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The Impact of Cross - Cultural Exchanges on Dual - Cultural Identity: Taking “The Mutual Learning between Chinese Culture and Chinese - Greek Civilizations” as an Example

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Abstract

Background: In our increasingly interconnected world, cross-cultural communication stands out as a vital force that fosters understanding and connection among diverse peoples. Within this context, wushu, a profound symbol of Chinese culture, plays a significant role in bridging

cultural divides. This study delves into how cross-cultural wushu interactions influence the dual cultural identity of Greek students engaged in this vibrant practice.

Methods: Employing a qualitative research approach, this study gathered insights through semi-structured interviews. The sample comprised 12 Greek students and 2 wushu instructors, whose experiences were instrumental in shaping our findings. The interview data underwent thematic analysis, revealing rich narratives that highlight the transformative journey of the participants.

Results: Our analysis uncovered four primary themes and eight sub-themes. A palpable enthusiasm for Chinese culture emerged as the driving force behind the Greek students' pursuit of wushu. Throughout their learning journey, these students demonstrated remarkable resilience, overcoming various challenges and embodying a spirit of perseverance. The practice of wushu not only instilled self-discipline and respect for tradition but also deepened their appreciation for both Chinese and Greek cultures, ultimately reinforcing their dual cultural identity.

Conclusion: The findings suggest that cross-cultural wushu communication significantly enriches dual cultural identity, serving as a powerful conduit for skill transmission and cultural appreciation. However, it is important to acknowledge the study's limitation due to the small sample size. Future research should aim to broaden the participant base to further explore and illuminate this fascinating intersection of cultures.

Keywords: Cross-cultural Communication, Wushu, Dual Cultural Identity, Chinese-Greek Civilizations, Cultural Integration

1. Introduction

In an increasingly globalized world, cross-cultural communication has emerged as a vital characteristic of contemporary society, spanning various domains such as culture, art, education, and sports (Tsai, 2012). As globalization progresses, a growing number of individuals find themselves forming a “dual cultural identity,” which refers to the process of discovering a sense of belonging and identity within two distinct cultures (Lillestrand, 2016). Unlike a singular cultural identity, a dual cultural identity is inherently more complex and dynamic, reflecting the intricate process of identity construction that individuals undergo in a multicultural environment (Borges Gilotay & Magano, 2022).

Globally, wushu has captivated a diverse array of international learners, who not only acquire technical skills but also gain a deeper understanding of Chinese culture (Xiang, 2022). This engagement significantly influences their dual cultural identity. Consequently, this study investigates how wushu communication impacts the construction of dual cultural identity, focusing specifically on Greek students participating in Chinese wushu practices, thereby illuminating the distinctive role wushu plays in fostering cross-cultural understanding.

The study emphasizes the process through which Greek students internalize Chinese cultural elements while learning wushu, and how this process affects their Greek cultural identity. Specifically, it examines the pivotal role that wushu’s values, rituals, and body language play in forming dual cultural identities and assesses the durability of these changes.

The research hypothesis posits that Greek students gradually internalize Chinese cultural elements through wushu communication, enhancing their connection to Chinese culture while simultaneously preserving their Greek cultural identity. Collective activities, a sense of ceremony, and physical practice are viewed as crucial elements contributing to the formation of dual cultural identity, aiding students in striking a balance between the two cultures. The anticipated influence of wushu communication on cultural identity transformation is expected to be enduring. Over time, the dual cultural identity of these students will likely stabilize, exhibiting increased adaptability and flexibility in future cross-cultural interactions. By exploring these aspects, this study aims to unveil the mechanisms through which cross-cultural wushu communication impacts dual cultural identity, thereby enriching the discourse within the fields of cross-cultural communication and cultural identity.

2. Methods

2.1 Research Design

This study employs a qualitative research approach, utilizing semi-structured interviews as the primary method for data collection. The goal is to explore how Greek students construct

and reshape their dual cultural identities through their engagement in Chinese wushu exchanges. The semi-structured interview format allows the researcher to guide the conversation while remaining flexible enough to delve deeper into the participants' responses, thus yielding rich qualitative data.

