



# An Empirical Study on the Correlation Among Language Attitude, Ethnic Identity, Learning Burnout and English Achievements of Achang Ethnic Minority Students in Trilingual Context

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**Abstract.** This study, from three aspects, language attitudes, ethnic identity, learning burnout, investigated Achang middle school students' English learning situation, aiming to survey the relationship between the three variables and English achievement. It adopted the Likert questionnaire, and 317 middle school students from Jiubao Achang Township Middle School and Nang Song Achang Township Middle School, Lianghe County were investigated. The collected data were processed by SPSS 20.0 with the programs such as descriptive statistical analysis, correlation analysis, and regression analysis. Finally, the following conclusion was reached: (1) In spite of the trilingual environment, Achang middle school students keep contact with and communicate daily with other ethnic groups, especially the Han nationality, and they still attach great importance to their own ethnic language; Achang middle school students are far more fluent in Chinese than their mother tongue. The English scores of the Achang students are not ideal, of which the girls are obviously stronger than the boys in English study; (2) The subjects' language attitude is average and ethnic identity is relatively strong, and the study burnout is not very serious. Therefore, the overall situation is relatively optimistic; (3) The students' language attitude and learning English achievement are significantly and positively correlated, but the correlational strength is weak; learning burnout and English achievement are significantly, moderately and negatively correlated; the students' ethnic identity is not correlated with English learning. Among the three variables, the contribution rate of learning burnout to the predicted learning achievement is 17.9%.

**Keywords:** Achang middle school students · Language attitude · Ethnic identity · Learning Burnout

## 1 Background of the Study

English education in China emerged after 1979 under a mixed circumstance of the ending of the Cultural Revolution, the adopting of the Open Door Policy, and the establishment of strong diplomatic ties with the United States. Teaching English as a

foreign language refers to teaching the English language to students with different first language. English, which is one of the three basic subjects in middle school, may face a weakening in future college entrance examination. Still, English is of great significance in our country's foreign language teaching. In China, most of schoolchildren begin to have their first English lesson in third grade in primary school, but, of course, situations in different areas vary. In Yunnan, Chinese was not only taught as a second language but used as instruction language throughout the academic years. At the same time, English was also introduced into secondary schools in those areas as a regular and compulsory subject in the same way in the centralized Han Chinese educational system [1]. In the two schools we investigated, students did learn English in their primary school, but it produced very little effect for English is not a vital part of the entrance examination of junior middle school. Because of the less critical function in the entrance to a higher grade, English as a subject was not taken seriously. And from the questionnaires we received, English proficiency of these students is quite limited. Therefore, improving the teaching quality and perfecting the educational system are clearly something which needs to be fixed. Li pointed out that the authorities should endeavor to vigorously coordinate language planning in foreign language education and international spread of Chinese in the context of English globalization [2]. In the areas inhabited by ethnic minorities, the ethnic languages are used by children at home, both Mandarin Chinese and their own language in community, and at school, they need to study and practice their third language, English. So English teaching in the region inhabited by ethnic minority is different from that of other places. Under the circumstance of trilingualism, they have their own characteristics and patterns in terms of language learning. There is no doubt that EFL in ethnic minority area is very important in light of China's development of economy, culture, education and national defense [3].

These topics had attracted scholars' attention for several decades and the academic results of each topic are quite abundant in respective disciplines. But there are quite few related studies on the combination of these three topics, let alone their relationships with English achievements under the circumstances of learning English as a third language. In addition, no previous studies related to Achang ethnic minority students have been found. This is an exploratory research that took Achang ethnic minorities as subjects in history. On the whole, lack of core documents is one of the issues that should not be overlooked. Middle school students are a group of people with the most active thoughts, the strong thirst for knowledge as well as the incomplete view of life, whose identification to their own culture and nationality to some extent represents the tendency of the whole community's ethnic identity.

