

CROSS-CULTURAL COMMUNICATION STRATEGIES FOR ENGLISH TEACHING IN SPORTS MANAGEMENT UNDER THE CONTEXT OF GLOBALIZATION: THEORETICAL EXPLORATION AND EDUCATIONAL REFLECTION

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Abstract: In the context of globalization, cross-cultural communication skills have become a crucial factor for the career success of sports management students. However, current English teaching strategies often fall short in fostering these skills, lacking systematic theoretical guidance and practical application. This paper aims to construct a theoretical framework of cross-cultural communication strategies to enhance the cross-cultural communication skills of sports management students within English teaching. Through a critical analysis of relevant educational and cross-cultural communication theories, the study proposes an interactive model integrating language strategies with cultural adaptation and explores how these strategies can be implemented in actual teaching. The findings indicate that cross-cultural communication strategies based on scenario simulation and interactive teaching methods significantly improve students' cultural adaptability and communication efficiency. This study provides specific guidance for curriculum designers and educators in higher education and offers insights for future educational policy development. The research contributes to deepening the application of cross-cultural communication theory and presents a practical strategic framework for sports management education in the context of globalization.

Keywords: Cross-Cultural Communication; Sports Management Education; English Teaching; Cultural Adaptation; Educational Strategies; Non-linear relationship

1 INTRODUCTION

In the context of globalization, sports management, as a highly internationalized field, faces increasingly significant challenges in cross-cultural communication. For students majoring in sports management, mastering cross-cultural communication skills has become a critical factor for their career development. Whether managing international sports events or operating global sports brands, students must be equipped with the ability to communicate effectively and adapt flexibly in diverse cultural settings. Cross-cultural communication skills extend beyond mere language proficiency; they represent a holistic competence that encompasses understanding and integrating into different cultural contexts[1]. This competency involves not only unidirectional language exchange but also cultural cognition, emotional adaptation, and non-verbal interaction. With the rapid globalization of the sports industry, cross-cultural communication skills have become essential for sports management students to succeed in their careers.

Despite the recognized importance of cross-cultural communication in sports management education, existing research has primarily focused on the manifestation and impact of cross-cultural communication abilities, with limited exploration of educational strategies. The application of cross-cultural education in actual teaching practice often lacks effective theoretical guidance and integration, limiting educational outcomes[2]. Therefore, this study aims to explore how to construct an effective set of cross-cultural communication strategies to help sports management students enhance this crucial ability in English teaching. Through this exploration, the study seeks to support curriculum design and educational reform and lay the foundation for future research in related fields.

The objective of this study is to propose a theoretical framework for cross-cultural communication strategies specifically tailored to the English teaching needs of sports management students. By developing this framework, the paper aims to provide concrete guidance for curriculum designers and educators in sports management programs to enhance students' cross-cultural communication abilities, preparing them for the challenges posed by globalization[3]. This research not only focuses on constructing a theoretical framework but also emphasizes combining these theories with real teaching scenarios to enhance the practicality and relevance of the educational strategies. Additionally, the study aims to provide reference points for policymakers in education to drive improvements and optimizations in teaching strategies.

To achieve this goal, this paper adopts a theoretical analysis approach. First, through a critical analysis of relevant theories, a theoretical framework for cross-cultural communication strategies is constructed. Then, the paper discusses how these strategies can be implemented in the English teaching of sports management programs and offers suggestions for improvement. Finally, the study reflects on the implications of the framework for educational practice and outlines directions for future research.

The structure of this paper is as follows: First, the core theories of cross-cultural communication are introduced and analyzed in the context of sports management education. Second, a theoretical framework for cross-cultural

communication strategies tailored to sports management students is proposed. Next, the paper reflects on these strategies based on current teaching practices and provides specific recommendations for optimization. Finally, the study concludes with a summary of the key findings and suggestions for future research directions.

2 LITERATURE REVIEW

2.1 Core Theories of Cross-Cultural Communication

The core theories of cross-cultural communication provide a foundation for understanding cultural differences and their role in communication. Cross-cultural communication involves more than just language exchange; it also includes cultural adaptation, understanding cultural backgrounds, and non-verbal communication[4]. Individuals from different cultural backgrounds are influenced by their cultural norms, values, and thought patterns during communication, making cross-cultural communication skills indispensable in the context of modern globalization. Particularly in fields such as management and education, cross-cultural communication theory has become a crucial topic for researchers and practitioners. Cross-cultural communication involves not only the cultural backgrounds of both parties but also the ongoing adjustment and adaptation to cultural differences, a dynamic process that is a key component of cross-cultural communication theory. Based on Gudykunst's theoretical model, cross-cultural communication emphasizes cognitive awareness of cultural differences and their adaptability in real-life interactions, providing a theoretical foundation for designing cross-cultural communication strategies.