2.2 Participants

The sample for this study comprises 12 Greek students and 2 wushu instructors, all of whom have actively participated in learning and exchange activities centered on Chinese wushu. A purposive sampling method was employed to ensure that participants possess substantial wushu learning experiences, enabling them to provide valuable insights into their cultural identities. The participants represent a range of ages, genders, and wushu experiences, ensuring diversity and enhancing the representativeness of the data.

2.3 Data Collection Methods

2.3.1 Semi-structured Interviews

Design of the Interview Guide

The interview guide revolves around three core themes: wushu learning experiences, perceptions of Chinese cultural elements, and the navigation of dual cultural identities. Each theme is accompanied by four open-ended questions crafted to encourage participants to reflect deeply on their personal journeys and the evolution of their cultural identities (see Table 1). These questions are designed to comprehensively examine how participation in Chinese wushu influences the participants' cultural perceptions and their processes of identity negotiation.

Table 1 Interview Outline

Theme	Sub-theme	Content
Wushu Learning Experience	Motivation and Background	Question 1: How did you start learning wushu? What motivated you to choose wushu? Follow-up: Did you have any prior experience with other martial arts or sports? How did those experiences influence your learning of wushu?
		Question 2: How long have you been practicing wushu? How have you managed to stay committed? Follow-up: What challenges have you encountered during your learning process? How did you overcome those challenges?

		<p>Question 3: What is the part of wushu practice that you enjoy the most? Why?</p> <p>Follow-up: Is there a particular class or movement that left a deep impression on you? Why?</p> <p>Question 4: How do you think learning wushu has impacted your personal life or mindset?</p> <p>Follow-up: Has this impact been positive or negative? Can you give an example to illustrate?</p>
<p>Learning Process and Experience</p>		<p>Question 5: What Chinese cultural elements have you been exposed to during your wushu practice? How do you understand these elements?</p> <p>Follow-up: How do you think these cultural elements differ from or resemble Greek culture?</p> <p>Question 6: What are your thoughts on the etiquette in wushu, such as the fist-palm salute? What do these forms of etiquette mean to you?</p> <p>Follow-up: Do you think this etiquette has influenced your daily life? If so, in what way?</p>
<p>Understanding and Perception of Chinese Cultural Elements</p>	<p>Exposure to and Understanding of Cultural Elements</p>	<p>Question 7: Do you think the philosophical ideas in wushu, such as Daoist thought or the concept of yin-yang balance, have influenced your life or way of thinking?</p> <p>Follow-up: Can you give an example of how these ideas have impacted your decision-making or behavior?</p>
	<p>Perception and Internalization of Cultural Elements</p>	<p>Question 8: How do you think your understanding of Chinese culture has changed through learning wushu?</p> <p>Follow-up: How have these changes affected your view of Greek culture?</p> <p>Question 9: How do you balance the relationship between Chinese cultural elements and Greek culture during your wushu practice?</p> <p>Follow-up: Have you ever felt that there is a conflict between Chinese cultural elements and Greek culture? If so, how did you handle these conflicts?</p>
<p>Managing Dual Cultural Identity</p>	<p>Balancing and Conflicts of Cultural Identity</p>	

Question 10: How do you think your cultural identity has changed through learning wushu?
 Follow-up: How do you now perceive your identity within both Chinese and Greek cultures? Has this sense of identity changed over time?

Question 11: Do you consider your current cultural identity to be singular or dual? Why?
 Follow-up: Do you think this dual cultural identity will persist in the future? Why or why not?

Question 12: What do you think will be the long-term impact of wushu practice on your future cultural identity?
 Follow-up: Do you plan to continue learning wushu? If so, why? If not, why not?

