

The Influence of Sports on the Construction of a Good Psychological Atmosphere in Chinese International Education from the Perspective of Intercultural Communication

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Abstract

Culture is inescapable in education, incorporating cross-cultural dialogue and serving as the foundation of Chinese foreign education (CIE). This study aims to investigate, from the standpoint of intercultural communication, the impact of sports on the development of a positive psychological climate in CIE. The study employed quantitative and qualitative methods, collected data through tests, classroom observation, and interviews, and conducted a quasi-experimental comparison of the experimental group learning CIE and culture curriculum and the control group learning traditional language skills curriculum. This study determined that the experimental group's cross-cultural attitude improved more rapidly after the systematic study of cultural courses, which plays a more significant influence in fostering a positive psychological climate in CIE. In addition, the study indicated that culture is transmitted through language and that cultural elements play an essential role in language acquisition. In addition, most learners of a second language originate from nations and areas with different cultural backgrounds than the target language. Comparing one's culture with students and determining the most effective cross-cultural communication strategies are essential for teaching.

Keywords: Chinese international education; cultural curriculum; language courses; Intercultural communication ability; influence

Introduction

Cross-cultural communication refers to communicating with persons from diverse cultural backgrounds (Lyu et al., 2021). Chinese international education (CIE) is teaching Chinese as a second language, instructing those whose native language is not Chinese to acquire the ability to communicate in Mandarin. The objects used in education have many cultural origins. Cultural collision and communication are inevitable in education, which falls under cross-cultural communication (Ren et al., 2021). Today In these conditions, it is hard for Chinese foreign education to isolate pronunciation, vocabulary, grammar, and sentences from cultural aspects.

In addition, cultural instruction and cross-cultural aspects are crucial components. It will influence the teaching and learning of pronunciation, vocabulary, grammar, and sentences, assist learners in grasping the language's composition and usage rules, and foster communication (Yang et al., 2021). Chinese international education is a cross. The process of cross-cultural dialogue is integral to international Chinese education. Instructors of international Chinese education can communicate effectively across cultures developing optimal environments for reaching learning outcomes (Li & Zheng, 2021). CIE is designed for international students whose native language is not Chinese. Since language is the conduit of culture,

numerous cross-cultural factors influence Chinese language education's success or failure. This study examines the phenomenon at the diachronic and synchronic levels. Influence aspects of intercultural communication are investigated, and the intercultural communication theory on Chinese teaching is elucidated (Wan & Gao, 2021). Intercultural communication involves exchanging information between individuals with diverse linguistic and cultural backgrounds. Teaching Chinese to non-native speakers is referred to as international Chinese education. Intercultural communication as a second language and intercultural communication is advanced, application-oriented, and professional skills that can be applied to international support for China. It can be evident from the content and objective of international Chinese education that its participants frequently have diverse cultures and that its purpose is to promote skills with an understanding of diversity (Hwang & Fu, 2019). Consequently, learning Mandarin worldwide involves language instruction, cultural instruction, and cross-cultural instruction. The international Chinese language education community has established a global consensus that international Chinese language education must include and be closely aligned with cultural instruction. Language instruction cannot be isolated from culture. This study aims to investigate, from the standpoint of intercultural communication, the impact of sports on the

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development of a positive psychological climate in CIE. CIE encourages cultural connection and integration and answers to the needs of a global society with a shared future through international exchanges and cooperation. The CIE education reform should adapt to the trend of globalization, practice the fundamental concept of building a community with a shared future for humanity, and improve the construction of CIE specialization following the diversity of CIE objects and target needs (Mazlan et al., 2022).

Literature Review

Learning a language entails using the language appropriately to achieve the communicative objective within a particular cultural environment. The distinctive way of thinking of the Han people, as expressed by the Chinese structure, and the profound cultural connotations carried by the Chinese language present clear criteria for achieving the goal of worldwide Chinese instruction (Li, 2020). Moreover, teaching Mandarin as a foreign language involves a bidirectional cross-cultural process. The relationship between teachers and students will necessarily be of poor quality if the cultural context of the teaching item is unknown (Piller, Zhang, & Li, 2020). The practice of focusing solely on the training of listening, speaking, reading, and writing skills and the separation of language teaching and cultural teaching not only makes it difficult to achieve the goal of international Chinese teaching but will also, in the long run, inevitably impede the high-quality and effective development of Chinese international communication in the new context.