Quite a group of scholars focused on empirical study on these topics, and some scholars tried to clarify the current situation and some of them were devoted to find a solution to the obstacles we encountered in foreign language teaching in Yunnan or ethnic minority regions. On one hand, those references gave me the hints that these three topics are all worth studying and there is no existence of the studies aiming at the foreign language learning of Achang ethnic minorities. On the other hand, the study of the relationships among the four factors: language attitude, ethnic identity, learning burnout and English learning, is pretty enlightening for English discipline. Meanwhile, it can enrich present empirical study and will be helpful for future study for English pedagogy in the middle school, helping the teachers to handle the issues arose by

English teaching as well as the students to adjust their learning conditions. To sum up, it is a unique and exploratory topic that is worthy of investigation.

## 2 Research Methodology

### 2.1 Research Questions

The present study specifically asks the following two questions:

- (1) What are their statements on language attitude, ethnic identity and learning burnout?
- (2) Is Achang ethnic minority students' English achievement related to language attitude, ethnic identity and learning burnout?

### 2.2 Setting of Subjects

The Achang, one of the 56 ethnic groups officially recognized by the People's Republic of China. The Achang people number about thirty hundreds [4], mainly distributing in Yunnan province, especially in Dehong Autonomous Prefecture. Most of them live in three ethnic townships named Husa Achang Township in Longchuan County, Jiubao Achang Township and Nangsong Achang Township in Lianghe County. The Achang speak a Burmish (Burmese-related) language called Achang and it is the important language tool during their daily life, but there is no indigenous writing system to accompany it. Chinese characters are often used instead. Many Achang ethnic minorities also speak the Tai Lü language, mainly to make commercial transaction with Dai people and many of them are also capable of speaking Palaung language (the ethnic language of De'ang nationality) for living together with De'ang community. According to the research of Dai [5], there are about 30 thousands Achang ethnic minority people living in the west-south of China. And 90% of them live in Lianghe County and Longchuan County. In the past, feudalism was dominant economic form in the areas in which the Achangs lived and farming was the main way for them to earn a living. Two years after liberation, an Achang autonomous district was established in Longchuan County, and then three more Achang autonomous districts in counties of Luxi and Lianghe. Later, local industries built up from nothing, are centered in Lianghe. Still, economy in Achang regions lags far behind other Han areas, so does the education. Lianghe County is close to Tengchong, a tourist city that is famous for hot spring and local snacks, and it also bring some chances to develop for Lianghe County. With the increasing political, commercial and cultural communications between Han and Achang nationality, Mandarin and the variety of Kunming dialect are widely used in some Achang townships. As Dai presented, Achang ethnic minorities living in Lianghe County have been heavily affected by Han Chinese and mandarin, they are losing their ability of first language, unlike other regions such as Longchuan town and Luxi town, are in a very steady state of the Achang ethnic language use [4]. Most of them are capable of speaking a variety of Yunan dialect, which is belong to the category of Mandarin. In a word, people living are Lianghe is going through a language transaction. Some of the Achangs living in Lianghe town have already finished the

transfer and Chinese are used by them as a daily language while others are still in a language transitional process that from the ethnic language to Mandarin. This special situation of language use transfer is the reason why we chose Nangsong and Jiubao Achang townships as subjects in this research.

### 2.3 Instruments

Three Likert scales were adopted in this dissertation:

**Language Attitude Scale.** It adopted from previous studies [6, 7] and includes four parts: attitude towards ethnic minority identity scale; attitude to foreign languages and cultures scale; attitude towards learning English scale; attitude towards speakers of English scale.

**Ethnic Identity Scale.** Qin's revised Likert Scale for Ethnic Identity [8], based essentially on the Multigroup Ethnic Identity Measure designed by Phinney [9].