Expression
 and
 Continuity of
 Dual Cultural
 Identity

The questionnaire underwent expert validity testing, with the results as follows:

Table 2: Expert Validity Testing Results

Evaluation	Very Suitable	Quite Suitable	Basically Suitable	Not Very Suitable	Unsuitable
Evaluation of the interview outline structure	2	2	1		
Evaluation of the interview outline content	3	1	1		
Overall evaluation of the interview outline	1	3	1		

Interview outlines were shared with five experts, and their validity was assessed using a specialized checklist. The results of this assessment are presented in Table 2. Following six

rounds of revisions and a thorough review by the experts, who raised no objections, the interviews were conducted.

Conducting the Interviews

Given the constraints of time, distance, and language, the interviews took place via online WeChat calls, each lasting approximately 30 minutes. To foster an environment where participants felt free to express themselves, the researcher adapted the interview schedule based on the participants' availability and emotional comfort, ensuring maximum ease and openness. Conducted in English, the interviews were recorded with the participants' consent, and subsequently transcribed and translated for analysis.

To minimize subjectivity and mitigate the impact of varying language proficiency during data collection, the researcher maintained a neutral stance, steering clear of leading questions. To address potential language barriers, supplementary materials were prepared to ensure clarity and comprehension of the questions. After the interviews, the research team meticulously reviewed the data multiple times to verify its accuracy and reliability.

Pilot Interviews and Revision of the Guide

Prior to the formal interviews, one or two pilot interviews were conducted to assess the effectiveness and clarity of the interview guide. Feedback from these preliminary sessions informed revisions to the guide, ensuring that the questions were capable of sparking in-depth discussions and covering the study's core themes comprehensively. These enhancements aimed to improve the guide's ability to elicit rich, relevant data that aligned with the research objectives.

2.4 Data Analysis Methods

Thematic Analysis

The interview data will undergo thematic analysis, a method particularly effective for identifying and interpreting patterns within qualitative data. This process will commence with the transcription of all interview recordings to ensure accuracy and facilitate familiarity with the content. Each transcript will then be meticulously read line-by-line to gain a profound understanding of its nuances.

The next phase involves initial coding, wherein relevant segments of text are identified and labeled according to the research questions. This stage puts emphasis on seizing the prominent themes and patterns that surface from the participants' narratives. Coding will shed light on the key aspects connected to the experiences of Greek students in wushu learning and their interactions with Chinese cultural elements.

After the initial coding, the researcher will classify and arrange these codes into broader themes. This involves grouping related codes to form overarching themes that encapsulate the essence of the data. These themes will yield insights into how Greek students internalize Chinese cultural elements through their wushu practice and how these elements shape their dual cultural identities.

Thematic analysis can offer a thorough comprehension of the intricate dynamics related to cultural internalization and identity negotiation. Through systematically delving into and interpreting these themes, this research intends to clarify the influence of wushu participation on students' dual cultural identities, thus contributing valuable perspectives to the realms of cross-cultural exchange and identity studies. This structured approach guarantees rigorous analysis, enabling the identification of nuanced insights and the development of coherent narratives aligned with the research objectives.

3. Results

3.1 Study Participants

The participants in this study comprised 13 Greek learners of wushu. Among them, males represented 69.2%, while females accounted for 30.8%. The average age of participants was 20.5 years. In terms of educational background, individuals with primary education constituted a minimal portion at only 0.08%. Participants with middle school, high school, and undergraduate education each represented approximately 30.8% of the sample. Regarding marital status, married participants were very few, making up just 0.15%, with the overwhelming majority being unmarried, at 84.6%. On average, participants had been practicing wushu for 8.4 years. Overall, the study sample was predominantly composed of young, unmarried males, showcasing a relatively balanced distribution of educational backgrounds, and most participants had considerable experience in wushu practice (see Table 2).

Table 2: Basic Information of Respondents

Variable	Category	Mean (SD)	Percentage (N)
Gender	Male		69.2%(9)
	Female		30.8%(4)
Age		20.5(11.83)	
Education Level	Primary School		0.08%(1)
	Middle School		30.5%(5)

	High School	30.8%(4)
	Undergraduate	30.8%(3)
Marital Status	Married	0.15%(2)
	Unmarried	84.6%(11)
Years of Wushu Practice		8.4(7.05)

Note: SD = Standard Deviation.

