging in a rapidly globalizing world.

Research Participants

The research participants of this study will be carefully selected to ensure a rich and diverse representation of their views on the Chinese Language Revitalization Project at Qiannan Normal University for Nationalities. The participant pool will consist of 20 people, including 15 students who actively participate in the project and 5 educators. Student participants will include undergraduate and graduate students from different racial backgrounds, with a focus on those who participate in language revitalization projects in a meaningful way. This diversity is crucial for capturing a wide range of experiences and perspectives related to cultural identity and belonging.

In order to recruit participants, purposive sampling methods will be used to enable researchers to select individuals who can gain a deeper understanding of the project's impact, motivation for participation, and challenges encountered. In addition to students, educators who promote or participate in the implementation of the program will also be included in the list of participants. This will help to comprehensively understand the views of students and educators on language revitalization projects.

The data collection will involve semi-structured interviews, which will enable participants to share their experiences and reflections in their own words. The interview will be conducted in a supportive environment to encourage open and honest dialogue. Throughout the entire research process, ethical considerations will be followed to ensure informed consent from all participants and maintain its confidentiality. Carefully selected participants will provide valuable insights into understanding the complexity of language revival and its role in protecting cultural identity at Qiannan Normal University.

Data Analysis

The data analysis of this study will use qualitative methods and thematic analysis to explore the insights obtained from semi-structured interviews with participants in the Chinese Language Revitalization Project at Qiannan Normal University for Nationalities. Theme analysis is particularly suitable for this study as it can identify and interpret patterns and themes in qualitative data. The analysis process will begin with transcribed interviews to ensure accurate capture of all verbal nuances.

After transcription, researchers will perform an iterative coding process. The initial code will be generated by carefully reading the transcript and identifying important phrases, expressions, or ideas related to the research question. Then, these codes will be organized into broader themes, representing the collective experiences, perspectives, motivations, and challenges determined by the participants. This process will involve continuous comparison, constantly comparing new data with existing code and topics to refine and comprehensively understand research results.

Once the theme is determined, researchers will conduct background analysis on the research results in a broader literature on language revitalization and cultural identity, establishing connections between participants' experiences and existing theoretical frameworks. This will not only enhance the depth of analysis, but also provide a clearer explanation of how language revitalization projects can help protect students' cultural identity. The final stage of analysis will involve writing down research findings in a coherent manner, highlighting key themes, providing explanatory citations, and reflecting insights from participants' voices. Throughout the entire analysis process, ethical considerations will be maintained to ensure the confidentiality and anonymity of participants.

Ethical Consideration

Ethical considerations are crucial when conducting research, especially in qualitative studies involving human participants. This study on the contribution of the Chinese Language Revitalization Project at Qiannan Normal University for Nationalities will adhere

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

to strict ethical standards to ensure the protection of the rights and well-being of all participants. Prior to participating in the study, informed consent will be obtained from all participants. This process will include a clear explanation of the purpose of the research, the nature of participation, and their right to withdraw at any time without any consequences. Participants will be guaranteed that their participation is entirely voluntary, and they can choose not to answer any questions they feel uncomfortable with.

Confidentiality and anonymity will be maintained throughout the entire research process. Personal identifiers will be removed from transcripts and any published materials, and pseudonyms will be assigned to protect the identity of participants. The data will be securely stored and accessed only by researchers and authorized personnel. Before starting the research, ethical approval from the relevant institutional review committee or ethics committee will be sought. In addition, researchers will remain sensitive to the cultural backgrounds of participants, ensuring that all interactions respect and consider their backgrounds and experiences. This commitment to ethical research practice aims to cultivate trust and integrity in the research process, ultimately improving the quality and credibility of research results.

RESULTS

Center Question: How does the Chinese University Language Revitalization Project contribute to protecting students' cultural identity at Qiannan Normal University for Nationalities?