**Ethnic Identity Scale.** It can be divided into four parts, the first one is Cognition which refers to comprehending his own ethnic identity and ethnic knowledge; the second dimension is Evaluation which refers to the positive appraisal of his own ethnic identity as well as the importance of it; and next in this order is Emotion, it is a kind of sense of belonging and attachment, indicating the individual regards himself as a part of his nationality; Behavior, as the last one, including some typical behaviors and behavior tendencies acted by individual to defend his ethnic identity and ethnic culture.

**Learning Burnout Scale.** Hu and Dai's Questionnaire of High School Student's Burnout [10] includes 4 factors: emotional exhaustion; reduced learning efficacy; alienation to teacher; and physical exhaustion.

**English Achievement.** The latest English final term examination score and their self-evaluation on English verbal fluency. The self-evaluation on verbal fluency scale is employed to measure their own appraisal of the verbal fluency of Mandarin, Ethnic language and English and it is divided into four groups: fluent, average, poor and unable to speak any.

As shown in Table 1, the reliability of Learning Burnout Scale is good, and Ethnic Identity variable is also considered to be pretty high, but Language Attitude is not so favorable.

**Table 1.** Reliability analysis of three scales.

Scale	N of Items	Cronbach's Alpha
Language attitude	17	0.591
Ethnic identity	23	0.773
Learning burnout	21	0.903

The respondents will specify their level of agreement or disagreement (1–5) on the questionnaire. Specifically, number 1–5 respectively represents strong disagreement, disagreement, neutral, agreement and strong agreement.

## 2.4 Sample and Sampling

The investigation was carried out in 2 Achang ethnic minority townships in Lianghe County, Dehong Autonomous Prefecture, i.e. Nangsong and Jiubao Ethnic Minority Townships. As we mentioned in the previous chapter, the reason why we chose Achang as the survey sample is the absence of related researches that took Achang ethnic minorities as subjects, and it is special period of language transition is very worth studying. I went to the only two local junior high schools in the two townships: Jiubao Middle School and Nangsong Middle School. Jiubao Middle School is near the county seat while Nangsong Middle School is located on the top of a little hill that is relatively far away from the county seat. It's not so convenient for students in Nangsong Middle School to go home after school, so it offers accommodations for the students. There were three steps to collect the data for the present study. The Achang ethnic minority students were gathered in a room and finished the questionnaires with the help of the principal and the English teachers in the school. The representative sampling method was adopted in the research, and out of the returned questionnaire forms 317 copies were completed. The following three tables illustrate the sample: 166 boys and 151 girls were included in the survey. Among these 317 Achang students, 52.4% are boys while 47.6% are girls. And 172 students come from Nangsong Township while 145 from Jiubao Township. There are 107 seventh grade students, 90 eighth grade students and 120 ninth grade students (see Table 2).

**Table 2.** Demographics.

		N	Percent %
Sex	Male	166	52.4
	Female	151	47.6
School	Nangsong	172	54.3
	Jiubao	145	45.7
Grade	Seven	107	33.8
	Eight	90	28.4
	Nine	120	37.9
Total		317	100

## 2.5 Treatment of Data

Statistical Package for Social Sciences 20.0 (SPSS 20.0) was employed in our data analysis. Reliability analysis of three scales was used to make sure the overall consistency of the measure and the high reliability proves that the measures can produce similar results under consistent conditions. Descriptive analysis was conducted to analyze the mean value and standard deviation of the items, factors and variables.

Pearson correlation was adopted to measure the correlations between English achievements and three other variables. Stepwise regression was used to identify the predictors of English achievements. Mediation analysis was carried out to find out the mediating effect among the variables.

### 3 Results and Discussion

#### 3.1 Descriptive Analysis of Factors and Items in Each Variable

For the purpose of a better understanding of the integral situation of the three measurements in terms of each variable, the descriptive statistics of the three measurements will be presented first. We can summarize the general attitude of students from the mean value of each item or all items, and the SD value can offer us the differences in distribution of students' statements.