Intercultural communicative competence, the ultimate objective of teaching Mandarin as a foreign language, is not naturally attained via the accumulation of language and cultural information (Wang, 2019). This approach must permeate all levels of international Chinese education, including teaching and learning, from top to bottom. This falls under the category of intercultural communication. The worldwide education circle of the Chinese language has established a consensus that international education of the Chinese language must incorporate the principles of culture, language, and linguistic diversity. Teaching and culture cannot be separated, but culture is still viewed as an external aspect of language, and its influence on language is external and detrimental to the scene (Yang et al., 2021). Some scholars have recently reexamined the relationship between culture and language, as well as the relationship between intercultural communication theory and international education of Chinese, arguing that the

theory of intercultural communication should be placed within the discipline of CIE and that intercultural communication ability should be discussed as the teaching of CIE the necessity of the core of teachers' essential qualities and how to c

Since Chinese language international education is first a process of cross-cultural communication and subsequently a process of language instruction; Furthermore, intercultural communication factors are integrated into the Chinese language international education as part of its internal structure; (Al-Mekhlafi, Hu, & Zheng, 2009). CIE teachers' intercultural communication skills are of utmost importance. Cross-cultural awareness is an essential and professional skill that students must possess throughout the learning and working process of implementing international Chinese education. Students majoring in CIE must have a strong cross-cultural awareness and a high level of cross-cultural sensitivity, a broad cross-cultural international vision, master the knowledge and theories related to cross-cultural communication, and be able to analyze and solve practical cross-cultural problems, as well as be able to identify cultural differences and similarities, adapt to other cultures, and spread Chinese culture (Chai, Wong, & King, 2016).

A scientific and accurate assessment of CIE students' cross-cultural awareness would provide ideal conditions for nurturing cross-cultural talents with innovative thought and creativity and realizing China's "going out" in culture policy (Liu, Zhang, & Fang, 2023). As "Chinese fever" continues to rise and the number of foreign Chinese learners rises, many overseas students are coming to China to study Mandarin and comprehend Chinese culture. This creates significant obstacles for teachers of Mandarin as a foreign language (Wu & Wang, 2022). Long ago, the educational objective of CIE was the full use of language, while the development of international communicative competence was neglected. This research begins with the theory of cross-cultural communication, then methodically examines the manifestations of cultural conflicts in international Chinese education, analyzes their causes, and provides targeted solutions based on this analysis. Culture is carried by language. It documents and transmits culture. Cultural differences are also reflected in linguistic discrepancies (Jiang, 2023). In teaching Chinese as a second language and as a foreign language, international education is compelled to touch and collide with the local culture of the learners and Chinese culture. Our worldwide education of Chinese must therefore be conducted within the context of cross-cultural exchanges.

Methodology

Research object

This study retrospectively studied 8 natural classrooms of foreign Chinese majors, including 130 students in 4 experimental classes and 107 students in 4 control classes. The experimental group studied worldwide Chinese courses, including Chinese history and culture, Chinese social culture, Chinese natural and human geography, great Chinese literature, Chinese social culture, film, audiovisual, and oral communication. The control group studied basic Mandarin, listening, speaking, reading, and other traditional Chinese language courses, and conducted interviews with 12 students from the experimental group and eight CIE course instructors (Yasseen, 2022). The average scores on the cross-cultural attitude exam on the pre-test were 90.9218 and 92.8419 for the experimental and control groups, respectively. The control group was higher than the experimental group, but the mean did not differ significantly at the 0.05 level of confidence ($t=1.424$, $p=0.139>0.05$).

Research tools

The study employed quantitative and qualitative methods, collected data through tests, classroom observation, and interviews, and conducted a quasi-experimental comparison of the experimental group learning CIE and culture curriculum and the control group learning traditional language skills curriculum.

This study primarily utilizes assessments, interviews, and classroom observation. The examination consists of a pre-test and a post-test. The two tests of intercultural communicative competence utilized the same objective questions with the same content, including three parts of intercultural knowledge, communicative competence, and intercultural attitude, with different parts assessing different aspects of intercultural communicative competence. In addition to classroom observation and semi-structured interviews, the researchers conducted classroom observation to understand the students' learning environment comprehensively. The interview questions focus on cultural awareness, communication skills, and cross-cultural perspectives. Observation includes numerous activities of teachers and students throughout cultural course instruction in the classroom.