3.2 Qualitative Research Findings

Upon organizing and analyzing the interview data, we identified four main themes and eight sub-themes.

3.2.1 Cross-Cultural Motivation and Interest

Sub-theme 1: Interest in Chinese Culture

The interview results reveal that the primary motivation for participants to learn Chinese wushu is rooted in their profound interest in Chinese culture. They commonly perceive wushu as a vital pathway to understanding the intricacies of Chinese tradition, hoping that through wushu practice, they can immerse themselves in the unique charm of Chinese culture and deepen their appreciation of China.

“I started learning Chinese wushu because I have a great interest in Chinese culture and I yearn to know more about China.” (Participant 1, male).

“I was drawn by the allure of Chinese wushu, and that’s why I began learning it.” (Participant 2, male).

“My father studied Chinese wushu at Shaolin in China when he was young. Upon returning to Greece, he has been actively promoting Chinese wushu. Since childhood, I have been deeply influenced by him and developed a profound interest in wushu.” (Participant 3, male).

“I chose wushu because I am extremely interested in Chinese culture. Also, I wanted to learn a skill that could both boost my physical fitness and enhance my self-defense abilities.” (Participant 8, male).

The above statements clearly indicate that curiosity about Chinese culture serves as a powerful catalyst for participants to embark on their wushu learning journey, allowing them to explore various aspects of China more deeply. This finding resonates with cross-cultural learning theory, which suggests that certain elements of the target culture often attract learners, thereby boosting their motivation to engage (Schumann, 1997).

Sub-theme 2: Sports Background and Foundation

While not all respondents had prior experience with wushu training, most possessed a strong foundation in sports, which significantly supported their journey in learning Chinese wushu.

“I had previously been involved in other sports like boxing and football. I feel that these sports greatly contributed to my physical fitness and reflexes, making it simpler for me to adapt to Chinese wushu training.” (Participant 3, male).

“I had never studied wushu before, but I adore sports. This gave me good physical fitness and helped me quickly master the techniques of Chinese wushu.” (Participant 4, male).

This perspective further emphasizes the critical role of a sports background in the learning of Chinese wushu. It indicates that a solid foundation in sports positively contributes to overcoming various challenges in cross-cultural wushu training.

Specifically, a strong sports background can have a positive impact on cross-cultural wushu learning, significantly facilitating learners' adaptation and response to the challenges encountered during training. This suggests that having good athletic ability not only accelerates the learning process but also effectively enhances the overall outcomes of cross-cultural wushu learning.

3.2.2 Learning Process and Persistence

Subtheme 3: Long-term Persistence

Respondents have generally practiced wushu for many years, demonstrating sustained enthusiasm and high levels of commitment to wushu. Respondents believe that love and respect are the main drivers for maintaining their learning.

“I have been learning wushu for thirty-three years. This persistence relies entirely on my love for wushu and the determination within me to never give up.” (Participant 1, male)

“What makes me persist? It is precisely because of my love and respect for Chinese wushu that I have continued to this day.” (Participant 2, male)

“Learning wushu requires perseverance and patience. I keep telling myself to stick with it and not to give up halfway.” (Participant 10, female)

This long-term enthusiasm and commitment not only reflect individual willpower but also underscore the significance of intrinsic motivation in the learning process. The responses further highlight the deep emotional connection participants have with wushu throughout their journey. This phenomenon indicates that intrinsic motivations, such as genuine interest and

alignment with personal values, play a crucial role in sustaining cross-cultural learning behaviors (Lin, Lee, Chang, & Fu, 2020).

Subtheme 4: Challenges and Overcoming Them

The learning process inevitably encounters various challenges, such as mastering difficult movements and understanding barriers caused by cultural differences. However, respondents have overcome these difficulties through continuous practice and proactive communication with teachers and peers.

