



INVESTIGATING CULTURAL INTELLIGENCE IN ENGLISH COMMUNICATION
OF MULTICULTURAL SPORT ATHLETES AND COACHES



OLASENI SAMSON SOGBESAN

Graduate School Srinakharinwirot University

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สารนิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ
คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2567
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

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THE MASTER'S PROJECT TITLED
INVESTIGATING CULTURAL INTELLIGENCE IN ENGLISH COMMUNICATION
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BY
OLASENI SAMSON SOGBESAN

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(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)
Dean of Graduate School

ORAL DEFENSE COMMITTEE

..... Major-advisor
(Asst. Prof.Sakulrat Worathumrong, Ph.D.)

..... Chair
(Assoc. Prof.Boonjeera Chiravate, Ph.D.)

..... Committee
(Assoc. Prof.Sugunya Ruangjaroon, Ph.D.)

Title	INVESTIGATING CULTURAL INTELLIGENCE IN ENGLISH COMMUNICATION OF MULTICULTURAL SPORT ATHLETES AND COACHES
Author	OLASENI SAMSON SOGBESAN
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This study investigates the dimensions and stages of cultural intelligence (CQ) among multicultural athletes and sport coaches when interacting in English communication context. Based on Kachru's three concentric circles (1985) and the Cultural Intelligence Scale (CIS) questionnaire (Earley & Ang, 2003), 33 participants-including 25 athletes and eight coaches (five from inner circle, 16 from outer circle, and 12 from the expanding circle)--were asked to complete the CIS questionnaire. The findings for the CQ dimensions indicates that both athletes and coaches showed the highest frequency in Motivational CQ. Among the athletes, Cognitive CQ was the dimension with the lowest frequency, while among the coaches, it was Behavioral CQ. Rankings for CQ dimensions among the participants were as follows: Motivational CQ, followed by Metacognitive CQ, Cognitive CQ, and finally Behavioral CQ. Regarding CQ stages, both athletes and coaches perceived CQ Drive as the most important element when interacting in English. It is due to the interest, resilience and openness required to overcome cultural barriers, build trust, and foster positive relationships with individuals from various backgrounds. The study suggests that the dimensions and stages of CQ contribute to enhancing intercultural communication effectiveness which could foster inclusivity in contexts where English is the medium of communication or in cross-cultural setting.

Keyword : Cultural Intelligence (CQ), English, Kachru Three-Concentric Circles, Multicultural Athletes, Multicultural Coaches, Cultural Intelligence Scale (CIS), Intercultural Communication

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Communication in sports involves a process of conveying sports-related knowledge, opinions, and ideas between coaches and athletes verbally and non-verbally. Coakley (2015) defined sports and functions as all sorts of physical activities that people utilize to socialize, to compete, to challenge themselves physically, and for fun as teams. Participation in sports promotes the development of desirable character attributes and values of athletes and coaches in communication. Communication in sports takes several forms, including verbal communication at team meetings, coach-player discussions, and on-field instructions. Non-verbal communication entails movement patterns, gestures, and facial expressions which are extremely important in transmitting emotions and intentions during competition.

As a multicultural athlete, I observed that one of the obstacles encountered by the team in sport communication could be language barriers in which English is often served as a lingua-franca (ELF). Crystal (2003) stated English is acknowledge as a unifying language, allowing individuals with varied native languages to communicate effectively. This is true in my university basketball team communication in which the members consisting of a Thai head coach with an assist coach and a mixture of Thai, half-Thai and foreigner athletes. To bridge the language barriers between my coaches and teammates, while interacting with them in English, I incorporate gestures, facial expressions, and hand movements. This has improved my interpersonal relationship with the team and built effective communication on and off the court.

In today's globalized sports environment, communication between multicultural athletes and multicultural coaches from diverse cross-cultural backgrounds is increasingly prevalent and essential. Effective communication of multicultural athletes and multicultural coaches not only improves teamwork and performance but also strengthens relationships necessary for mutual respect and understanding in multi-national teams (Borges et al., 2022). Multicultural athletes and coaches with their

varying levels of English proficiency, accents, and cultural nuances often influence the clarity and effectiveness of English communication in ELF context such as this. By addressing the terms multicultural athletes and multicultural coaches who participate in multinational teams, it might be classified as involving coaches and athletes from each of the three categories (Kachru, 1985). These comprise (1) the inner circle group, which consists of coaches and athletes from nations where English is the primary tool of interaction; (2) the outer circle includes populations from regions where the second language is English and has a legacy stemming from colonial times; and (3) the expanding circle, which comprises of people from nations where the foreign language studied is English.

It's important to consider more than just the ELF context, cross-cultural context, such as knowledge of other cultures or awareness of other cultures, among multicultural athletes and multicultural coaches should also be highlighted. Cross-cultural knowledge involves a thorough grasp of cultural standards, ethics, and customs distinct from those of individuals can significantly improve English communication within multicultural sports teams (Rcademy, 2023). Cross-cultural awareness in sports helps multicultural athletes and coaches understand how their different cultural backgrounds affect individual multicultural athletes/coaches' expectations, communication styles, and responses to feedback. Multicultural athletes from collectivist cultures such as Germany, Thailand and Japan might place great value on unity and working together harmoniously, whereas those from individualistic cultures such as U.S.A, France and Spain may focus on personal achievement (Xue, 2022). Borges et al. (2022) addressed an importance of cultural intelligence as it is a good indicator of perceived others' cultural knowledge, awareness, cultural norms, values of each individual in multi-international teams, either in collectivist/individualist cultures or in any of the three circles as previously mentioned.

Cultural intelligence (CQ) serves as a vital element in effective English communication in multicultural settings particularly in ELF sport communication context. From the viewpoint of English being used as a global lingua franca (ELF), cultural intelligence (CQ) emerges as a critical skill, enabling individuals to navigate cultural

complexities and foster understanding which shows that high levels of CQ correlate with enhanced team cohesion and performance. Matsumoto and Hwang (2013) stated that individuals with strong CQ demonstrate greater empathy and adaptability, which are essential for resolving conflicts and building trust in multicultural sports environments.

The multicultural coach-athlete communication encompasses all situations in which the coach and athlete share intertwined feelings, thoughts, and actions. In such communication context, Earley (2003) suggested exploring cultural dimensions of CQ. These include cognitive, meta-cognitive, motivation and behavioral CQs. A closer look can be at the process of how each individual shows a certain level of CQ through CQ stages, such as drive, action, strategy and knowledge. High cultural intelligence enables individuals to communicate in English in a way that respects and acknowledges cultural differences while low CQ often results in an inability to grasp the nuances of language use, such as indirect expressions, idiomatic phrases, and cultural references embedded in English communication. For example, low CQ among multicultural athletes and multicultural coaches are linked to increased language barriers and miscommunication, which directly impacted on-field coordination and overall performance (Schnitzer & Stephenson, 2019).