Data acquisition

Before the experiment, the researchers administered a standardized pre-test of cross-cultural communicative skills to the eight participating natural classes. After teaching the two groups according to their curriculum systems, the researchers joined the cultural class to watch

and collect pertinent study data from four experimental courses. The researchers administered a standardized post-test of intercultural communicative ability in eight natural classrooms one academic year later. Pre-test and post-test data on the performance of 120 students in the experimental group and 103 in the control group were collected. Based on the test outcomes and classroom observation, the researcher performed semi-structured interviews with teachers and students in four experimental classrooms. SPSS16.0 is employed to analyze the test data. The qualitative analysis uses classroom observation and interview data (Korkealehto, Lakkala, & Toom, 2021).

In the worldwide education of Chinese, teachers must communicate effectively across cultures. It plays a crucial function, and only teachers have significant capabilities in this area, so students can acquire it and cultivate it to cultivate Chinese talents with cross-cultural communication skills.

Expert interview method

To ensure the viability of this experiment, a preliminary plan was developed based on a review of the relevant literature. A questionnaire survey was then administered to experts in the field of cross-cultural communication, and the construction and evaluation of a good psychological atmosphere in international Chinese education from the perspective of cross-cultural communication were discussed. Through a survey of professors and specialists in this subject, this study analyzed the questionnaire's answers to improve this experimental training program's scientific and practical viability. According to the research requirements, the researchers identified and analyzed the potential issues and designed this study's empirical material based on experts' advice.

Literature method

This study collects and organizes pertinent resources via the online library system and sets the limitations of the overall framework, as well as the direction and concepts of the article, based on the objective of this study and the CIE development trend. Relevant foreign language documents are queried using the Chinese literature database and keywords such as "intercultural communication," "international Chinese education," and "communicative competency."

Results and Discussion

Table 1 displays that the mean scores of the experimental and control groups on the intercultural knowledge pre-test are 24.4606 and 26.8914, respectively. No statistically

significant difference exists between the control and experimental groups at the 0.05 confidence level. This indicates no significant difference between the experimental and control groups on the cultural pre-test. In the subsequent exam, however, the average intercultural knowledge test score for the experimental and control

groups is 32.2500, whereas it is 27.4108 for the control group. The difference between the experimental and control groups was 4.8381, indicating a significant difference. The experimental group's cross-cultural understanding improved more rapidly after studying the cultural curriculum (Wang & Ondago, 2021).

Table 1

Statistical results of the pre-and post-test of cross-cultural knowledge in the experimental group and the control group

	Group	Number of people	Average	Standard deviation	T value	P value	Mean difference
Pre-test	Experience group	120	24.4606	5.2092	-1.026	0.183	-2.4307
	Control group	103	26.8914	4.1604			
Post-test	Experience group	120	32.2500	3.7241	3.410	0.002	4.8381
	Control group	103	27.4108	4.2164			

Sociolinguistics defines language acquisition as learning language knowledge, forming habits, and enhancing language use skills. In contrast, the development of language skills is dependent on language practice. Culture is a crucial component influencing pupils' language acquisition. The process of students learning Mandarin is the recognition of Chinese culture and the effect of cultural training on students' communication abilities. Chinese culture encompasses the nation's fundamental cultural connotations, values, social rituals, and ways of life. The more the pupils understand Chinese culture, the more effective their Chinese language learning will be. If you do not have a solid grasp of traditional Chinese culture, pragmatic and semantic misunderstandings and errors will likely emerge in cross-cultural communication, resulting in difficulty with language acquisition.

To correctly comprehend the connection between Chinese culture and students' Chinese language acquisition, it is necessary to have a firm grasp of the relationship between language and culture. Culture and language are interdependent. First and foremost, language and culture are the relationships between the part and the total, with the language being culture's most significant and unique component. There cannot be a universal language suitable for all cultures. Culture cannot exist independently without a cultural framework. Second, language is the primary bearer of culture and a symbolic system that

records culture. Language is necessary for developing and preserving culture, primarily written language. Culture and language are ultimately intertwined and mutually supportive. Language development must be stimulated by cultural growth. The introduction of new and trendy words on the internet is an illustration. The widespread use of Chinese worldwide demonstrates that language development has also fostered the exchange and dissemination of culture (Yazdanian, West, & Dillenbourg, 2021). Both language comprehension and language use are inextricably linked to cultural influences. Language and culture are, therefore, interrelated and inseparable.