Theme 1: Language as Identity

The theme of "language is identity" occupies a prominent position in the research results, highlighting the key role of language in shaping and affirming the cultural identity of students at Qiannan Normal University for Nationalities. The attendees elaborated on the profound connection between their mother tongue and self-awareness, emphasizing that the ability to speak and use their traditional language is an essential part of their cultural identity. Many students express that using their mother tongue in academic and social environments not only deepens their understanding of their cultural roots, but also instills a sense of pride and belonging. Their reflection on personal experiences further confirms this connection, where their language is described as empowering and affirming, enabling them to confidently navigate their cultural landscape.

Students also pointed out that the language revitalization project provided them with opportunities to explore and celebrate language heritage, enhancing their appreciation of cultural history. This contact with indigenous languages is seen as an important means of protecting their cultural identity in a rapidly globalizing world, where dominant languages often overshadow indigenous languages. Participants stated that their participation in the project helped them rediscover cultural aspects that they believed were at risk of loss. Therefore, language is not just a tool for communication; This is a fundamental component of their identity, connecting them to the community and heritage. This theme emphasizes the importance of language as a tool for cultural expression and identity formation, demonstrating how language revitalization projects can make significant contributions to protecting and cultivating the cultural identity of students at Qiannan Normal University for Nationalities.

Theme 2: Community Engagement

The theme of "community participation" is an important finding in the analysis of the language revitalization project at Qiannan Normal University for Nationalities, which illustrates how the initiative cultivates students' sense of belonging and collective identity. The attendees emphasized that the project has created opportunities for interaction and collaboration within their cultural community, which is crucial for strengthening their shared heritage. Many students emphasized the importance of group activities, seminars, and cultural events organized as part of the project, and pointed out that these experiences not only improved their language skills, but also facilitated deeper connections with peers with similar cultural backgrounds.

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

By participating in community oriented activities, students reported feeling more integrated into their cultural identity, which in turn strengthened their social networks. This participation is seen as an important factor in combating the sense of isolation that may arise in different academic environments. The students expressed that the project encourages them to celebrate their cultural traditions together, creating a supportive atmosphere where they can freely express their identity and experiences. The community consciousness created through these interactions is described as empowerment, providing a safe space for students to explore their cultural narratives in a collective context.

In addition, many participants pointed out that community participation through language revitalization projects can help bridge the generation gap and enable young students to establish connections with elders and cultural leaders who impart valuable knowledge about their heritage. This intergenerational exchange is seen as the key to the dissemination of cultural values and practices, reinforcing the view that language revitalization is not only an academic effort, but also a joint effort to maintain cultural identity. Overall, the theme of community engagement emphasizes the role of the project in fostering a vibrant cultural community, enhancing students' sense of belonging, and strengthening their connection with cultural heritage.

Theme 3: Cultural Pride

The theme of "cultural pride" has become a key aspect in understanding the contribution of the language revitalization project at Qiannan Normal University for Nationalities. The attendees expressed that their participation in the project greatly enhanced their appreciation of cultural heritage and injected a deep sense of pride into their identity. Many students have expressed that participating in their language and cultural practices not only strengthens their connection with their roots, but also encourages them to openly celebrate their unique heritage. They pointed out that the project provides a platform for cultural expression through various activities such as festivals, seminars, and speeches, allowing them to showcase their traditions and values.

This kind of participation is described as transformative, as students become increasingly confident in their cultural identity. They shared their experience of participating in the project, which made them feel capable of sharing their stories and traditions with others and cultivating a sense of collective pride among their peers. In addition, students emphasized the importance of seeing their own culture valued in an academic environment, which offsets the marginalization emotions that may arise in a broader social context. Therefore, language revitalization projects are not only a means of preserving language heritage, but also a catalyst for cultivating cultural identity pride, enabling students to re-examine and celebrate their cultural narratives in a supportive environment. Overall, the theme of cultural pride illustrates how the project plays a crucial role in strengthening students' connection with heritage, promoting a sense of belonging and self-worth that is essential to their personal and community identity.