**Descriptive Analysis of Four Factors of Language Attitude.** According to Table 3, most of the Achang middle school students are willing to learn English. On the whole, it can be concluded that these ethnic minority students do have a relatively positive language attitude and it has a lot to do with the unique code-mixing phenomenon in their daily life as well as the specific stage of social development. The conclusion is similar with that of Rahimi and Hassani's case study [11] on Iranian high school students' English learning attitude that Iranian students had positive attitude towards it in general. In addition, He, Li and Wang [12] did a case study on Bai ethnic minorities in the Shalang Township of Kunming City, and most of the Bai ethnic minorities can fluently speak their Bai dialect as well as Kunming dialect. They speak Bai dialect within their own community while speaking Kunming dialect with other ethnic groups. Moreover, Bai people speak highly of Mandarin and English, recognizing the vital role in their children's future.

**Table 3.** Descriptive statistics of four factors in language attitude.

Factor	N	Mean	SD
Attitude towards ethnic minority identity factor	317	3.75	0.565
Attitude to foreign languages and cultures factor	317	3.66	0.669
Attitude towards learning English factor	317	3.37	0.761
Attitude towards speakers of English factor	317	2.69	0.629
Total	317	3.37	0.446

**Descriptive Analysis of Factors of Ethnic Identity.** It can be observed in Table 4 that the ethnic identity of these Achang ethnic minority students is generally positive for the mean value is 3.72. All the means of four factors fell in between 3.65 to 3.82. The factors of Cognition and Behavior scored slightly lower than other factors, but in

general, the variances are small. According to the data in Table 4, some items in Ethnic Identity Variable achieved scores lower than 3, such as items 11, 13, 14. And among them, item 11 is a question that needs to be counted in a reverse way, indicating that children are not sure that they know their ethnic culture so well. As is mentioned before, this region is going through a special period of language transition because of the increasing intimate communication with the Han people. The intimate communication with Han people, the frequent use of Mandarin and the contacts with the Han culture all have had a great influence on the ethnic minority students to explore their own ethnic culture. These Achang middle school students are exactly the generation that is heavily impacted. Therefore, that is why bilingual education in ethnic minority regions has attracted so much attention. As for item 13, the score 2.95 indicates that students barely feel the disturbance when they are far from their community, that is to say, they are apt to adapt to the life in places far away from home. Item 14, with a score of 2.82, shows the neutral attitude about the positive influence on their identity as an ethnic minority. According to item 1 and item 23 (reversed question), students are pretty sure about their identity of ethnic minority and care about the future of their ethnic group. Gan and Wang [13] conducted a similar research on Wa ethnic minority students' ethnic identity. His questionnaire is also based on Phinney's MEIM and divided into four factors: cognition, evaluation, emotion and behavior. Similarly, they made a conclusion that Wa middle school students' ethnic identity is generally positive and the factor of Behavior scored the lowest in mean score among the four factors.

**Table 4.** Descriptive statistics of four factors of ethnic identity.

Factor	N	Mean	SD
Cognition (1, 3, 6, 11, 20)	317	3.65	0.514
Evaluation (2, 4, 5, 7, 12, 14)	317	3.73	0.547
Emotion (8, 10, 13, 15, 19, 23)	317	3.82	0.464
Behavior (9, 16, 17, 18, 21, 22)	317	3.69	0.486
Total	317	3.72	0.386

**Descriptive Analysis of Factors of Ethnic Identity,** It can be referred from Table 5 that the degree of Achang ethnic minority students' English learning burnout is not too serious. Yang [14] did a research on the third language learning burnout with Wa ethnic minority students as subjects and found that the burnout syndrome was frequently seen among the third language learners in the ethnic bilingual context and the third language learners in such context appeared to be more likely to be faced with burnout with the increase of grades or learning years. Nevertheless, the results of this research and Yang's study show that these ethnic minority students did face English learning burnout.