“Sometimes, some movements are really difficult, but I never give up. I keep practicing until I can execute those movements perfectly.” (Participant 5, male)

“There was once when I practiced a difficult kicking move. I tried many times without success, but I didn’t give up. In the end, I succeeded, and that sense of accomplishment is truly unforgettable.” (Participant 10, female)

“There are certainly challenges, such as language barriers and cultural differences. However, I overcame them through diligent study and communication with my teachers and friends.” (Participant 7, male)

This resilience and adaptability displayed by learners during their cross-cultural journey is noteworthy. Whether facing technical obstacles or barriers to cultural understanding, participants maintained a positive attitude toward overcoming difficulties through persistence and communication. This approach not only facilitated their progress in wushu learning but also had a profound impact on their personal lives.

3.2.3 Personal Growth and Life Impact

Subtheme 5: Self-discipline and Persistence

The study of wushu has significantly contributed to the personal growth of respondents, particularly in fostering self-discipline and persistence. Participants generally believe that wushu training has instilled in them a spirit of resilience and perseverance, qualities that have gradually permeated their daily lives.

“wushu have given me a strong physique and the courage to face challenges in life.” (Participant 11, female)

“When faced with difficulties, I practice wushu mentality, never backing down and persisting until the end!” (Participant 12, female)

This phenomenon aligns with social learning theory, which posits that individuals can learn new behavior patterns through observation and imitation (Vahedi, Models, & Theories, 2020).

“wushu have made me more disciplined, and from this, I have learned perseverance and respect.” (Participant 9, male)

“Learning wushu requires willpower and patience. I always tell myself to keep going and not to give up halfway.” (Participant 7, male)

Such persistence extends beyond wushu training, profoundly influencing their attitudes and values in life. The interviews reveal that learning wushu is not solely about enhancing physical skills; it also involves cultivating personal character. Respondents emphasized the significance of self-discipline, persistence, and respect, noting that the internalization of these values enables them to maintain a positive outlook and unwavering determination when confronting various life challenges.

Subtheme 6: Respect and Etiquette

Chinese wushu emphasizes etiquette norms, such as the fist-bumping salute, which profoundly shapes respondents' behaviors and values. Participants believe that wushu etiquette reflects respect for others and encourages them to be more mindful of politeness and humility in their daily interactions.

“The etiquette in wushu is a sign of respect for opponents and a tribute to wushu itself; it has made me understand the importance of humility. It has made me more aware of respecting others and treating people politely in life.” (Participant 5, male)

“These etiquettes are very important; they have made me understand respect for others better, whether in the wushu school or in life.” (Participant 9, male)

“The etiquette in wushu has taught me more about how to respect others.” (Participant 8, male)

Cross-cultural wushu learning promotes practitioners' understanding and internalization of the values inherent in the target culture. The respect acquired from wushu significantly impacts their social interactions and life attitudes, empowering them to confidently express their identity across different cultural contexts.

The interviews clearly indicate that learning wushu encompasses more than just physical skill training; it also involves the cultivation of personal morals and values. Participants generally believe that their study of wushu etiquette has positively influenced their daily lives, enhancing their understanding of respect and humility toward others. This process of understanding and internalization further strengthens their adaptability and cultural identity in cross-cultural communication.

3.2.4 Cultural Understanding and Comparison

Subtheme 7: Understanding Chinese Cultural Elements

Respondents have encountered numerous rich elements of Chinese culture during their wushu learning journey, including the philosophy of Yin and Yang, the theory of the Five

Elements, and wushu etiquette. They have expressed a strong interest in these concepts and have actively sought to understand the cultural meanings behind them.