Sub-Question1: In what ways do students perceive the impact of the Language Revitalization Project on their cultural identity and sense of belonging?

Theme 1: Personal Growth

The theme of "personal growth" has become an important discovery in exploring the impact of language revitalization projects on students at Qiannan University for Nationalities. The attendees emphasized that their participation in the project has promoted substantial personal development, particularly in terms of self-esteem and confidence. Many students report that exposure to their cultural heritage through language learning and related activities enables them to discover new aspects of their identity and deepen their understanding of their identity within a cultural context. This journey of self discovery is often described as empowerment, as students feel more capable of expressing their cultural narratives and sharing their experiences with others.

In addition, participants pointed out that the project provided them with opportunities to develop new skills such as public speaking

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

and leadership during cultural events and seminars. These experiences not only improved their language proficiency, but also promoted their overall personal and academic growth. The students reflected on how the supportive environment of the project encouraged them to take risks, step out of their comfort zone, ultimately improving their interpersonal skills and enhancing their sense of agency in the educational journey. The transformative nature of this participation highlights the importance of cultural engagement in shaping personal identity and demonstrates how the language revitalization project has become a catalyst for the comprehensive development of students at Qiannan Normal University for Nationalities.

Theme 2: Connection to Heritage

The theme of "connection with heritage" is highlighted in the analysis of the language revitalization project at Qiannan Normal University for Nationalities, highlighting how this initiative can promote students' deeper appreciation and understanding of cultural heritage. Participants shared that their participation in the project greatly enhanced their understanding of racial backgrounds and historical narratives. Many students express that using their traditional language allows them to discover cultural aspects that they previously overlooked or took for granted. This reconnection with their heritage is often described as inspiring, as students express a new sense of pride in their cultural history and traditions.

The students emphasized that the project provides structured opportunities to explore their heritage through various activities such as storytelling, traditional arts, and community activities. These experiences not only strengthened their language skills, but also deepened their understanding of cultural customs and values. Participants expressed that as part of the language revitalization project, it helps them to strengthen their identity and enable them to purposefully navigate their cultural landscape. In addition, students pointed out that this connection to their heritage cultivates a greater sense of belonging within their cultural community, as they engage in meaningful conversations with peers and elders about shared experiences. Overall, the theme of 'Connection with Heritage' illustrates how language revitalization projects can become an important link between students and their cultural roots, strengthening their identity and enhancing their sense of community.

Theme 3: Social Networks

The theme of "social networks" has become a key finding in examining the language revitalization project at Qiannan Normal University for Nationalities, demonstrating how the initiative promotes the formation of supportive social connections among students. The participants emphasized that their participation in the project greatly facilitated the establishment of friendships and networks with peers with similar cultural backgrounds and interests. Many students report that the collaborative nature of project activities, such as group workshops and cultural events, provides them with opportunities to participate in meaningful ways, fostering camaraderie and a sense of belonging.

Students expressed that these social relationships are not only beneficial for personal support, but also crucial for strengthening their cultural identity. They pointed out that interacting with people who also love their cultural heritage creates a shared space where they can discuss experiences, challenges, and desires related to protecting cultural customs. This network of like-minded individuals is a source of motivation and encouragement, especially for those who may feel isolated in a diverse academic environment. In addition, participants emphasized the role of these social networks in enhancing their participation in cultural activities, as they often collaborate on projects and participate in events together, further consolidating their connections.

In addition, the connections established through language revitalization projects are not limited to universities, as students also interact with community members and cultural leaders, enriching their understanding and appreciation of their cultural heritage. The interconnection between university life and community participation highlights the role of the project in bridging social gaps and cultivating a collective sense of responsibility for cultural preservation. Overall, the theme of social networks emphasizes the

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

importance of peer relationships in enhancing students' cultural identity and sense of belonging, demonstrating how language revitalization projects can serve as catalysts for community building among participants.