Thus, awareness of cultural intelligence is vital in order to understand cross-cultural communication barriers between multicultural coaches and multicultural athletes, which is an individual's ability to work and interact efficiently in culturally diverse circumstances and setting (Sousa, 2019).

The overall aim of this study was to provide an analysis of cultural intelligence of multicultural athletes and multicultural coaches when communicating in English. The cultural intelligence dimensions and stages which multicultural athletes and coaches reflect could show their perceptions when communicating with other people in ELF environment. With previous research conducted (Chongdarakul, 2015) that focuses mainly on business communication environment, my research focuses on English interaction between multicultural athletes and multicultural coaches. This could help in breaking language and cultural barriers and strengthening the relationship among them.

Multi-international sport teams communication goes beyond the playing field; it has a deeper connection with the lifestyle and enhances the awareness, perceptions, attitudes and behaviors of the multicultural athletes and coaches when communicating in English.

1.2 Research Objectives

The objectives of this study were:

- 1.To examine the dimensions of cultural intelligence of multicultural sport coaches and multicultural sport athletes when they communicate in English.
- 2.To investigate the stages of cultural intelligence of multicultural sport coaches and multicultural sport athletes when they communicate in English.

1.3 Research Questions

The research questions were set as follow:

- 1.To what extent do multicultural sport coaches and multicultural sport athletes exhibit cultural intelligence when they communicate In English?
- 2.Based on R1, what are the stages of cultural intelligence of multicultural sport coaches and multicultural sport athletes when they communicate in English?

1.4 Significance of the Study

The findings of the present study would be beneficial to readers in two ways. Firstly, the results in this research may become a guideline to help multicultural athletes and coaches aware of how to interact effectively in English in the contexts such as coaching or practices. Secondly, the findings may be used as examples for those teaching and studying subjects related to English as a global lingua franca or cultural communication.

1.5 Definition of Terms

This research used these following definitions:

- 1.Cultural Intelligence (CQ) refers to the understanding of a culture through its intercultural competences through cognitive, meta-cognitive, motivation and

behavioral concepts and the skill to convey ideas clearly in a multicultural setting. (Early & Ang, 2003).

2.Cultural Intelligence (CQ) Dimensions in this study contributes to effective intercultural communication based on cognitive, metacognitive, motivation and behavior CQs (Early & Ang, 2003).

2.1 Cognitive CQ in this study refers to knowledge about cultural customs and practices that takes place in a diverse environment (Early & Ang, 2003).

2.2 Metacognitive CQ in this study involves being aware of cultural assumptions during communication with different diverse cultures (Early & Ang, 2003).

2.3 Motivational CQ refers to drive to learn about and engage with other cultures when communicating with other people (Early & Ang, 2003).

2.4 Behavioral CQ in this study is the skill to adapt one's verbal and non-verbal actions to suit diverse cross-cultural settings or situations. (Early & Ang, 2003).

3.Cultural Intelligence CQ Stages in this study are essential for effective interaction in multicultural settings which involves four key stages: CQ Drive, CQ Knowledge, CQ Strategy, and CQ Action (Early & Ang, 2003).

3.1 CQ Drive refers to an individual's motivation and confidence in interacting across a range of cultural settings (Early & Ang, 2003).

3.2 CQ Knowledge in this study involves understanding cultural norms, practices, and conventions. This knowledge helps individuals make sense of cultural differences and adjust their behaviors accordingly (Early & Ang, 2003).

3.3 CQ Strategy in this study is the ability to plan and interpret experiences in cross-cultural settings. It includes awareness and the capability to adjust one's perspective during interactions to avoid misinterpretations (Early & Ang, 2003).

3.4 CQ Action in this study is the capacity to modify verbal and non-verbal cues during interactions with people from various cultures (Early & Ang, 2003).

1.English as Lingua Franca ELF refers to the use of English as the language used as a bridge for communication between speakers of different mother tongues. (Crystal, 2003).

2.Three-concentric circles in this study refers to Kachru's three-concentric circles which consists of inner circle, outer circle and expanding circle (Kachru, 1985).

3.Multicultural Coaches in this study refers to individuals from any of Kachru's three-concentric circles who teaches athletes of different nationalities to improve at a particular sport or skill to perform better (Turner, 2007).

4.Multicultural Athletes in this study refers to individuals from any of Kachru's three-concentric circles who are trained in a particular sport or skill that is involved in an organized foreign competition (Turner, 2007).



CHAPTER 2

LITERATURE REVIEW

This chapter offers a review of the literature to provide background information related to the research. The literature review is divided into five sections. The first section in 2.1 provides an overview of the concept of cultural intelligence and its dimensions. The second section in 2.2 reviews cultural intelligence CQ and its stages. Section 2.3 reviews a thorough discussion of English as a Lingua franca (ELF): communication contexts of multicultural athletes and multicultural coaches. The following section, 2.4, presents information related to Kachru's Three-Concentric Circle. The last section of this chapter, 2.5 provides an overview of the related studies.

2.1 Cultural Intelligence (CQ) and its Dimensions

Cultural intelligence (CQ) refers to an individual's ability to adapt and function effectively in diverse culturally varied environments such as schools, office places et al (Early & Ang, 2003). Cultural intelligence (CQ) serves as the understanding of a culture through its intercultural competences through cognitive, meta-cognitive, motivation and behavioral concepts as illustrated in figure1 which help to convey success in communication in a cross-cultural setting (Early & Ang, 2003). CQ is the competency to adapt one's behavior and approach when dealing with challenges in multicultural interactions (Wong & Kreisel, 2021). CQ involves the skill to grasp and respond properly to different cross-cultural situations. To understand culture intelligence, cultural intelligence scale (CIS) is used to assess a person's capacity for cross-cultural interaction, which is particularly important in globalized settings like sport teams, business, and schools.

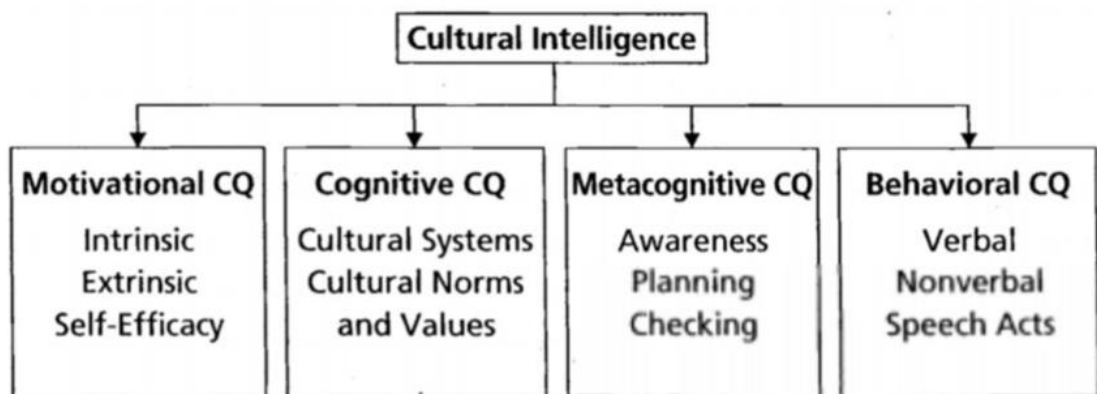


Figure 1: Cultural Intelligence (CQ)

Note. This model was Dyne in 2001, summarizing the dimensions of cultural intelligence. From “The Impact of Cultural Intelligence of Tourist Guides on Tourist Satisfaction by A. Fadwa and A. Sami, 2023, European Scientific Journal, ESJ. 19.108. Copyright 2023 by ESJ Humanities.