**Table 5.** Descriptive statistics of 4 factors of English learning burnout variable.

Factor	N	Mean	SD
Emotional exhaustion (2, 3, 6, 7, 8, 10, 11, 18)	317	2.41	0.824
Reduced learning efficacy (1, 12, 13, 15, 21)	317	2.70	0.740
Alienation to teacher (5, 14, 16, 17)	317	2.31	0.761
Physical exhaustion (4, 9, 19, 20)	317	2.64	0.731
Total	317	2.52	0.594

However, it also illustrates in Table 5 that the students' reduced learning efficacy and physical exhaustion respectively scored 2.70 and 2.64, which is higher than other two factors. So these two factors that belong to the middle group may give the clue that these two issues need to be paid more attention to for educators during English teaching, and the two burnout factors of this group may be caused by many factors like unprofessional third language teacher, limited teaching resources, poor elementary education qualities as well as a short time of English learning. On the whole, the scenario of Achang ethnic minority students' English learning burnout is not too bad.

To sum up, the descriptive statistical mean scores of the three variables are 3.37 for language attitude, 3.72 for national identity and 2.52 for learning burnout. This means that Achang students have positive language attitude, strong ethnic identity and weak English learning burnout.

### 3.2 Correlations Between English Achievement and Language Attitude, Ethnic Identity and Learning Burnout

The two schools in which we conducted the investigation are located in the poor area of Yunnan Province, where the educational conditions are very weak. English is not taken into the junior school entrance examination, that is to say, the students did not learn much English in their primary school. Therefore, the 7th grade students did not have the entrance exam results of English. This is why we did not take 7th grade students as samples in this part. The sample we analyzed here includes 201 8th and 9th grades Achang ethnic minority students and their latest English final examination score as we explained before. We can measure the degree of correlation by the p value, short for Sig (2-tailed) value. In general, when the p value is lower than 0.05, it indicates the correlations between the subjects, and according to the Rule of Stars, there are other standards 0.01 and 0.001, which indicate more significant correlation [15].

Table 6 shows that the Pearson values of each variable is 0.334, 0.060, -0.428 while the p values are 0.000, 0.401, 0.000, which indicates that students' English achievement have weak and significant positive correlations with Language Attitude as well as the significant but weak negative correlations with Learning Burnout, but no significant correlations with Ethnic Identity.



**Table 6.** Correlations between three variables and English achievements.

		Language attitude	Ethnic identity	Learning burnout
English achievement	Pearson correlation	0.334 <sup>b</sup>	0.060	-0.428 <sup>b</sup>
	Sig. (2-tailed)	0.000	0.401	0.000
	N	201	201	201

<sup>a</sup>Correlation is significant at 0.05 level (2-tailed)

<sup>b</sup>Correlation is significant at the 0.01 level (2-tailed).

### 3.3 Stepwise Regression of the Variables

Table 7 shows that the first variable entered is English Learning Burnout, which explains 17.9% of the total variability of English achievements. Then the Language Attitude increases 2.2% to the variability of dependent variable. On the whole, these two independent variables – Learning Burnout and Language Attitude – contributed 20.1% to the variance in the English grade. Obviously, learning burnout has a greater influence on the acquisition of English. Therefore, maintaining a good physical and mental condition and then forming a good study habit are the priorities for English learning. Besides, a positive attitude to English is also essential.

**Table 7.** Stepwise regression model summary of English achievement on language attitude and learning burnout.

Model	R	R square	Adjusted R square	Std. error of the estimate
1	0.428 <sup>a</sup>	0.183	0.179	0.814
2	0.457 <sup>b</sup>	0.209	0.201	0.803

<sup>a</sup>Predictors: (Constant), Learning Burnout

<sup>b</sup>Predictors: (Constant), Learning Burnout, Language Attitude

### 3.4 The Correlations and Mediation Effects Analysis Among the 4 Variables

Table 8 reveals the correlations among the three independent variables: Language Attitude, Ethnic Identity and Learning Burnout. It can be referred from the data that Language Attitude and Ethnic Identity are significantly and weakly correlated for the Pearson value is 0.283 and the p value is 0.000. Meanwhile, Language Attitude is proved to be significantly, moderately but negatively correlated with Learning Burnout as the Pearson value and p value respectively are -0.201 and 0.003. As for the Ethnic Identity and Learning Burnout, there are significant but weak and negative correlations between these two variables. In summary, these three independent variables do have some correlations with each other. The situation of students' language attitude, ethnic identity and learning burnout may have various influences on each other in their study.