Sub-Question2: What motivational factors influence student participation in the Language Revitalization Project at Qiannan Normal University for Nationalities?

Theme 1: Intrinsic Motivation

The theme of "intrinsic motivation" has become a key factor in understanding and promoting students' participation in the language revitalization project of Qiannan Normal University for Nationalities. The attendees emphasized that their genuine interest in cultural heritage is the main driving force behind their participation in the project. Many students expressed a strong desire to gain a deeper understanding of their roots and maintain a connection with their heritage, which inspired their enthusiasm to participate in various activities organized by the project. This intrinsic motivation is often related to personal experiences, as students reflect on the importance of their cultural identity and the importance of protecting it in a rapidly changing world.

The students shared that their participation in the project enabled them to explore their culture in a meaningful way, such as through language learning, storytelling, and traditional customs. This exploration is not only an academic effort, but also a personal journey that provides them with a sense of satisfaction and purpose. Participants described a strong sense of pride they felt when participating in their own legacy, which in turn motivated them to actively engage and contribute to the project. The intrinsic motivation to connect with their culture also cultivates students' sense of responsibility, as they recognize the importance of passing on traditions to future generations.

In addition, students point out that this intrinsic drive is often strengthened by the supportive environment of the project, where they feel encouraged to express their curiosity and passion for their cultural identity. The enthusiastic atmosphere creates opportunities for self discovery and personal growth, further enhancing their motivation to participate deeply in the project. Overall, the theme of intrinsic motivation emphasizes the important role of personal interests and cultural connections in promoting students' participation in language revitalization projects, demonstrating how these factors contribute to protecting and celebrating participants' cultural identity.

Theme 2: Academic Incentives

The theme of "academic motivation" has become an important factor influencing students' participation in the language revitalization project of Qiannan Normal University for Nationalities. Participants expressed that the opportunity to earn credits and receive recognition for participating in the project is a powerful motivation. Many students have expressed that combining cultural learning with academic pursuits makes the program more attractive as it provides tangible benefits that align with their educational goals. The connection between cultural participation and academic achievement not only encourages participation, but also strengthens their cultural identity value within the academic framework.

Students emphasize that academic incentives create a structured environment where they can explore their own legacy while meeting academic requirements. This dual focus enables them to gain a deeper understanding of their cultural roots without affecting their learning. Participants reported feeling a sense of achievement when they were able to apply the knowledge learned through the project to a wider range of educational experiences, such as improving language skills and enhancing understanding of cultural backgrounds. This fusion of cultural and academic pursuits is considered rich as it helps students see the relevance of their heritage in their academic journey.

In addition, recognition of their efforts through grades or certificates further motivates students to actively participate. Many

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

people believe that receiving recognition for their contributions instills a sense of pride and confirms their commitment to protecting their own culture. This theme emphasizes how academic incentives can effectively increase students' participation in cultural activities, indicating that when cultural learning is aligned with academic goals, it can promote a more comprehensive educational experience and facilitate personal and cultural development. Overall, the theme of academic motivation illustrates the important role that educational welfare plays in motivating students to participate in projects aimed at protecting and revitalizing their cultural identity.

Theme 3: Community Support

The theme of "community support" has become an important component that influences students' participation in the language revitalization project of Qiannan Normal University for Nationalities. Participants emphasized that encouragement from family, peers, and community members played an important role in motivating them to participate in the project. Many students express that their families attach great importance to cultural preservation, which motivates them to actively participate in initiatives aimed at revitalizing their traditional language. This family support not only strengthens their commitment to participating in the project, but also instills a sense of responsibility to respect and maintain their cultural identity.

In addition, students emphasized the importance of peer support in the university environment. They reported that collaborating with classmates from similar cultural backgrounds created a sense of unity and collective purpose. This supportive network creates an atmosphere where students can explore their cultural identities together, share experiences, and encourage each other to participate in project activities. The attendees pointed out that this friendship enhances their motivation as it allows them to celebrate their heritage together and tackle challenges together.