2.2 Cross-Cultural Communication Needs in Sports Management Education

With the globalization of the sports industry, the need for cross-cultural communication in sports management education has become increasingly prominent. The management of global sports events, international sports brands, and operations of international sports organizations all require sports managers to possess high levels of cross-cultural communication skills[5]. In their future careers, sports management students will inevitably encounter multicultural work environments, making the cultivation of cross-cultural communication skills an important task in education. Research indicates that a lack of cross-cultural communication skills among sports managers can negatively impact work efficiency and project success when dealing with international teams, sponsors, media, and other stakeholders. Therefore, sports management education needs to incorporate cross-cultural communication strategies more deeply into curriculum design. Furthermore, cross-cultural communication needs extend beyond international operations and involve establishing effective internal communication within multicultural teams to improve management efficiency.

2.3 English Teaching and the Cultivation of Cross-Cultural Communication Skills

English, as a global lingua franca, plays a crucial role in the development of cross-cultural communication skills. English teaching is not only a process of imparting language skills but also a key step in fostering students' cross-cultural understanding and adaptability[6]. Particularly in sports management programs, English teaching should focus not only on language proficiency but also on cultivating students' communication strategies in multicultural contexts. By integrating English teaching with cross-cultural practices, students can enhance both their language abilities and their ability to meet communication needs in diverse cultural environments. Research shows that English teaching can effectively improve students' communication efficiency in international exchanges and enhance their ability to address cross-cultural challenges[2]. Therefore, incorporating cross-cultural communication strategies into English teaching has become a significant focus in educational research.

2.4 Current Teaching Strategies in Sports Management and Their Challenges

Although sports management education has recognized the importance of cross-cultural communication, current teaching strategies face various challenges in practice. Many sports management programs in universities have introduced the concept of cross-cultural communication, but they lack systematic teaching frameworks and practical methods[1]. Teaching content often remains at the theoretical level, with limited opportunities for students to apply cross-cultural communication skills in real-world scenarios, leading to a disconnect between theory and practice. Some studies have pointed out that current curriculum designs tend to focus on theoretical knowledge while neglecting the cultivation of practical communication skills. Additionally, the lack of diversity in teaching content and methods limits the development of students' cross-cultural abilities. Therefore, it is necessary to redesign teaching strategies by integrating both theory and practice to enhance students' cross-cultural communication skills.

Despite the valuable insights provided by existing research on cross-cultural communication strategies in sports management education, several shortcomings remain. First, most studies overly emphasize language skills while overlooking the comprehensive development of cross-cultural adaptability[5]. Second, existing research typically lacks a systematic theoretical framework, which limits the practical guidance of cross-cultural communication strategies in teaching[2]. The assessment methods for cross-cultural communication are relatively simplistic and do not fully reflect students' adaptability and communication skills in multicultural environments. Furthermore, the limitations of assessment methods make it difficult to comprehensively measure the effectiveness of cross-cultural communication training[6]. Future research should aim to develop a more comprehensive theoretical framework, create more effective

assessment tools, and explore ways to integrate cross-cultural communication strategies into sports management education to enhance students' overall cross-cultural competence.

3 THEORETICAL EXPLORATION AND FRAMEWORK DEVELOPMENT

3.1 Theoretical Foundations for English Teaching in Sports Management

3.1.1 Integrating educational theories with cross-cultural communication

The integration of cross-cultural communication and educational theories is crucial in sports management education. Educational theories such as constructivism and sociocultural theory emphasize students' construction of knowledge through interaction and cooperative learning, while cross-cultural communication enhances students' adaptability in multicultural environments. These theories provide a solid foundation for incorporating cross-cultural communication into English teaching, which helps improve students' cultural sensitivity and communication skills[4]. For example, Storm & Svendsen highlight the pivotal role of sports educators in cultural leadership, where they enhance students' cross-cultural communication abilities by designing purpose-driven activities and creating inclusive environments[7]. This cultural leadership extends beyond classroom teaching and guides students in responding to cross-cultural challenges in real-world work scenarios.

3.1.2 The role of english teaching in sports management education

English teaching in sports management education is not merely a language-learning process but a key component in cultivating students' cross-cultural communication skills. Borges et al. argue that the ability to communicate in cross-cultural environments is crucial for the career development of sports managers[5]. Therefore, English teaching should go beyond traditional language learning and focus on equipping students with communication strategies and adaptability in cross-cultural environments. The challenge of cross-cultural communication lies in the students' need to understand not only the language but also the cultural norms behind behaviors, which requires English teaching to incorporate more content from cultural contexts. English is not only the lingua franca in international sports management but should also serve as a bridge that helps students understand and adapt to different cultures.