“Through learning wushu, my understanding of Chinese culture has deepened; wushu is just a part of it.” (Participant 2, male)

“Concepts like Yin and Yang, as well as the meanings of various wushu styles, embody the Chinese understanding of the world and emphasize inner cultivation and balance.” (Participant 1, male)

Wushu learning serves as a vehicle for cultural dissemination, enabling practitioners to grasp the core concepts and values of Chinese culture. Beyond mere physical skill training, wushu represents an important avenue for cultural understanding and identity formation. Through their wushu practice, respondents have not only honed their skills but also broadened their perspectives on Chinese culture, enhancing their awareness of the commonalities shared between their own culture and that of China.

Subtheme 8: Cultural Comparison and Commonality

As respondents delved into Chinese culture, they began to reflect on their own cultural identities, engaging in cultural comparisons. They discovered that while expressions of Chinese and Greek cultures differ, they share fundamental spiritual commonalities, particularly in the pursuit of harmony and balance.

“Both Chinese and Greek cultures pursue harmony and balance, reflecting common values of human civilization. The differences lie in their expressions, but both have a pursuit of harmony and balance, which is similar.” (Participant 1, male)

“Chinese culture and Greek culture both emphasize inner harmony and external balance, reflecting the common value pursuits of humanity. Although there are differences in expression, the emphasis on harmony and balance makes them resonate on a spiritual level.” (Participant 2, male)

Respondents believe that both Chinese and Greek cultures strive for harmony and balance, embodying shared values of human civilization. This aligns with the theory of cultural integration, which posits that shared values and behavioral patterns exist across different cultures, facilitating mutual understanding and integration (Al-Haddad, 2024). Through cross-cultural learning, individuals can uncover both the differences and commonalities between cultures, fostering a more open and inclusive perspective.

In their wushu training, Greek practitioners not only learned techniques but also gained profound insights into the essence of Chinese culture, including the philosophies of Yin and Yang and Taoist thought. They compared these cultural elements with their own backgrounds,

revealing common values and worldviews shared between Eastern and Western cultures, such as the pursuit of harmony, balance, and respect. This process of cultural comparison and integration enriched their understanding and appreciation of multiculturalism and enhanced their personal value systems (Rui, 2024).

“The concept of Yin-Yang balance in Chinese wushu has profoundly influenced my approach to handling affairs, making me more attentive to balance and comprehensive thinking when facing problems, rather than being limited to a single perspective.” (Participant 1, male)

This indicates that cross-cultural learning can promote practitioners' internalization of the values and behavioral patterns of the target culture and apply them to their own lives. Additionally, respondents generally believe that both Chinese and Greek cultures emphasize inner cultivation and spiritual elevation.

“Both Chinese and Greek cultures focus on spiritual cultivation, reflecting profound cultural connotations.” (Participant 2, male)

This recognition of cultural commonalities aids in eliminating biases and fosters mutual respect and understanding between different cultures (Bolan & Society, 2023).

In short, cross-cultural wushu learning offers Greek practitioners a stage to explore and live through Chinese culture. Simultaneously, it spurs them to think about their own cultural identities and find common grounds among cultures. This journey of cultural comparison and integration not only aids in building a dual cultural identity but also furthers the exchange and integration between Chinese and Greek cultures.

4 Discussion

This study uses the example of “the mutual learning of Chinese wushu culture and Sino-Greek civilization” to explore the impact of cross-cultural wushu exchange on dual cultural identity. The discussion will focus on four key aspects: cross-cultural motivation and interest, learning processes and persistence, personal growth and life impact, and cultural understanding and comparison.

4.1 Cross-Cultural Motivation and Interest

Cross-cultural wushu exchange significantly enhances the dual cultural identity of Greek students, a result closely tied to their strong interest in Chinese culture. As highlighted by Song, H. (2022), cross-cultural motivation is intricately linked to individuals' open attitudes and curiosity towards foreign cultures (Song, Chen, Zhang, Chen, & Zhao, 2022). The high level of identification exhibited by Greek students when engaging with Chinese wushu encourages them

to invest greater effort and demonstrate increased persistence throughout the learning process, thereby facilitating the development of dual cultural identity.