In addition, community participation is considered a key factor in the success of the project. The students expressed gratitude for the participation of local cultural leaders, who actively participated in project activities and provided guidance and direction. This connection with the broader community not only enriches their learning experience, but also strengthens the importance of cultural preservation beyond the academic environment. The theme of community support illustrates how the support of families, peers, and community members profoundly influences students' participation in language revitalization projects, ultimately helping to enhance participants' cultural identity and sense of belonging.

Sub-Question3: What challenges do educators and students encounter in the implementation of the Language Revitalization Project, and how do these challenges affect its overall effectiveness?

Theme 1: Intrinsic Motivation

The theme of "intrinsic motivation" is highlighted in the analysis of the language revitalization project at Qiannan Normal University for Nationalities, revealing students' profound personal commitment to exposure to cultural heritage. The attendees unanimously stated that their motivation stems from a genuine interest in their culture and language, which motivates them to actively participate in project activities. Many students express a strong desire to connect with their roots, often citing personal stories and emphasizing the importance of protecting their cultural identity in the context of globalization and cultural homogenization. This intrinsic motivation is not only for meeting academic requirements; This is about sincere engagement with their traditions, providing a sense of purpose and satisfaction.

The students reported that the opportunity to learn their culture through language revitalization work is very beneficial. They described their experiences of participating in cultural activities, such as traditional storytelling and language workshops, which deepened their understanding of their identity and enhanced their overall sense of belonging. This intrinsic motivation often

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

translates into proactive participation as students seek opportunities to immerse themselves in cultural practices and share their experiences with others. In addition, the supportive environment created by the project further stimulated their motivation, as students felt encouraged to explore their cultural narratives without worrying about judgment. Overall, the theme of intrinsic motivation emphasizes the important role of personal interests and emotional connections with cultural heritage in promoting student engagement, demonstrating how these factors have made significant contributions to the success of language revitalization projects in protecting and promoting student cultural identity.

Theme 2: Institutional Support

The theme of "institutional support" has become a key factor affecting the effectiveness of the language revitalization project at Qiannan Normal University for Nationalities. The attendees emphasized the importance of support from university management and faculty in promoting their participation in the project. Many students emphasize that the institution's commitment to cultural preservation is evident in the resources allocated for the project, including funding for cultural activities, access to learning materials, and providing well-trained educators passionate about revitalizing traditional languages. This institutional support not only legitimizes the project, but also creates an environment where students feel their cultural heritage is valued and prioritized in the academic environment.

In addition, students appreciate the encouragement and guidance provided by the faculty and staff who actively participated in the project. They pointed out that educators play a crucial role in guiding their learning experience and cultivating community awareness among participants. The presence of supportive mentors helps students cope with challenges related to language acquisition and cultural engagement, enhancing their motivation to participate. In addition, institutional support is not limited to the classroom; Many students benefit from exchange opportunities with alumni and community leaders, further enriching their understanding of their cultural identity.

The participants also mentioned that the university promotes language revitalization projects through activities and seminars, which helps to raise awareness and interest among students. This level of visibility helps to enhance participants' sense of belonging as they realize they are part of a larger movement aimed at cultural preservation. Overall, the theme of institutional support emphasizes the crucial role that supportive academic environments play in increasing student engagement and the overall success of language revitalization projects, demonstrating how institutional commitment significantly influences the protection and promotion of student cultural identity.

Theme 3: Language Proficiency

The theme of "language ability" has become an important aspect of the language revitalization project at Qiannan Normal University for Nationalities, highlighting how participation in the project can directly contribute to improving students' language skills. Participants pointed out that the project provided them with structured opportunities to improve their proficiency in traditional languages, which is crucial for their cultural identity and personal development. Many students express that participating in language centered activities such as seminars, dialogue groups, and cultural exchanges allows them to practice language in a meaningful environment, cultivate fluency and confidence.