Earley and Ang (2003) developed the Cultural Intelligence Scale (CIS) to measure and assess the CQ dimensions of individuals when communicating in cross-cultural settings through cognitive, meta-cognitive, motivation and behavioral scales. Furthermore, the Cultural Intelligence Scale (CIS) could serve as a predictor of how successful individuals can engage or communicate with one another effectively in cross-cultural communications contexts. Each Cultural Intelligence Scale (CIS) are classified as follows:

2.1.1. Cognitive CQ Scale

Cognitive CQ relates to the comprehension of different cultural customs, values, and beliefs such as recognizing the how formal or informal greetings vary, such as Wai in Thailand versus handshakes in the U.S.A. Early and Ang (2003) stated that Cognitive CQ refers to the person's knowledge structures and their consistent use the knowledge to understand the underlying reasons behind different cross-cultural behaviors and how to interpret accurately.

Cognitive CQ reflects knowledge of customs, conduct, and practices including both cultural universals and differences between cross-cultural knowledge. The cognitive aspect of CQ serves as a significant component of cultural intelligence that is developed through education and personal experiences. Cross-cultural knowledge influences people's beliefs and behaviors, hence, contributes to cognitive CQ. Individuals that exhibit high cognitive CQ demonstrate an enhanced capability to modify their thinking patterns and responses to meet the demands of various cross-cultural contexts. This proficiency in understanding cross-cultural nuances fosters effective communication, collaboration, and decision-making across cultures (Earley & Ang, 2003).

2.1.2. Metacognitive CQ Scale

Metacognitive CQ is a critical aspect of people's ability to comprehend and strategize one's cross-cultural assumptions and biases throughout cross-cultural interactions. Early and Ang (2003) stated Metacognitive CQ is the awareness and comprehension of one's cultural practices and prejudices, alongside the ability observe and modify cognitive processes in various cross-cultural situations.

Metacognitive CQ is crucial to one's ability to reflects the ability to be aware of cross-culture and strategize about cross-cultural interactions. It involves planning and monitoring cross-cultural understanding. Individuals with high metacognitive CQ show more flexibility and success in multicultural situations such as adjusting your tone or approach when communicating in a cross-cultural environment. Recognizing and reflecting on their cultural prejudices and assumptions allow them to reduce misunderstandings, improve communication, and create relationships with individuals from diverse cultures (Earley & Ang, 2003).

2.1.3. Motivational CQ Scale

Motivational CQ is a critical factor in assessing one's interest to engage with diverse cultural contexts effectively. Early and Ang (2003) stated that Motivational CQ reflects one's motivation, curiosity, and confidence in evolving one's actions and

techniques to culturally varied environments. It requires an open mindset to interact across cultural boundaries, the determination to withstand intercultural challenges, and the confidence to learn and grow from these experiences.

Motivational CQ is a key determinant of an individuals' success in multicultural settings. By fostering intrinsic motivation, interest, and confidence in engaging with diverse cultures, individuals can enhance their intercultural effectiveness and contribute to positive outcomes in personal and professional contexts. Individuals with high motivational CQ demonstrate greater resilience, openness, and adaptability in cross-cultural interactions. The intrinsic motivation to engage with individuals from diverse cultures enables one to overcome cultural barriers, build trust, and foster positive relationships with individuals from various backgrounds (Earley & Ang, 2003).

2.1.4. Behavioral CQ Scale

Behavioral CQ reflects one's capacity to effectively change ones verbal and nonverbal behaviors in various cultural interactions. Early and Ang (2003) stated that Behavioral CQ measures an individual's capacity to engage in appropriate verbal and nonverbal behaviors when engaging with persons from diverse cultures. It entails sufficient flexibility in speech acts; the precise words and phrases used to convey specific messages.

Behavioral CQ is critical to an individual success in multicultural situations. Individuals can improve their intercultural effectiveness and develop healthy interactions across cultures by studying and changing their behaviors to match with other interactants cultural norms and expectations. Individuals with high Behavioral CQ perform better in cross-cultural communication and teamwork.

In conclusion, Cultural Intelligence Scale (CIS) was developed by Early and Ang (2003) to assess how individuals tend to adapt their behaviors and react when communicating in cross-cultural communication contexts. By deploying this framework, it could lay the groundwork for cross-cultural cultivation and adaption of English use as lingua Franca (ELF) between multicultural athletes and multicultural coaches.

2.1 Cultural Intelligence (CQ) and its Stages

Cultural intelligence (CQ) is described as the process of one's ability to navigate and operate effectively in culturally varied settings such as schools, office places et al (Earley & Ang, 2003). CQ has emerged as the vital concept in understanding and improving cross-cultural interactions. The process of applying these capabilities in real-world cross-cultural interactions is referred to as the stages of CQ.

The four stages of CQ are: CQ drive, CQ knowledge, CQ strategy and CQ action as shown in figure 2. Each stage is essential for navigating cross-cultural interactions (Ang & Van, 2008).

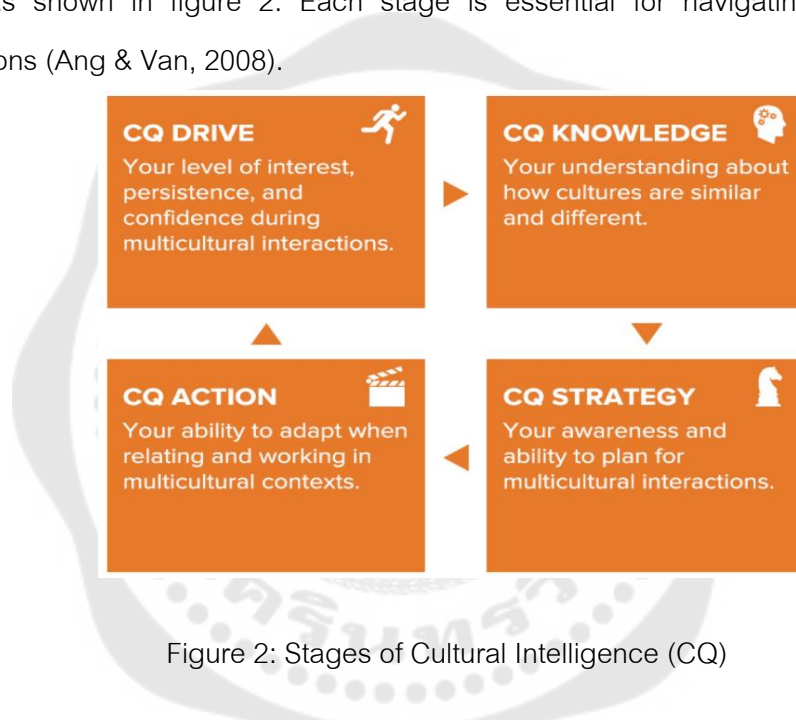


Figure 2: Stages of Cultural Intelligence (CQ)

Note. The four stages of Cultural Intelligence. From The Four Elements of Cultural Intelligence by Peter Watson (<https://www.linkedin.com/pulse/four-elements-cultural-intelligence-peter-watson/>).