Berry's acculturation theory (1997) offers a robust explanation for this phenomenon. The adaptation process individuals undergo during cross-cultural exchanges plays a crucial role in shaping dual cultural identity (Berry, 1997). Mukumova (2023) also emphasizes that positive cross-cultural motivation and interest can effectively foster the bidirectional integration of cultural adaptation and identity (MUKUMOVA, 2023). Furthermore, Hofstede's cultural dimensions theory provides a framework for understanding motivations and identities within various cultural contexts (Yike, 2011), shedding light on how cultural differences impact learning motivations.

For Greek students, learning Chinese wushu transcends mere technical mastery; it encompasses an exploration of Chinese philosophy, history, and etiquette. This broader exploration enriches their cultural perspectives and establishes a solid foundation for the formation of dual cultural identity. While some scholars may argue that an individual's cultural identity is not solely dependent on cross-cultural motivation but is also shaped by various social and economic factors, this study underscores the pivotal role of motivation in cross-cultural communication, asserting that positive cross-cultural motivation can significantly enhance an individual's identification with foreign cultures.

4.2 Learning Process and Persistence

Wushu exchange has a profound and lasting impact on the cultural identity of Greek students. Over time, their dual cultural identity gradually solidifies. Smeds (2001) highlights that sustained involvement is closely tied to learners' love and respect for the target culture (Smeds, Olivari, & Corso, 2001). In this study, Greek students actively engage in the long-term study of Chinese wushu, and their passion for wushu and its culture serves as the primary motivation for their persistence.

Carol Sansone (2021) underscores the significance of intrinsic motivation in long-term learning (Sansone & Tang, 2021). Berry (1997) notes that during the process of cross-cultural adaptation, an individual's persistence in learning is intimately connected to their sense of cultural identity. Huang Cheng's (2012) model of cross-cultural competence further supports the comprehensive impact of cultural learning on cognitive, emotional, and behavioral dimensions (Huang Cheng 2012).

Respondents encountered challenges when mastering complex movements and navigating cultural differences. However, by engaging in continuous practice and having open conversations with instructors and peers, they slowly triumphed over these obstacles. This

journey not only improves their wushu skills but also deepens their appreciation and bond with Chinese culture. While some may worry that these difficulties could dishearten certain students, research shows that such challenges often inspire students to put in more effort, ultimately strengthening their sense of cultural identity.

4.3 Personal Growth and Life Impact

Collective activities, rituals, and physical practices in wushu play a crucial role in shaping dual cultural identity. The study of wushu significantly fosters self-discipline and persistence among respondents—qualities that they actively apply in their daily lives.

Berry's (1997) cultural adaptation theory suggests that participation in collective activities and physical practices enables individuals to better adapt to diverse cultural backgrounds, thus forming a robust dual cultural identity in the process. This perspective is further supported by Tajfel and Turner's (1986) social identity theory, which emphasizes the importance of group membership in identity formation (Tajfel, 1979) (Yang, 2022).

The etiquette inherent in Chinese wushu instills a deep respect for others, and this influence extends into their daily lives, enhancing their identification with Chinese culture. While some may argue that wushu learning is confined to technical training, this study illustrates that wushu transcends mere physical activity; it serves as an essential vehicle for cultural learning. Through their engagement with wushu, students not only hone their physical skills but also experience and internalize cultural values through their practice.

4.4 Cultural Understanding and Comparison

Cultural understanding and comparison are central to cross-cultural communication. Through their journey of learning Chinese wushu, respondents have encountered various cultural elements, such as the philosophy of Yin-Yang, the theory of the Five Elements, and wushu etiquette. This exposure not only enriches their knowledge but also deepens their appreciation of Chinese culture.

The theoretical foundation for cultural understanding and comparison can be traced back to the principles of multiculturalism and intercultural communication theory. Berry (2005) asserts that cultural comparison enables participants to identify commonalities within a multicultural setting, thereby fostering inclusivity and understanding. The philosophy of Yin-Yang emphasizes the unity of opposites and dynamic balance, equipping learners with a dialectical approach to understanding the world. Similarly, the theory of the Five Elements helps learners comprehend the complexity of nature and society through the relationships of generation and restraint among the five elements. Bo Shen (2022) observes that cultural

understanding enhances identification with foreign cultures and promotes cultural sensitivity during cross-cultural learning (Shen, Lu, Bo, & Health, 2022).