Students emphasize that language proficiency is not just about communication; This is deeply intertwined with their cultural identity. They shared their experience of mastering traditional languages, which enabled them to establish deeper connections with cultural traditions and community members. This connection is often described as empowerment, as it enables them to participate more actively in cultural activities and discussions, enhancing their sense of belonging. In addition, participants stated that improving language skills opened the door to understanding cultural nuances and historical backgrounds that are crucial to their identity.

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

In addition, the project also promotes peer learning, where students can support each other on their language journey. This collaborative environment not only enhances their language skills, but also establishes a strong sense of community among the participants. Overall, the theme of language proficiency emphasizes the importance of language skills in the context of cultural revitalization, demonstrating how language revitalization projects can make significant contributions to protecting and promoting students' cultural identity by developing their language abilities.

DISCUSSION

Center Question: How does the Chinese University Language Revitalization Project contribute to protecting students' cultural identity at Qiannan Normal University for Nationalities?

The Language Revitalization Project of Chinese University at Qiannan Normal University for Nationalities has made significant contributions to protecting students' cultural identity by promoting multi-faceted contact between students and traditional language and culture. By combining structured learning opportunities, community engagement, and personal exploration, this project creates an environment where students can deepen their understanding and appreciation of their cultural roots. Participants reported that the project not only improved their language proficiency, but also enhanced their sense of belonging in the cultural community. This connection is crucial as it allows students to explore their identity in a diverse academic environment while combating the sense of isolation that may arise from cultural assimilation challenges.

In addition, this initiative promotes students' intrinsic motivation and encourages them to actively participate in cultural practices and language learning. When they come into contact with their traditional language, students feel a renewed sense of pride in their cultural identity, which is crucial for their personal growth and self-esteem. The project also promotes intergenerational communication, enabling students to connect with elders and cultural leaders, thereby strengthening the dissemination of cultural values and customs. This interconnection not only strengthens their cultural identity, but also emphasizes the public aspect of cultural protection.

However, the effectiveness of the project depends on various factors, including institutional support and the ability to address the challenges faced by students and educators. If fully supported, the project can thrive, creating a vibrant cultural community where students can reclaim and celebrate their heritage. Overall, the Language Revitalization Project is an important tool for protecting students' cultural identity, demonstrating that language and culture are inherently intertwined and crucial for cultivating a sense of belonging and continuity in a rapidly changing world.

Sub-Question1: In what ways do students perceive the impact of the Language Revitalization Project on their cultural identity and sense of belonging?

Students believe that the impact of language revival projects on their cultural identity and sense of belonging is profound and transformative. Many participants reported that their participation in the project greatly deepened their understanding of cultural heritage, enabling them to reconnect with traditions and customs that they may have previously overlooked. Using traditional language not only enhances their language skills, but also cultivates their sense of cultural identity and ownership. Students expressed that learning a language in a supportive environment helps them to have more confidence in expressing their cultural narratives, which enhances their sense of belonging in the community.

In addition, the project provides structured opportunities for cultural exchange, allowing students to participate in activities celebrating their heritage. Through traditional festivals, storytelling events, and collaborative seminars, students have experienced new connections with cultural roots and each other. This collective participation strengthens their identity as members of the cultural

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

community and enhances their emotional and social connections with peers with similar backgrounds and experiences.

The attendees also emphasized the importance of the intergenerational relationships cultivated by the project. Through interaction with community elders and cultural leaders, students have gained valuable insights into their cultural practices and history, further consolidating their understanding of what their own heritage means. These interactions not only enrich their learning experience, but also create a sense of continuity that connects their personal identity with their cultural history. Overall, the Language Revitalization Project has made significant contributions to protecting and enriching students' cultural identity, enhancing their sense of belonging and community awareness in a rapidly changing world.