2.2.1 CQ Drive

CQ drive reflects to an individual's motivation and confidence in functioning in cross-cultural settings (Early & Ang, 2003). CQ drive comprises of the intrinsic and extrinsic interest in experiencing other cross-culture and the confidence and motivation to engage in multicultural settings.

CQ drive also assesses the degree of confidence in adapting towards new cultures and interactions with individuals from different cross-cultures (Ang & Van, 2008). Cultural Intelligence (CQ) suggests that individuals with high CQ drive positively influences an individual's persistence and resilience in cross-cultural situations as shown in figure 3, which leads to more effective communication and collaboration (Early & Ang, 2003).



Figure 3: CQ Drive

Note. The four stages of Cultural Intelligence. From The Four Elements of Cultural Intelligence by Peter Watson (<https://www.linkedin.com/pulse/four-elements-cultural-intelligence-peter-watson/>).

2.2.2 CQ Knowledge

CQ knowledge refers to the level of understanding cross-cultural customs, practices and traditional conventions (Early & Ang, 2003). CQ knowledge helps individuals comprised of the understanding to interpret behaviors and make sense of cultural differences when communicating as illustrated in figure 4. Having general knowledge about a culture consists of recognizing apparent customs, guidelines, practices, languages, and modes of interaction; physical structures such as economic models, legal frameworks, and societal hierarchies; as well as the unseen psychological aspects like assumptions, values, and belief systems (Ang & Van, 2008).

Cultural Intelligence (CQ) states that individuals with higher CQ knowledge can reduce misunderstandings by helping individuals recognize cultural differences and adapt accordingly (Ang & Van, 2008). CQ knowledge of a particular culture enables you to navigate its environment, foster connections, communicate clearly, and excel in

negotiations, all of which are essential abilities. General CQ knowledge will serve as a basis for gaining insight into a specific cross-cultural aspect, but it will also help you to Be attentive to details, adapt rapidly, and think critically in different cross-cultural environments.



Figure 4: CQ Knowledge

Note. The four stages of Cultural Intelligence. From The Four Elements of Cultural Intelligence by Peter Watson (<https://www.linkedin.com/pulse/four-elements-cultural-intelligence-peter-watson/>).

2.2.3 CQ Strategy

CQ strategy refers to the planning and interpretation process involved in a cross-cultural interaction (Early & Ang, 2003). CQ strategy comprises of planning, awareness and reflecting of cross-cultural interactions as illustrated in figure 5. It also includes being aware of cultural dynamics and making adjustment to perceptions and assumptions when communicating in a cross-cultural setting.

Cultural Intelligence (CQ) states that individuals with strong CQ strategy can avoid stereotyping and keep an open mindset in all your interactions, making it easier to respond appropriately to complex cross-cultural situations (Ang & Van, 2008).



Figure 5: CQ Strategy

Note. The four stages of Cultural Intelligence. From The Four Elements of Cultural Intelligence by Peter Watson (<https://www.linkedin.com/pulse/four-elements-cultural-intelligence-peter-watson/>).

2.2.4 CQ Action

CQ action refers to the adaptation of verbal and non-verbal behavior when interacting in a cross-cultural setting (Early & Ang, 2003). CQ action involves the modification of verbal and nonverbal communication like gestures, tone or language to facilitate the cross-cultural expectation of others as illustrated in figure 6.

Cultural Intelligence (CQ) states high CQ action allows individuals to be more flexible and responsive, thus enhancing their ability to build rapport and mutual understanding with people from diverse cultural origins (Ang & Van, 2008). CQ action addresses verbal and non-verbal communication styles. Verbal communication refers to the ability to adjust speech features like tone, speed, and volume or adopt different accents, while also delivering various message types, including apologies, invitations, disagreements, and requests. Non-verbal behavior covers from body language and facial expressions to customs and appropriate clothing.



Figure 6: CQ Action

Note. The four stages of Cultural Intelligence. From The Four Elements of Cultural Intelligence by Peter Watson (<https://www.linkedin.com/pulse/four-elements-cultural-intelligence-peter-watson/>).

The likenesses and contrasts between the dimensions and stages of CQ can be further discussed as illustrated in figure 7. The key differences between the dimensions and the stages of CQ:

Figure 7: Aspects of CQ Dimensions and CQ Stages

Aspect	CQ Dimensions	CQ Stages
Focus	Core capabilities underlying CQ.	Steps to apply CQ in real-life situations.
Nature	Theoretical and static.	Practical and process-oriented.
Components	Motivational, cognitive, metacognitive, and behavioral capabilities.	Motivation, knowledge, strategy, and action in sequence.
Purpose	Understanding what CQ is.	Explaining how CQ is applied.
Interrelation	Serve as the basis for effective CQ.	Show the progression of using CQ.

Note. This model was produced by Edgar in 2015. From “International Infusion in Practice-From Cultural Awareness to Cultural Intelligence” by A. Sutherland, D. Edgar and P. Duncan, 2015, Journal of Perspectives in Applied Academic Practice, 3(3), p.34. Copyright 2015 by JPAAP.

2.3 English as a Lingua Franca (ELF): Communication Contexts of Multicultural Athletes and Multicultural Coaches.

English communication is critical to global connectedness because it promotes collaboration, understanding, and creativity across borders. The significance of using English for communication in today's interconnected world reminds us of Crystal (2003)'s statement that English as a lingua franca (ELF) serves as an crucial mode of interaction for individuals of diverse cultural native languages.

It breaks the cultural barrier between two different cultures and the perception of English as a dominant global language has transformed countless aspects of the modern world.

In conclusion, English as a lingua franca (ELF) has a drastic impact on interaction between cross-cultural individuals. English is employed as a tool for interaction between multicultural athletes and multicultural coaches serves a medium for connecting individuals' thoughts and ideas in a cross-cultural setting.