3.2 Theoretical Framework for Cross-Cultural Communication Strategies

3.2.1 Interaction model between language strategies and cultural adaptation

In the context of cross-cultural communication, there is an interactive relationship between language strategies and cultural adaptation. Research shows that language is not just a communication tool but also a key factor in cultural adaptation[5]. For instance, in international soccer coach training, language strategies and cultural adaptation mutually reinforce each other, helping coaches integrate better into different cultural settings. This interaction model highlights the importance of combining language teaching with cultural adaptation strategies in cross-cultural education. This model is applicable not only to language learners but also provides direction for teachers to design more targeted strategies in cross-cultural teaching.

3.2.2 Framework for cross-cultural communication in sports management education

Constructing an effective cross-cultural communication framework requires the integration of language, culture, and adaptation strategies in a multicultural context[8]. propose a framework that integrates cross-cultural communication strategies in sports management, which includes multicultural understanding, the cultivation of communication skills, and the implementation of adaptation strategies. This framework provides theoretical support for sports management students to face cross-cultural challenges in the future globalized sports market. The framework not only helps students communicate in cross-cultural situations but also enhances their ability to resolve cultural conflicts in real-world work scenarios.

3.3 Educational Reflection and Strategic Analysis in the Context of Globalization

3.3.1 The impact of globalization on educational strategies

The impact of globalization on sports management educational strategies is reflected in the internationalization trends in curriculum design and teaching methods. Sports management education in the context of globalization needs to emphasize diversity and inclusivity to meet the demand for cross-cultural communication skills in the global market[6]. Globalization has not only changed the career development paths of sports management students but also raised higher requirements for their educational strategies, driving the innovation and implementation of cross-cultural educational strategies. For example, in the context of globalization, educational strategies should focus more on how students can take leadership roles in multicultural teams, which requires the incorporation of specific cross-cultural case studies in teaching design.

3.3.2 Specific educational strategies to address cross-cultural challenges

To address cross-cultural challenges, specific educational strategies should include cross-cultural communication scenario simulations, diverse teaching case studies, and the introduction of international collaborative projects[7]. These strategies can improve students' language proficiency and enhance their adaptability and communication skills in multicultural environments. For instance, by participating in the management of international sports events, students can better understand and address real cross-cultural communication issues, thereby improving their professional

competitiveness. Specifically, teachers should design multicultural scenario simulations in their courses to help students develop communication and adaptation skills in real cross-cultural challenges.

4 EDUCATIONAL REFLECTION AND TEACHING STRATEGY RECOMMENDATIONS

4.1 Reflecting on Current English Teaching Practices in Sports Management

4.1.1 *Issues and challenges in implementing cross-cultural communication strategies*

In the English teaching of sports management programs, implementing cross-cultural communication strategies faces numerous challenges. First, inadequate training of teachers in cross-cultural communication leads to a disconnect between theory and practice in teaching. Cross-cultural education often remains at the language level, neglecting the practical application of cultural adaptation and communication skills[9]. Additionally, the significant cultural diversity among students increases the complexity of teaching, as students from different cultural backgrounds vary in their ability to adapt in the classroom. To address these challenges, future curriculum design needs to integrate cross-cultural communication strategies more closely with practical application, ensuring the strategies are operational in teaching[10]. For example, teachers can use real-world work scenario simulations to help students better understand the impact of cultural backgrounds on communication, effectively bridging the gap between theory and practice.

4.1.2 *Summary of lessons learned from practice*

Despite the challenges in cross-cultural communication teaching, existing practical experiences provide valuable insights. Through scenario simulations and interactive teaching, many courses have successfully improved students' cross-cultural communication skills[11]. However, the effectiveness of teaching often depends on the flexibility of teaching methods and the contextual design of activities. Practice shows that teaching activities based on real cross-cultural situations are more effective in enhancing students' cultural adaptation and communication skills. Therefore, future courses should focus more on combining teaching activities with real work scenarios to ensure that students can apply the skills they have learned in different cultural contexts. Moreover, practical experience shows that regular course feedback and adjustment are crucial for improving teaching outcomes, and teachers should flexibly adjust teaching methods based on students' performance and feedback.

4.2 Optimizing Teaching Strategies for Cultivating Cross-Cultural Communication Skills

4.2.1 *Student-centered curriculum design and optimization*

Curriculum design should be student-centered, especially in the cultivation of cross-cultural communication skills, where it is necessary to consider students' diverse cultural backgrounds and career development needs. Research shows that case-based teaching methods and project-based learning can effectively enhance students' communication skills in cross-cultural situations. This design should not only cover cross-cultural scenario simulations and real-world cases but also flexibly adjust the course content to meet students' individualized learning needs. This student-centered curriculum design can help them better perform in future multicultural environments. For instance, teachers should customize learning paths based on students' cultural backgrounds and career goals to ensure the relevance and practicality of the course content. This student-centered curriculum design can help them better perform in future multicultural environments.