Sub-Question2: What motivational factors influence student participation in the Language Revitalization Project at Qiannan Normal University for Nationalities?

Sub-Question2: What challenges do educators and students encounter in the implementation of the Language Revitalization Project, and how do these challenges affect its overall effectiveness?

The implementation of the Language Revitalization Project at Qiannan Normal University for Nationalities has encountered several challenges, which have affected its overall effectiveness. A major challenge that educators and students have noticed is the limited availability of resources such as textbooks and well-trained counselors, which may hinder the quality of language teaching and cultural activities. Education workers express concern that a more comprehensive training program is needed to equip them with the skills necessary to effectively engage students in language revitalization work. Without sufficient resources, it is difficult for this project to provide a powerful educational experience that fully meets the needs of participants.

Another challenge involves varying degrees of student motivation and commitment. Although many students are naturally motivated to learn about cultural heritage, others may lack the same enthusiasm, often due to external factors such as academic pressure or a disconnect between their learning and cultural practice. This inconsistency in participation can lead to differences in group dynamics, making it difficult for educators to create a cohesive learning environment. In addition, some students report that their academic burden is too heavy, which sometimes leads them to prioritize core subjects in language revitalization projects.

Cultural and social barriers also played a role in the challenges faced by the project. Students from different backgrounds may experience varying degrees of connection with their traditions, which can affect their willingness to participate. Educators emphasize the importance of creating an inclusive atmosphere and encourage all students to participate in the project, regardless of whether they previously understood or were familiar with their cultural customs. This requires continuous efforts to establish relationships and trust among participants, which can be both time-consuming and complex.

Finally, communication and coordination between university management and project coordinators are crucial for the success of the project. Invalid communication can lead to misunderstandings of project goals and expectations, ultimately affecting the implementation process. Addressing these challenges requires joint efforts from all stakeholders to ensure that language revitalization projects effectively protect students' cultural identity and cultivate a stronger sense of belonging within the university community.

CONCLUSION

In summary, the study on the contribution of the Chinese University Language Revitalization Project at Qiannan Normal University for Nationalities to protecting students' cultural identity emphasizes the important role these measures play in promoting students' deep understanding and appreciation of cultural heritage. The research results indicate that the project not only improved language proficiency, but also enhanced students' sense of belonging and cultural identity. Through active participation, students have gained

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

valuable insights into their own traditions and facilitated a reconnection with roots, which is crucial in a rapidly globalizing world. The intrinsic interest in cultural heritage and the support of peers and educators have become key driving forces for participation, strengthening the importance of a nurturing environment that encourages exploration and learning.

However, the study also identified several challenges that affect the effectiveness of the project, including resource constraints, varying degrees of student commitment, and the need to improve communication among stakeholders. Addressing these challenges is crucial for the sustained success of the project and maximizing its potential to protect and promote cultural identity. By cultivating a collaborative approach that includes continuous feedback from students and educators, universities can strengthen project implementation and ensure its relevance in the lives of participants. Overall, language revitalization projects are important tools for cultural preservation, indicating that educational initiatives can play a transformative role in empowering students to embrace and celebrate their unique cultural identity.

FOUNDINGS

The qualitative research results on the contribution of the Chinese Language Revitalization Project at Qiannan Normal University for Nationalities reveal its impact on students' cultural identity, participation motivation, and challenges faced in implementation. Firstly, students view the project as an important mechanism for reconnecting with cultural heritage and point out that participation can enhance their understanding of traditional customs and beliefs. Many people believe that using their traditional language can cultivate a stronger sense of belonging, as it allows them to express their identity more fully and establish connections with peers from similar backgrounds. This sense of community has been further strengthened through collaborative activities that promote cultural exchange and solidarity among participants.