2.3.1 Communication Contexts of Multicultural Athletes and Multicultural Coaches

Communication is essential for transmitting knowledge and messages between a sender and a receiver. Anderson (1959) described communication as a way of conveying ideas, information, knowledge, emotions, and feelings through written or vocal messages that both parties understand. In sports, effective communication between coaches and athletes is crucial for building relationships, trust, and teamwork. According to Park (2020), communication in the coach-athlete dynamic enhances performance, motivation, and overall effectiveness, resulting in positive impacts on both individual and team outcomes. Effective communication also provides constructive feedback, fosters self-reflection, and helps athletes improve their performance (Poczwardowski, 2007).

2.4. Kachru's Three-Concentric Circles

Kachru's model of three concentric circles serves as a guide to understanding how English has spread globally by categorizing English-speaking countries based on how English functions within each diverse culture. The model has significantly fostered the advancement of applied linguistics, sociolinguistics, and language policy, helping researchers investigate the impact of English in different societal and cultural frameworks (Kachru, 1985; McArthur, 1998). Kachru (1992) divided English-speaking populations into three distinct categories: the Inner Circle, the Outer Circle, and the Expanding Circle as illustrated in figure 8.

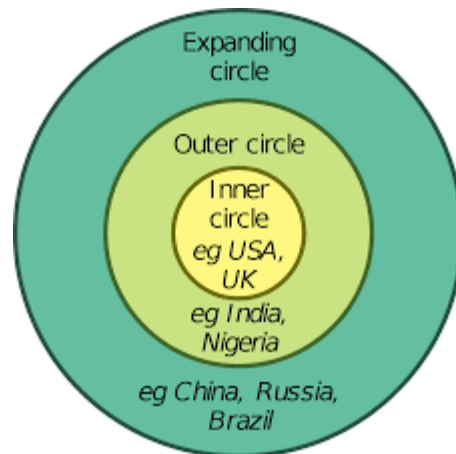


Figure 8: Kachru's Three-Concentric Circles

Note. Kachru's Three Circles of English Model by Awesomemeeos is licensed by Creative Commons (<https://creativecommons.org/licenses/by-sa/4.0/deed.en>).

2.4.1. Inner Circle

In these regions, English is the chief language of interaction and is integral to the structure of society (Crystal, 2003). In these nations, English is often treated as the authoritative form, which establishes the standards for grammar, pronunciation, and vocabulary used globally (Kachru, 1992). This circle encompasses nations like the United States, the United Kingdom, and Australia, where the native or primary language is English.

2.4.2. Outer Circle

English in the Outer Circle is "norm-developing," as local adaptations of the language evolve in response to sociocultural needs (Kachru, 1985). Countries in the Outer Circle use English as a second language and grant it an official or widely established role, with examples including India, Nigeria, Singapore, and the Philippines. English is deeply embedded in educational systems, government functions, and media. English acts as a bridge language, linking diverse linguistic groups and serving as a neutral medium for official and educational functions (Bamgbose, 2001; Schneider, 2007).

2.4.3. Expanding Circle

English in this circle is often "norm-dependent," as speakers tend to follow the norms set by Inner Circle countries (Kachru, 1985; Seidlhofer, 2004). However, with globalization, many Expanding Circle countries have started influencing English usage, contributing to its evolution (Graddol, 2006). This group consists of nations where the unofficial language is English but is commonly studied as a foreign language, like China, Japan, and Brazil. English is mainly regarded as a tool for engaging in global interaction, commerce, and acquiring information.

In conclusion, Kachru's Three Concentric Circles model remains a vital framework in analyzing the global functions of English. The roles of English across cultures helps advocate for linguistic diversity. For the Three concentric circle, Individuals from inner circle are more likely to assimilate, whereas interactions between the inner, outer, and expanding circles may exhibit greater dissimilation, potentially leading to misunderstandings and miscommunication which might affect communication in English.

2.5. Related Studies

Several scholars conducted research on Culture Intelligence (CQ) and the impact the dimensions had on cross-cultural communication. Firstly, some scholars explored the impact of CQ on communication in English, such as Thida (2019), Chongdarakul (2015), Yu and Lu (2023).

The first research is the impact of Cultural Intelligence on communication and creativity of local employees who worked at diverse cultural companies in Myanmar by Thida (2019). The researcher aimed to examine how cultural intelligence (CQ) contributes to improving communication effectiveness and fostering creativity, both of which influence the job performance of Myanmar's local employees employed in private companies and interacting with foreign nationals from diverse cultural backgrounds. The findings showed that 75% of those surveyed agreed with the vital role of CQ in cross-cultural interactions. Furthermore, 61% of individuals highlighted the importance of advancing their cultural intelligence for improved interaction. The findings indicated that

most of the respondents had a high response among the two factors of communication effectiveness and creativity. The higher influence of communication effectiveness over creativity accounts for its impact on motivating local workers' job performance.

The second study is Intercultural Business communication in Thai contexts: A survey study of Cultural Intelligence (CQ) and cultural factors relating to styles in Intercultural Business negotiation of Thai Businesspersons by Chongdarakul (2015). The researcher intended to study the CQ of Thai business individuals, their behaviors during intercultural negotiations, and the cultural factors associated with their negotiation behaviors. The researcher employed a quantitative design to accomplish the objective. The collected data was utilized to examine the previously mentioned aspects. The findings revealed no significant differences in CQ score patterns between participants with high and low CQ levels. The researcher concluded that the study's results provide valuable insights into intercultural business negotiations within the Thai context.

The last research was carried out by Yu and Lu (2023), entitled *Cultivating Cultural Intelligence (CQ) through Experiential learning-based English Instruction at Beijing Polytechnic*. The purpose of the research was to foster CQ among students using experiential learning strategies in English lessons. The researchers applied quantitative methods, including the Cultural Intelligence Scale (CIS) and a semi-structured interview, in their study. They selected 53 students from two teaching classes using convenience sampling and divided them into an experimental and control group. The study revealed that CQ development was significantly higher in the experimental group than in the control group. Researchers attributed this to the experiential-learning approach in English instruction, which was more successful in cultivating the four CQ dimensions in the experimental setting.

The three research works (Chongdarakul ,2015; Thida, 2019; Yu & Lu, 2023) demonstrated the impact of CQ and the effective of English communication in a cross-cultural setting. Yu and Lu (2023) indicated that experiential learning-based English instruction is critical in cultivating the four dimension of CQ. Thida (2019) and

Chongdarakul (2015) 's studies revealed the impact of CQ used in negotiating in a professional diverse cultural workplace.



CHAPTER 3

METHODOLOGY

The chapter describes the methodology applied during this research. This chapter is divided into five sections which gives into detailed account of research design, participants, research instrument, data collection, and data analysis.

3.1 Research Design

This research study employed a quantitative method with the use of means using Cultural Intelligence Scale (CIS) questionnaire developed by Earley and Ang (2003) to examine the perspectives of both multicultural athletes and multicultural coaches who were grouped based on the use of Kachru's Three-concentric circle framework. This research with Earley and Ang questionnaire and framework of Kachru's three concentric circle will help narrow down with circles take interest in English communication in a cross-cultural setting.