As indicated in Table 2, the mean pre-test scores for the experimental and control groups' communication abilities were 26.3501 and 27.7824, respectively. There was no statistically significant difference between the control and experimental groups at the 0.05 confidence level. This indicates no difference between the experimental and control groups in pre-test communication skills. The experimental and control groups scored 34.3611 on the subsequent test, while the control group scored 28.9280. The experimental group had a mean difference of 5.4321, significantly more significant than the control group ($t=4.390$, $p=0.0020.05$). This indicates that the experimental class' communication abilities have improved more rapidly due to the systematic examination of the cultural curriculum.

Table 2

Statistics of pre-test and post-test scores of communication skills in the experimental group and the control group

	Group	Number of people	Average	Standard deviation	T value	P value	Mean difference
Pre-test	Experience group	120	26.3501	5.1363	-1.252	0.128	-1.4321
	Control group	103	27.7823	4.5931			
Post-test	Experience group	120	34.3610	3.4100	4.390	0.001	5.4330
	Control group	103	28.9270	4.9820			

Chinese culture and language acquisition are interdependent and interdependent. The culture of the target language must be learned alongside the language. One must study and grasp the Chinese language to properly comprehend and master Chinese culture. To study and use the Chinese language, pupils must also acquire knowledge of Chinese culture. The more the comprehension and command of Chinese culture, the more favorable it is to enhancing Chinese communication skills (Resch et al., 2021).

Compared to the pre-test, the post-test scores for all components of communication skills have increased, and the scores for behavioral flexibility, identity maintenance, and interaction management have changed significantly ($p < 0.05$), as shown in Table 3.

This may suggest that the cultural curriculum has an undeniably favorable impact on all facets of communication abilities. Observations of the cultural curriculum in the classroom revealed that issues such as marriage, family life, education, vacation, religion, etc., were discussed. Through the study and debate of these issues, students get a deeper awareness of the values of people from various nations, the cultural variations between countries, and the underlying causes of these differences. Through classroom presentations, pair learning, group discussion, role-playing, case study, and other teaching activities, students learn to respond to questions and articulate their thoughts, fostering behavioral flexibility, identity maintenance, and interactive management skills.

Table 3

Statistics of test scores of communication skills components of the experimental group in the pre-test and post-test

Component	Test	Number of people	Average	Standard deviation	T value	P value	Mean difference
Flexible action skills	Pre-test	120	8.6131	1.2702	-3.7617	0.004	-1.0445
	Posttest	120	9.6577	1.6683			
Identity maintenance skills	Pre-test	120	7.5236	1.1631	-7.3616	0.001	-2.2191
	Posttest	120	9.7428	1.7894			
Interactive management skills	Pre-test	120	6.1741	1.0291	-5.9701	0.001	-1.3976
	Posttest	120	7.5718	1.0804			

Table 4 reveals that the pre-test mean scores on the intercultural attitude test for the experimental and control groups are 90.9217 and 92.8418, respectively. The control group was higher than the experimental group, but the difference in mean scores was not statistically significant at the 0.05 level of confidence. This may indicate no significant difference between the experimental and control groups in their intercultural attitudes during the pre-test. In contrast, the average

intercultural attitude test score for the experimental and control groups is 94.7123, whereas the score for the control group is 93.1062. The experimental group was higher than the control group by 1.6051, and the difference was statistically significant ($t=1.510$, $p=0.002 < 0.05$). This suggests that the experimental group's cross-cultural attitude increased more rapidly following the systematic study of cultural courses (Jakob & Gindl-Altmutter, 2023).

Table 4

Statistics of the results of the pre-test and post-test of cross-cultural attitudes in the experimental group and the control group

	Group	Number of people	Average	Standard deviation	T value	P value	Mean difference
Pre-test	Experience group	120	90.9217	7.1628	-1.423	0.138	-1.9201
	Control group	103	92.8418	6.2604			
Post-test	Experience group	120	94.7122	7.8661	1.510	0.002	1.6051
	Control group	103	93.1061	8.2164			

Establishing cross-cultural knowledge is crucial to reducing cultural problems in intercultural communication. Not only should Chinese teachers cultivate cross-cultural awareness, but so should overseas students learning Chinese. Through fostering cross-cultural awareness, Chinese teachers may quickly manage difficulties emerging from cultural disputes, comprehend students'

practices, and adjust misconceptions and friction between students owing to cultural differences. In addition, Chinese teachers have the duty and responsibility to help pupils develop cross-cultural understanding. Through lectures and activity courses, they can assist students in comprehending Chinese and other cultures, developing cross-cultural awareness, putting themselves in the

perspective of others, and attempting to prevent cultural disputes with professors and classmates. During foreign education in Chinese, disputes resulting from cultural differences are unavoidable; nonetheless, disagreements are not the sole responsibility of teachers or students. Conflict resolution also demands the collaboration of teachers and students. It is vital, for example, to analyze challenges from the cultural standpoint of the opposing party. By investigating the causes of disputes in cross-cultural communication, this study investigates effective strategies for preventing conflicts between teachers and students from enhancing the learning of Mandarin and disseminating Chinese culture.