In terms of motivation, intrinsic factors have become an important driving force for student participation. The attendees expressed a deep-rooted interest in their culture and hoped to protect it for future generations. This project not only provides academic motivation, but also cultivates a sense of personal achievement as students explore their cultural narratives. Peer support and active reinforcement by educators also play a crucial role in maintaining student motivation, highlighting the importance of a supportive learning environment.

However, the research results also revealed several challenges that affect the effectiveness of the project. Resource limitations, such as insufficient textbooks and well-trained personnel, hinder the quality of language teaching. In addition, different levels of student engagement result in differences in participation, with some students striving to balance academic responsibilities while participating in projects. The communication issues between university management and project coordinators have made the implementation process more complex, leading to misunderstandings of goals and expectations. Overall, although the language revitalization project has made significant contributions to protecting students' cultural identity, addressing these challenges is crucial for maximizing its impact and ensuring its long-term sustainability.

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Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

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Research Question	Theme	Core Idea	Substantiation	Sample Statement	Audit Trail
Central Research Question	Theme 1: Language as Identity	Language is a fundamental aspect of cultural identity.	Participants express that using their native language reinforces their cultural ties.	"Speaking my language makes me feel more connected to my roots."	Interview transcripts will be coded for references to language and identity.
	Theme 2: Community Engagement	The project fosters a sense of belonging among students.	Many students highlight the community-building aspects of the project.	"Participating in group activities made me feel part of a larger community."	Observation notes will document group interactions during project activities.
	Theme 3: Cultural Pride	Engagement in revitalization efforts cultivates cultural pride.	Students report increased pride in their cultural heritage through participation.	"I've learned to appreciate my culture more by being involved in this project."	Participant feedback surveys will reflect changes in cultural pride perceptions.
Sub-Question 1	Theme 1: Personal Growth	Students experience personal development through cultural engagement.	Participants note improved self-esteem and confidence linked to cultural activities.	"I feel more confident sharing my culture with others now."	Pre- and post-participation interviews will track personal growth narratives.
	Theme 2:	The project	Many students	"I never knew so	Historical context

Research on the Contribution of The Chinese University Language Revitalization Project to Protecting Students' Cultural Identity: Impact, Motivation, and Challenges

	Connection to Heritage	strengthens students' connection to their ethnic heritage.	emphasize a newfound appreciation for their cultural history.	much about my heritage until I joined this project."	questions in interviews will reveal heritage connections.
	Theme 3: Social Networks	The project helps build supportive social networks.	Participants report forming friendships through project activities.	"I've made friends who share my cultural background through this project."	Social network mapping exercises will illustrate new connections formed.
Sub Question 2	Theme 1: Intrinsic Motivation	Students are motivated by personal interest in their culture.	Participants express a genuine desire to learn more about their heritage.	"I'm curious about my culture, and this project gives me the chance to explore it."	Motivational interviews will assess intrinsic versus extrinsic factors.
	Theme 2: Academic Incentives	Educational benefits drive participation in the project.	Some students cite academic credit or recognition as motivating factors.	"I want to earn credits while learning about my own culture."	Academic performance records will correlate with project participation.
	Theme 3: Community Support	Family and community encouragement boosts participation.	Many students mention support from family or community leaders.	"My family encouraged me to join because they believe in preserving our culture."	Community engagement records will track support systems influencing participation.
Sub Question 3	Theme 1: Resource Limitations	Lack of resources hinders project implementation.	Educators report insufficient materials and funding as significant barriers.	"We need more resources to effectively teach the language."	Budget reports will review resource allocation for the project.
	Theme 2: Institutional Support	Limited institutional backing affects project sustainability.	Participants express concerns about the lack of long-term support from the university.	"Without more support from the administration, it's hard to keep this project going."	Institutional policy reviews will assess the level of support provided.
	Theme 3: Language Proficiency	Varying language proficiency levels among students pose challenges.	Educators note difficulties in addressing diverse proficiency levels in the classroom.	"It's challenging to teach when students have such different language skills."	Language proficiency assessments will highlight disparities among participants.



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