3.2 Participants of the Study

The participants of this research were athletes ranging from 18-50 years old and coaches from 23 years which represented the total of 25 multicultural athletes, and the total of 8 multicultural coaches. The nationalities of the participants were included, which was vital in classifying them into three-concentric circles. The participants were asked to voluntarily join this research. They could pull out at any time. The sample groups were classified and grouped following Kachru's Three-concentric circles: Inner circle, Outer circle and Expanding circle.

Table 1: Participants of the Study

Three-concentric circles	Inner Circle	Outer Circle	Expanding Circle
Multicultural Athletes	4	11	10
Multicultural Athletes Nationality	American, Canadian	Indian, Nigerian, Philippines, Zambian.	Malian, Thai
Percentage	16.00%	44.00%	40.00%
Multicultural Coaches	1	5	2
Multicultural Coaches Nationality	American	Nigerian, Philippines, Trinidad and Tobago.	Thai
Percentage	12.50%	62.50%	25.00%

3.3 Research Instrument

The research instrument used was the Cultural Intelligence Scale (CIS) questionnaire which was developed by Earley and Ang (2003).

The questionnaire included a new form of words to help the coach or athlete understand such as: (I the coach or I the athlete) was incorporated in the first sentences of the questionnaire. Please see appendix A.

The Cultural Intelligence Scale (CIS) questionnaire consisted of four parts. The CIS questionnaire with 20 items covering the four dimensions of Cultural intelligence (CQ): Q1 – 4 metacognitive CQ items (e.g., “I the coach or I the athlete am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds”). Q5-10 cognitive CQ items (e.g., “I the coach or I the athlete know the legal and economic systems of other cultures”), Q11- 15 motivational CQ items (e.g., “I the coach or I the athlete enjoy interacting with people from different cultures”), and Q16 -20 behavioral CQ items (e.g., “I the coach or I the athlete change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it “).

The CIS questionnaire measured on a 7-point Likert-scale ranging from 1 (“*Very Strongly Disagree*”) to 7 (“*Very Strongly Agree*”).

3.4 Data Collection

This study adopted a quantitative method design; the data was collected from one questionnaire of this research. The quantitative method evaluated the CQ used by multicultural athletes and multicultural coaches, respectively.

The CIS questionnaire items were put in Google form as illustrated in figure 9 to collect the data from the multicultural athletes and multicultural coaches due to the different locations they are situated across the world which is more convenient and safer. The results of the questionnaire were not disclosed to the participants.

Read each statement and select the response that best describes your capabilities. Select the Answer that BEST describes you AS YOU REALLY ARE.
Use the following format:

1	2	3	4	5	6	7
Very Strongly Disagree	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Very Strongly Agree

1. I (the coach / the athlete) am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. *

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

2. I (the coach / the athlete) adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. *

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

3. I (the coach / the athlete) am conscious of the cultural knowledge I apply to cross-cultural interactions. *

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

4. I (the coach / the athlete) check the accuracy of my cultural knowledge as I interact with people from different cultures. *

1 2 3 4 5 6 7

☐ ☐ ☐ ☐ ☐ ☐ ☐

Figure 9: Cultural Intelligence Scale (CIS) Questionnaire.

Note. Cultural Intelligence Scale (CIS) Questionnaire taken from Google form.
Own work.

The Google form questionnaires was divided into four sections based on the CQ dimensions of the cultural intelligence scale (CIS). The first two weeks of this

research were used to send the questionnaires individually through online chat platforms and collecting the questionnaires back from the participants and the third week were used to analysis, calculate and classified each participant into each Kachru's three concentric circles.

3.5 Data Analysis

The numerical data from the CIS questionnaire completed by 25 multicultural athletes and 8 multicultural coaches were determined based on the following range of analysis.

- 0.00-1.00 (1) = Very Strongly Disagree
- 1.01-2.00 (2) = Strongly Disagree
- 2.01-3.00 (3) = Disagree
- 3.01-4.00 (4) = Not Decided
- 4.01-5.00 (5) = Agree
- 5.01-6.00 (6) = Strongly Agree
- 6.01-7.00 (7) = Very Strongly Agree.

The data of the analysis range were discussed in detail. It is possible that multicultural athletes and multicultural coaches who were in the low range of cultural intelligence (CQ) score such as 0.00 -3.00, indicated a low measure of CQ which indicates a lack of interest and low awareness of cultures.

Those who were in the middle range as in 3.01 – 4.00 could be indecisive and uncertain about the measure of CQ and lack of interest in other cross-culture.

Multicultural athletes and multicultural coaches whose score range were high as 4.01 – 7.00 were more likely to have high measure of CQ with high awareness and certainty of other cultures (Bucker, 2015; Earley, 2003).

The participants of this research have the ethics approval to participate in this survey and the minimum age of the participants were 18 years old above.

The 7 Likert scale is the most appropriate scale based on different CQ questions on the CIS questionnaire. The numerical data calculates the accuracy of CQ based on Earley and Ang (2003).



CHAPTER 4

PRESENTATION OF DATA, INTERPRETATION OF RESULTS AND PARTICIPANTS ANALYSIS

This chapter presents the findings of the study, which is divided into ten sections. The first section 4.1 involves the category of the sample group. The second section 4.2 examines the three-concentric circles: overall sample size. The third section 4.3 explores the three-concentric circles: multicultural athletes alongside 4.4 three-concentric circles: multicultural coaches. The following section 4.5 provides the Cultural Intelligence (CQ) Dimensions: Multicultural Coaches with 4.6 Cultural Intelligence (CQ) dimensions: multicultural coaches in three concentric circles. The following section 4.7 provides the Cultural Intelligence (CQ) Dimensions: multicultural athletes with 4.8 Cultural Intelligence (CQ) Dimensions: multicultural athletes in three concentric circles. Section 4.9 explores the Cultural Intelligence (CQ) Stages: multicultural coaches and lastly, 4.10 Cultural Intelligence (CQ) Stages: multicultural athletes.

4.1 Category of the Sample Groups

Table 2 Category of the Sample Groups

Category of the sample groups	Number of the samples (n)	Percentage
Multicultural Athletes Inner circle by country	4	16.00%
Outer circle by country	11	44.00%
Expanding circle by country	10	40.00%
Subtotal	25	
Multicultural Coaches Inner circle by country	1	12.50%
Outer circle by country	5	62.50%
Expanding circle by country	2	25.00%
Total	33	100%

Table 2 shows the total three concentric circle by country for each multicultural athletes and multicultural coaches. It also shows the total sample of the participants (N =33). The samples were two groups: multicultural athletes 25 (inner circle = 4, outer circle =11 and expanding circle = 10) and multicultural coaches 8 (inner circle = 1, outer circle = 5 and expanding circle = 2), with more samples of the multicultural athletes than those of the multicultural coaches.