Tajfel and Turner (1986) highlight that individuals construct their identities and those of others through the comparison and understanding of different cultural characteristics in social interactions. Vygotsky's sociocultural theory further emphasizes that culture is shaped through social interactions, allowing learners to experience and comprehend culture through practical engagement during wushu training.

In this study, as the respondents engage in wushu practice, they slowly awaken to the notions of harmony and balance. And it's so beautiful to see how this echoes the sense of harmony in Greek culture. This common ground becomes a solid foundation for meaningful cross-cultural communication and helps bring about a dual cultural identity. The sharing of wushu not only makes the participants understand Chinese and Greek cultures more deeply but also aids in the spiritual fusion of cultural identity.

Sure, some scholars may think that when we try to understand and compare cultures, it could lead to unfair views or misunderstandings about a certain culture. But this study is convinced that positive cross-cultural communication and learning can help us grow a dual cultural identity that is built on respect and understanding. The process of comparison and understanding can promote inclusivity and appreciation for multiculturalism.

In summary, cross-cultural wushu exchange has a positive impact on dual cultural identity. It transcends mere skill transmission, serving as a vital avenue for cultural understanding and comparison, thus providing robust support for meaningful cross-cultural communication.

5 Limitations

This study gives us really valuable understandings about how cross-cultural wushu exchange affects dual cultural identity. But, sadly, it also has some limitations.

First off, even though our sample has 12 Greek students and 2 wushu instructors, representing different ages, genders, and wushu learning experiences, the overall number is still quite small. And this might not completely capture all the different kinds of Greek wushu learners out there. A small sample size can bring on several problems. For one thing, a smaller group might not notice the variety among Greek learners, especially those with special learning stories or cultural backgrounds. And that could mess with how accurate our assessment of cultural identity is. For another thing, a small sample size might give us unstable statistical results that don't do a good job of showing the real connections between different things. For instance, because of this limitation, we might not realize how much certain cultural elements really influence cultural identity or we might even get it wrong. To enhance the generalizability

of the results, future research should consider expanding the sample size and employing stratified or random sampling methods for a more representative study.

Also, this study kind of focuses mostly on the experiences of Greek students and doesn't really think enough about what learners from other cultures might think. In the future, research could bring in people from all kinds of cultural backgrounds. That way, we could understand better how cross-cultural communication affects cultural identity. Furthermore, although this study utilized semi-structured interviews to gather in-depth qualitative data, the subjective nature of interviews and variability in respondents' language abilities may influence the findings. Future studies could improve the reliability of research outcomes and the objectivity of the data by integrating multiple data collection methods, such as questionnaires and observations.

Moreover, the interviews were conducted at a single point in time and do not capture the dynamic changes in respondents' cultural identity over time. Cultural identity is an evolving construct, and future research could adopt longitudinal designs to regularly interview the same group of participants, allowing for observation of how their cultural identities evolve.

Finally, researchers may inadvertently introduce bias in the interpretation of data. To lower this risk, in future studies, we could get third-party evaluators involved in the data analysis. That would make our results more fair and dependable. And deeper investigations into how cross-cultural communication works and how different cultures interact will let us understand more fully the inner workings of building cultural identity.

6 Conclusion

This study illustrates that cross-cultural wushu exchange positively influences the formation of dual cultural identity. Through their experiences with cross-cultural motivation and interest, learning processes and persistence, personal growth and life impact, as well as cultural understanding and comparison, Greek students have successfully constructed a dual cultural identity. However, the research does have its limitations. Future studies should consider expanding the sample size, employing various research methods, and conducting in-depth investigations into the cultural identity formation processes of learners from diverse cultural backgrounds.

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Declaration of competing interest

None.

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