Table 5 demonstrates that after completing the CIE and culture course, the experimental group's test scores for all components of cross-cultural attitude have increased. The post-test values for all items are more significant than the pre-test values. Yet, the test scores for interactive enjoyment and respect for foreign culture have somewhat increased, while the test scores for interactive confidence and interactive involvement have increased substantially (Devassia & Gubi, 2022). This may imply that the CIE

and culture curriculum favorably impact all components of the cross-cultural attitude of English majors and that interaction confidence and enjoyment have increased significantly. The CIE and culture curriculum has a substantial effect on English majors' interaction confidence and interaction involvement. Students majoring in CIE should be aware of cultural transmission and exchange throughout language instruction. This knowledge enables not just the "silent" transmission of Chinese culture through language but also the reception of feedback from the cultures of other nations, generating a virtuous circle. Students who major in CIE should develop cultural self-assurance. Cultural confidence is a keyword, and discourse confidence is the most direct representation of artistic confidence. Hence, for future Chinese teachers to have discourse logic and effectively engage in cultural interchange and dissemination, they must develop cultural self-confidence. It is of the utmost importance and urgency to foster a high level of appreciation for China's rich traditional culture, followed by the spontaneous development of cultural self-assurance.

Table 5

Statistics of the test results of the experimental group's cross-cultural attitude components in the pre-test and post-test

Component	Test	Number of people	Average	Standard deviation	T value	P value	Mean difference
Interactive pleasure	Pre-test	120	28.2400	1.9361	-1.2538	0.133	-0.3842
	Post-test	120	28.6242	2.7473			
Respect foreign culture	Pre-test	120	26.6522	2.0426	-1.5138	0.120	-0.0366
	Post-test	120	26.6890	2.1411			
Interactive confidence	Pre-test	120	16.3921	2.6637	-2.5340	0.003	-2.1902
	Post-test	120	18.5823	2.1823			
Interactive participation	Test	120	12.1042	1.7488	-2.5804	0.002	-2.7281
	Pre-test	120	14.8323	1.6120			

Discussion

Researchers gained further insight into the impact's causes via classroom observation and interviews. The summary is as follows: Some interviewed students stated: "We have obtained language expertise from numerous CIE and cultural courses, but also other knowledge fields, like history, geography, economy, politics, and society, among others. As we communicate with people from different cultures, what we have learned in these courses offers us more topics and points of view, increasing our confidence and making the cross-cultural conversation feel more natural." CIE is both an instructional activity and a communicative activity. In Chinese foreign education, students as teaching objects have diverse cultural origins and educational contexts, so their values are relatively

distinct from those of Chinese teachers. Each Chinese considers themselves a part of the collective, with the collective taking precedence over the individual, because Chinese culture emphasizes communal concerns. Thus, we must pay close attention to mutual aid and support; we must prioritize cooperation and be loyal to the group. Western culture emphasizes individual features and personal interests; hence, innovation and personal development are emphasized more. Individuals in a collectivist culture give more attention to the function of their learning in society, nation, and country, and the objective of learning is to acquire social recognition; Persons in an individualistic culture focus on enhancing their skills and addressing their developmental needs. In foreign education of Chinese, differing learning aims and needs for the content of learning mean that the instruction

of Chinese teachers is not necessarily what the students desire; hence, cultural conflicts will arise, failing cross-cultural communication (Dai et al., 2021).