4.2 Three-concentric circles: Overall Sample Size

Table 3: Three-concentric circles: Overall Sample Size

Three-concentric circles	Overall Sample Size	Nationality	Percentage
Inner Circle	5	American, Canadian	15.10%
Outer Circle	16	Indian, Malian, Nigerian, Philippines, Trinidad and Tobago, Zambian.	48.50%
Expanding Circle	12	Thai	36.40%
Total	33		100%

Table 3 shows the overall sample size of the three-concentric circles. It shows the overall sample size for each circle with their respectively nationalities included. The highest sample size of the three-concentric circle is outer circle with a sample size of 16 (Indian, Malian, Nigerian, Philippines, Trinidad and Tobago and Zambian), and a percentage of 48.50% followed by expanding circle with a sample size

of 12 (Thai) with a percentage of 36.40% and lastly, inner circle with a sample size of 5 (American and Canadian) with a percentage of 15.10%.

4.3 Three-concentric circles: Multicultural Athletes

Table 4: Three-concentric circles: Multicultural Athletes

Three-concentric circle	Sampling size of Multicultural Athletes	Nationality	Percentage
Inner Circle	4	American, Canadian	16.00%
Outer Circle	11	Indian, Malian, Nigerian, Philippines	44.00%
Expanding Circle	10	Thai	40.00%
Total	25		100%

Table 4 shows the three-concentric circles of Multicultural athletes with their sampling size. It shows the overall sample size of Multicultural athletes for each circle with their respectively nationalities included. The highest sampling size of the three-concentric circle which is outer circle with a sample size of Multicultural athletes is 11 (Indian, Malian, Nigerian and Philippines) with a percentage of 44.00%, followed by expanding circle with a sample size of Multicultural athletes is 10 (Thai) with a percentage of 40.00% and lastly, inner circle with a sample size of Multicultural athletes is 4 (American and Canadian) with a percentage of 16.00%.

4.4 Three-concentric circles: Multicultural Coaches

Table 5: Three-concentric circles: Multicultural Coaches

Three-concentric circle	Sampling size of Multicultural coaches	Nationality	Percentage
Inner Circle	1	American	12.50%
Outer Circle	5	Nigerian, Philippines, Trinidad and Tobago, Zambian	62.50%
Expanding Circle	2	Thai	25.00%
Total	8		100%

Table 5 shows the three-concentric circles of Multicultural coaches with their sampling size. It shows the overall sample size of Multicultural coaches for each circle with their respectively nationalities included. The highest sampling size of the three-concentric circle which is outer circle with a sample size of Multicultural coaches is 5 (Nigerian, Philippines, Trinidad and Tobago and Zambian) with a percentage of 62.50%, followed by expanding circle with a sample size of Multicultural coaches is 2 (Thai) with a percentage of 25.00% and lastly, inner circle with a sample size of Multicultural coaches is 1 with a percentage of 12.50%.

4.5 Cultural Intelligence (CQ) Dimensions: Multicultural Coaches

Table 6: Cultural Intelligence (CQ) Dimensions: Multicultural Coaches

CQ DIMENSIONS OF MULTICULTURAL COACHES	MEAN
Motivational CQ	6.25
Metacognitive CQ	5.32
Cognitive CQ	4.78
Behavioral CQ	4.34

Table 6 shows the Cultural intelligence (CQ) dimensions of Multicultural Coaches. Motivational CQ has the highest result with 6.25 followed by Metacognitive CQ with 5.32. Thirdly, Cognitive CQ has 4.78 and lastly, Behavioral CQ with 4.34.

4.6 Cultural Intelligence (CQ) Dimensions: Multicultural Coaches (Three Concentric Circle)

Table 7: Cultural Intelligence (CQ) Dimensions: Multicultural Coaches (Three Concentric Circles)

CQ DIMENSIONS	INNER CIRCLE (MEAN)	OUTER CIRCLE (MEAN)	EXPANDING CIRCLE (MEAN)
Cognitive CQ	6.00	4.80	6.00
Metacognitive CQ	5.60	3.80	5.67
Behavioral CQ	6.60	4.92	6.40
Motivational CQ	5.60	4.32	6.20

Table 7 shows the breakdown of the mean of Cultural Intelligence (CQ) dimensions of Multicultural coaches with three concentric circles. With Inner circle has

Behavioral CQ has the highest 6.60 followed by Outer circle with highest dimension of Behavioral CQ 4.92 and lastly, Expanding circle with Behavioral CQ has highest dimension with 6.40.

4.7 Cultural Intelligence (CQ): Multicultural Athletes

Table 8: Cultural Intelligence (CQ) Dimensions: Multicultural Athletes

CQ DIMENSIONS OF MULTICULTURAL ATHLETES	MEAN
Motivational CQ	6.25
Metacognitive CQ	5.75
Behavioral CQ	5.72
Cognitive CQ	4.86

Table 8 shows the Cultural intelligence (CQ) dimensions of Multicultural Athletes. Motivational CQ has the highest result with 6.25 followed by Metacognitive CQ with 5.75. Thirdly, Behavioral CQ has 5.72 and lastly, Cognitive CQ with 4.86.

4.8 Cultural Intelligence (CQ) Dimensions: Multicultural Athletes (Three Concentric Circle)

Table 9: Cultural Intelligence (CQ) Dimensions: Multicultural Athletes (Three Concentric Circles)

CQ DIMENSIONS	INNER CIRCLE (MEAN)	OUTER CIRCLE (MEAN)	EXPANDING CIRCLE (MEAN)
Cognitive CQ	5.81	5.82	5.17
Metacognitive CQ	4.75	4.44	4.42
Behavioral CQ	5.85	5.81	5.64
Motivational CQ	5.10	5.14	5.02

Table 9 shows the breakdown the mean of Cultural Intelligence (CQ) dimensions of Multicultural athletes with three concentric circles. With Inner circle has Behavioral CQ has the highest 5.85 followed by Outer circle with highest dimension of Cognitive CQ 5.82 and lastly, Expanding circle with Behavioral CQ has highest dimension with 5.64.

According to research question 1, Tables 6 and 8 indicates the highest CQ dimension to be motivation needed first for multicultural athletes and multicultural coaches to interact followed by Metacognitive which helps multicultural athletes and multicultural coaches to comprehend and regulate cultural assumptions about different cultures when interacting in English. For the multicultural coaches aspect, Cognitive CQ is the next step which helps with the cross-culture knowledge, norms and values while in the multicultural athletes aspect Behavior CQ is the next step which focuses on the verbal and nonverbal behaviors used when trying to interact in English. For the lowest CQ dimension in the multicultural coaches aspect, it is Behavior CQ which concentrate on verbal and nonverbal behaviors when interacting while multicultural athletes aspect is Cognitive CQ which leads to cross-culture knowledge, norms and values needed in interacting in English.