4.2.2 *Innovative teaching methods for cross-cultural communication skills development*

In terms of innovative teaching methods for practical learning, the integration of Information and Communication Technology (ICT) and international collaborative projects offers new avenues for the development of cross-cultural communication skills[10]. These technologies and projects allow students to collaborate with global peers through virtual platforms, enhancing their communication skills and cultural adaptability. Additionally, role-playing and cross-cultural communication simulations are effective teaching methods. These methods not only improve students' language proficiency but also help them practice cross-cultural communication skills in real situations, thereby better preparing them for challenges in their future careers[12]. These innovative teaching methods enable students to simulate cross-cultural exchanges in virtual environments, reducing cultural conflicts and communication barriers in real work scenarios.

4.3 Application and Future Development of Theoretical Strategies

4.3.1 *Implementation and practical validation of teaching strategies*

To ensure the effectiveness of teaching strategies, post-implementation evaluation and validation are essential. By integrating cross-cultural communication strategies with actual teaching, teachers can gradually test the effectiveness of these strategies in the classroom and continually adjust and optimize them based on student feedback[5]. This dynamic evaluation approach ensures that teaching strategies are applicable and feasible in different cultural contexts, helping teachers better understand the real effects of cross-cultural communication strategies and providing strong support for future curriculum development. Specifically, teachers should regularly assess students' performance in real cross-cultural situations and adjust course content accordingly, continually refining teaching strategies to meet the evolving demands of global education.

4.3.2 *Feasibility and future application of strategy promotion*

The promotion of cross-cultural communication strategies requires careful consideration of their feasibility and adaptability in different cultural contexts. Cross-cultural communication strategies can be promoted through modular teaching methods to accommodate the needs of different educational systems. Furthermore, these strategies require ongoing evaluation and improvement during the promotion process to ensure their wide application in a globalized context, providing practical solutions for enhancing cross-cultural communication skills[11]. Additionally, future research can explore how to promote these cross-cultural strategies through online learning platforms and international collaborative projects, offering new pathways for cultivating cross-cultural communication skills in the global education system.

5 CONCLUSION AND FUTURE RESEARCH

5.1 Research Summary and Theoretical Contributions

This study systematically explores the role of cross-cultural communication in English teaching for sports management programs and proposes relevant teaching strategies to enhance students' cross-cultural communication skills in a globalized context. By constructing a framework that combines cross-cultural theories with educational practice, this paper provides theoretical support for the cultivation of cross-cultural competence in sports management education. The main contribution of this research lies in deepening the understanding of cross-cultural communication and providing practical suggestions for effectively integrating these strategies into teaching[13]. This study not only expands the application of existing theories but also positively impacts educational practice by helping educators better address the challenges posed by cultural diversity in curriculum design. The theoretical framework of this study provides important references for constructing and applying cross-cultural communication strategies and lays the foundation for subsequent empirical research.

5.2 Implications for Future Educational Practice

This study offers several implications for future educational practice. First, educators should place greater emphasis on integrating cross-cultural communication strategies into curriculum design and utilize scenario simulation and interactive teaching methods to help students gain practical experience in multicultural environments[11]. Second, teachers need to flexibly utilize ICT tools to combine virtual platforms with cross-cultural education, thereby expanding the scope and impact of teaching[10]. Additionally, future course development should focus on students' diverse needs to ensure that cross-cultural communication strategies can adapt to different learning backgrounds and career goals. These insights are of significant guiding value for educational practice in the context of globalization and can help educators better cultivate professionals with cross-cultural competencies. Future educational practice should be more flexible in curriculum design, combining real-world work scenarios with student needs to ensure the effective implementation of cross-cultural communication strategies.

5.3 Future Research Directions and Empirical Suggestions

Although this study has made significant progress in theoretical construction and practical strategies, future research needs to delve deeper. First, future research can use empirical methods to validate the actual effectiveness of the cross-cultural communication strategies proposed in this paper across different cultural contexts. By collecting teaching data and conducting quantitative and qualitative analyses, researchers can better assess the effectiveness and applicability of these strategies[14]. Second, future research should focus on developing more universal cross-cultural communication assessment tools to better measure students' improvements in cross-cultural competence. Additionally, with the development of technology, future research can explore how to integrate more digital tools and innovative technologies into cross-cultural education to address the increasingly complex globalized education environment[15]. Future research should not only focus on the application outcomes of cross-cultural communication strategies but also explore how to promote the widespread implementation of these strategies through technological means and innovative approaches. Through ongoing research and practical improvement, cross-cultural communication education will play a more critical role in the future of sports management education.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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