**Table 8.** Correlations among the three independent variables.

		Language attitude	Ethnic identity	Learning burnout
Language attitude	Pearson correlation	1	0.283 <sup>a</sup>	-0.447 <sup>a</sup>
	Sig. (2-tailed)		0.000	0.000
	N	210	210	210
Ethnic identity	Pearson correlation	0.283 <sup>a</sup>	1	-0.201 <sup>a</sup>
	Sig. (2-tailed)	0.000		0.003
	N	210	210	210
Learning burnout	Pearson correlation	-0.447 <sup>a</sup>	-0.201 <sup>a</sup>	1
	Sig. (2-tailed)	0.000	0.003	
	N	210	210	210

<sup>a</sup>Correlation is significant at the 0.01 level (2-tailed).

It has been proved that there are some correlations between Language Attitude, Ethnic Identity and Learning Burnout. To find out the relationships among the three independent variables, the mediation analysis was conducted. According to the former correlation and regression analysis, the independent variable Ethnic Identity can be excluded for having no relation with English Achievements. In this Mediation Analysis, Language Attitude is set to be the x while the English Achievements is the Y, and take the Learning Burnout as the M, the mediate. The Learning Burnout plays the role of an intermediary or conciliator between persons or sides [16].

According to Table 9, after three steps, we can make a conclusion that the model works successfully and the percentage of the mediation effect is  $(-0.348 \times -0.447) / 0.180 = 86.42\%$ . Language Attitude not only can directly influence English Achievements, but also can make an impact on English Achievements through Learning Burnout with 86.42% forces. So these two aspects are of great importance in the teaching of English in ethnic minority areas.

**Table 9.** The mediation analysis of language attitude

	Standardized equation	SE	t	F	R square	Adjusted R square	Sig.
First step	Y = 0.334x	0.129	5.003	25.031	0.112	0.107	0.000
Second step	M = -0.447x	0.083	-7.200	51.838	0.200	0.196	0.000
Third step	Y = 0.180x	0.136	2.547	26.162	0.209	0.201	0.012
	Y = -0.348m	0.101	-4.935				0.000

## 4 Conclusion

### 4.1 Main Findings

**Achang Middle School Students' Statements on Language Attitude, Ethnic Identity and Learning Burnout.** In this research, Language Attitude Scale contains four factors: Attitude towards Ethnic Minority Identity, Attitude to Foreign Languages and Cultures, Attitude towards Learning English and Attitude towards Speakers of English. Subjects showed generally positive attitude to the former three factors except Attitude towards Speakers of English. The ethnic minority students are pretty proud of their own identity as one of the Achang people and have realized how important Achang ethnic minority language and culture are in the Chinese culture, showing that they still have pretty strong sense of belonging to their nationality after the increasing communication with the Han people. Although they were not able to master English, they expressed interest in English learning. It demonstrates that these Achang ethnic minority students are increasingly aware of how vital English is as a language tool in their future development even though they are just adolescents who are going through the period of forming the outlook of life and the view of the world. The development of local economy and social life, the variation of government policies and national education policy as well as the prevalence of learning English made them realize that English is becoming a necessity of a better life.

The subjects' ethnic identity was divided into four factors based on Phinney's MEIM. The score of Emotion factor stands out among the four factors, indicating their feeling as one part of the nationality and the sense of belonging and attachment. However, Cognition factor scored the lowest among the four factors. It may illustrate the inadequate education about their own nationality and ethnic knowledge. In general, Achang ethnic minority students have a relatively strong identity for their own nationality.