Observation of a classroom revealed that the CIE and culture curriculum uses various methods, including CIE and culture knowledge instruction, contact with students, a student publication, group activities, oral expression, written expression, and other activities. Comparative approaches are also frequently employed in the CIE and culture classroom. Through comparison, individuals can broaden their perspectives and become more tolerant and objective. Students are allowed to exercise their intercultural communication skills and better understand cross-cultural differences through the CIE's cultural curriculum's wealth of materials, which makes comparative teaching possible and facilitates the development of intercultural communication skills. The instructor in charge of the natural and human geography course in China stated in the interview: "Take the China course in natural and human geography China, as an example, is separated into five major regions: northeast, southeast, central, western, and southwest. Each section introduces its primary characteristics, landmarks, and principal cities." The systematic instructional materials offer a vast array of comparative resources for the instruction of CIE and culture. It is possible to compare the five components' vertical and horizontal qualities with China's geographical characteristics. The comparison process stimulates students' learning interests and initiative, resulting in a more thorough grasp of the local region and a broader worldwide perspective.

Being the conduit of culture, language instruction, and cultural education are naturally interdependent. The acquisition of the language of any country must be complemented by the study of the country's and nation's culture, particularly the ideals and values underlying the language. This is also the scene that every country hopes to see when teaching foreign languages: in the process of teaching its language and national language, it will spread its own culture to the outside world so that other nations and countries can understand, recognize, and even absorb it, and it will attempt to integrate its own culture into the international multicultural treasure house. Therefore, the development of the world's multicultural culture requires the cultural component of Chinese culture, which includes internal information and connotation. It is necessary to investigate how to better integrate cultural education with language education as a two-way requirement for practical development.

Via classroom observation, the researcher discovered that the evaluation process and teaching method of CIE and

culture curriculum are more united than in regular language classrooms. The instructor will evaluate pupils more comprehensively based on their overall performance and the outcomes of the monthly examination. This evaluation approach can assist educators in comprehending students' cross-cultural cognition and focusing more on their communicative competence. The teacher in charge of the CIE and culture curriculum stated in the interview that after the school implements the curriculum reform, it will no longer solely test students' language level, which will favor the students' cross-cultural learning attitudes and motivation.

Conclusion

In globalization, international education of Chinese is no longer a straightforward teaching of Chinese knowledge; instead, it is a communicative language teaching dominated by intercultural communicative ability and cultural communication Skills. Teachers of Chinese as a foreign language must develop their intercultural communication skills before effectively teaching Chinese as a foreign language. Only if they have mastered intercultural solid communication skills will they be able to correctly help students solve the cross-cultural communication issues they experience in life, understand and use the knowledge they have acquired, and teach this skill. Communication between cultures is crucial to the international education of Chinese students, and instruction must be conducted in this setting. Teaching Chinese as a foreign language can only progress smoothly and efficiently if all Chinese teachers possess intercultural communication skills. Using the examination of test data, this study determined that the experimental group's development of intercultural communication knowledge, communication skills, and intercultural attitudes is significantly superior to the control group's development. Moreover, among the elements that comprise intercultural communication ability, the experimental group is generally superior to the control group, with the development of cultural knowledge, behavioral flexibility skills, identity maintenance skills, interactive management skills, interactive confidence, and interactive participation significantly outperforming the control group, and the development of interactive pleasure and respect for foreign cultural differences significantly outperforming the experimental group. Thus, classroom observation and interview data reveal that disparities in intercultural communication ability between the two groups are related to curriculum, instructional techniques, and evaluation criteria. The phased research results indicate that teaching

a CIE culture curriculum provides benefits for fostering intercultural communicative ability in students. Without a doubt, teachers of Mandarin as a foreign language must be able to communicate across cultures. In addition, they should foster the intercultural communication skills of their students.

Implications and Future Directions

This research is significant from the standpoint of practitioners since its findings appear trustworthy. According to the study, the school system's management should introduce the notion of sports to improve student learning. Sports play an essential role, and kids who participate in sports have ambitious aspirations. The role of athletics can serve as a means of gaining an advantage for pupils by addressing their psychological concerns. The connected teachers are obliged to foster an environment conducive to the teachers' dependable work improvement. Theoretically, this phenomenon has rarely been studied in the context of language acquisition. The significance of the influence of sports on the psychological development of

language learners has thus been introduced in this study. Future scholars will rely on these implications to enhance their work and develop their models. The latest addition has filled the vacuum in the body of knowledge. In addition, this study's findings contribute to expanding the literature on language acquisition.

The purpose of this research has been substantially attained, and the outcomes are satisfactory. Nonetheless, this research does have certain drawbacks. Future research must collect longitudinal data by replicating this study's empirical findings. In addition, academics must create a comprehensive language learning model including moderating elements because various factors can regulate this relationship. Thus, future research must employ multigroup analysis to analyze and validate the findings of this study. Scholars can expand their understanding of the language acquisition setting by pursuing these avenues.

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