What is noticeable in the four factors of English learning burnout are students' reduced learning efficacy and physical exhaustion, whose mean value is higher than other two factors. It may be connected to the unsatisfied exam grades as well as the linguistic obstacles brought by complex using of the three languages. Physical Exhaustion factor got a low score which may state the present condition of students' educational overburden that the mastering of the three languages is a great challenge for these adolescents. To sum up, these Achang ethnic minority students' English learning burnout is not too serious.

**The Correlations Between Achang Ethnic Minority Students' Language Attitude, Ethnic Identity, Learning Burnout and English Achievements.** It is proved that Achang ethnic minority students' English achievement did have some correlations with their language attitude and English learning burnout. Subjects' attitude to foreign languages and cultures as well as attitude to learning English in Language Attitude variable is significantly and positively but weakly correlated with their English Achievement. As for the four factors of English Learning Burnout, the Emotional Exhaustion is significantly and negatively related to students' achievement in English while Reduced Learning Efficacy, Alienation to Teacher and Physical Exhaustion have

significant and negative but weak correlations with English achievement. On the whole, Learning Burnout is the most important predictor variable that can explain 17.9% of the total variability of students' English achievement, and then the Language Attitude increases 2.2%. The result indicates that the students' mental health is an important aspect to be paid more attention to. These Achang ethnic minority students are adolescents who are in the period of forming the view of value and the outlook of the world, and this period is important to help them to become a grown-up. In this period, they are sensitive to find out the new things in their life, meanwhile, curious about all surrounding them. This characteristic made them eager to learn but easy to be distracted. Focusing on the change of students' emotions and teaching them to maintain a good learning state is conducive to assist them to achieve better results in English learning. What's more, boosting the students' confidence, establishing the good relationship with students, implementing high quality education can relieve the students' overburden and pressure and help them making progress in language acquisition and exams in school.

## 4.2 Implications of This Research

This research has confirmed the English learning motivation theories through the analysis of the data collected from Achang ethnic minority middle school students. It shows their relatively positive language attitude, pretty high degree of ethnic identity and moderate English learning burnout. The possible implications are of great significance to the English teaching in the context of trilingualism in ethnic minority areas, and the main implications are presented as follows.

This research takes Achang ethnic minority middle school students as subjects, which provides the unique variety of ethnic minority middle student samples in the researches on language attitude, ethnic identity and learning burnout in the context of trilingualism, and which also enriches the universality and feasibility of these motivational theories in ethnic minority areas in China. At the same time, it offers some quantitative evidence for future theoretical researches on these topics. This thesis has confirmed that Achang ethnic minority middle school students' ethnic identity is not significantly correlated with their English achievement, which does not agree with some other scholars' conclusions. It is an issue that remains to be further investigated.

Through the presentation of Achang ethnic minority middle school students' statements on language attitude, ethnic identity and learning burnout, English teachers can get to know more about ethnic minority students' learning situation. The discussion of the correlations among language attitude, ethnic identity, learning burnout and English achievement can provide educators with some advises to cope with the difficulties confronted by student' bad language attitude, weak ethnic identity and serious learning burnout during their teaching, and it also offers some suggestions to the policy makers to develop an appropriate local education policy. It is supposed to create more chances for those ethnic minority students to access to foreign language and culture as well as a change from the teaching styles with intense pressure to the comfortable and efficient teaching mode. Moreover, the analysis and discussion of the differences of the three variables in terms of grades, genders and schools can offer the educators some implications for specific teaching plans for various types of students. Language attitude

variable in regression analysis is proved to be effective to predict English achievement. Learning Burnout, the most prominent predictor variable shows the significant but negative correlations with students' English achievement, which reminds teachers that they must pay more attention to the students' burnout of English learning and try to create a relaxing and enjoyable learning environment for students.

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