4.9 Cultural Intelligence (CQ) Stages: Multicultural Coaches

Table 10: Cultural Intelligence (CQ) Stages: Multicultural Coaches

CQ STAGES OF MULTICULTURAL COACHES	MEAN
CQ Drive	2.035
CQ Knowledge	1.707
CQ Strategy	1.623
CQ Action	2.021

Table 10 shows the CQ stages of Multicultural Coaches. The highest CQ stage is CQ Drive with 2.035 alongside CQ Knowledge with 1.707; followed by CQ Strategy with 1.623 and lastly, CQ Action with 2.021.

4.10 Cultural Intelligence (CQ) Stages: Multicultural Athletes

Table 11: Cultural Intelligence (CQ) Stages: Multicultural Athletes

CQ STAGES OF MULTICULTURAL ATHLETES	MEAN
CQ Drive	1.345
CQ Knowledge	1.136
CQ Strategy	1.301
CQ Action	1.114

Table 11 shows the CQ stages of Multicultural Athletes. The highest stage with 1.345 is CQ Drive, next is CQ Knowledge with 1.136 alongside CQ Strategy with 1.301. Lastly, CQ Action with the lowest stage of 1.114.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This final chapter synthesizes and analysis the extent of the dimensions and stages of cultural intelligence of multicultural athletes and multicultural coaches when interacting in English. The research findings of the study were concluded, followed by limitations of the study and suggestions for future research.

5.1 Research Findings

The study employed quantitative research design to answer two research questions: 1) To what extent do multicultural sport coaches and multicultural sport athletes exhibit cultural intelligence when they communicate in English? And 2) Based on 1, what are the stages of cultural intelligence of multicultural sport coaches and multicultural sport athletes when they communicate in English?

The findings for the first research question presented 33 samples who were assessed their CQ scores using Earley and Ang (2003) 20-item Cultural Intelligence Scale (CIS). Interestingly, a result indicated that both multicultural athletes and multicultural coaches did not differ in Motivational CQ. This dimension of CQ for both sample groups is prevalent with the highest dimension (Mean = 6.25), followed by Metacognitive CQ (Mean = 5.32) for Multicultural Coaches and (Mean = 5.75) for Multicultural Athletes. The difference was Cognitive CQ (Mean = 4.78) in third and lowest dimension was Behavioral CQ (Mean = 4.34) for Multicultural Coaches while for Multicultural Athletes Behavioral CQ (Mean = 5.72) was third and the lowest dimension was Cognitive CQ (Mean = 4.86). Multicultural coaches tend to score highest in Motivational CQ, followed by Metacognitive, Cognitive, and finally Behavioral CQ while multicultural athletes can be ordered as Motivational, Metacognitive, Behavioral and Cognitive CQ respectively.

Therefore from the range of analysis, the use of the 7 Likert scale. Motivational CQ for both Multicultural Athletes (Mean = 6.25) with the result of the three concentric circle placing Expanding circle with the lowest dimension followed by Inner circle and

Outer circle with the highest dimension. With multicultural coaches based on the three concentric circle, Outer circle with the lowest dimension followed by Inner circle and Expanding with the highest dimension (Mean = 6.25) falls on the range of 6.01-7.00 (Very Strongly Agree), the highest range on the Likert scale which indicates and correlates with Early and Ang (2003) that persons with high Motivational CQ demonstrate greater resilience, openness and adaptability in cross-cultural interactions. With this result, multicultural athletes and multicultural coaches will demonstrates high interest and confidence when interacting in English in a cross-cultural setting.

The data from both multicultural athletes and multicultural coaches indicates metacognitive CQ has the second highest with a difference of 0.43 between multicultural athletes (Mean = 5.75) with a result of three concentric circle placing Expanding circle has the lowest dimension followed by Outer circle and the highest dimension with Inner circle. Also, multicultural coaches (Mean = 5.32) with Outer circle has the lowest dimension followed by Inner circle and the highest dimension for Expanding circle. With the data, both falls under the range of 5.01-6.00 (Strongly Agree) which corresponds to Early and Ang (2003) that individuals with high metacognitive CQ demonstrates more flexibility and recognizing cross-cultural assumptions and prejudices when interacting in English in a cross-cultural context.

In regards to behavioral CQ, multicultural athletes placed behavioral CQ (Mean = 5.72) third on the list while multicultural coaches had behavioral CQ (Mean = 4.34) has the lowest dimension in this study. With this result, multicultural athletes (Mean = 5.72) falls under the range of 5.01-6.00 (Strongly Agree). With the three Concentric circle, Expanding circle has the lowest dimension followed by Outer circle and the highest dimension falls under Inner circle. This still indicates Multicultural Athletes in this study has high Behavioral CQ that corresponds to Earley and Ang (2003) that when using proper verbal and nonverbal actions when communicating English, persons with high behavioral CQ perform better in cross-cultural communication.

While multicultural coaches (Mean = 4.34) with the lowest dimension falls under the range of 4.01-5.00 (Agree). For three concentric circle, Expanding circle has the

lowest dimension followed by Outer circle and the highest dimension for Inner circle. This indicates multicultural coaches of this study has low Behavioral CQ that correlates with Early and Ang (2003) that persons with low behavioral CQ might demonstrates misinterpretation of communication styles such as gestures, expressions or tone that may be inappropriate or offensive when communicating in English in a cross-cultural interaction.

The data from multicultural athletes places cognitive CQ (Mean = 4.86) has the lowest dimension in this study which falls under the range of 4.0-5.00 (Agree). With the three concentric circle, Expanding circle has the lowest dimension of cognitive CQ and Outer circle has the highest dimension of Cognitive CQ. This indicates multicultural athletes in this study has low cognitive CQ that relates to Early and Ang (2003) which states that individuals with low cognitive CQ lack contextual knowledge and mis underlying cultural meanings in communication that leads to misunderstanding of cultural references when interacting in English in a cross-cultural setting. While the data from multicultural coaches places Cognitive (Mean = 4.78) has the third on the list falls under the range of 4.01-5.00 (Agree). With relation to the three concentric circle, Outer circle has the lowest dimension and both Inner and Expanding circle has the highest dimension for Cognitive CQ. This indicates multicultural coaches have a high Cognitive CQ that correlates with Early and Ang (2003) that states individuals with slightly high Cognitive CQ tend to understand cross-cultural norms and differences but their inability to respond appropriately may cause miscommunication in English.

Pertaining to the second research question, the stages of Cultural Intelligence (CQ) were analyzed with the overall results of each sampling size using Earley and Ang (2003) 20-item Cultural Intelligence Scale (CIS). The higher the numerical data of the overall result, the higher the stage of Cultural Intelligence (CQ) vice-versa. The results of each sampling size did not differ in CQ Drive for both multicultural coaches (Mean = 2.035) and multicultural athletes (Mean = 1.345). The second stage was CQ Knowledge (Mean = 1.136) followed by CQ Strategy (Mean = 1.301) and the lowest stage of CQ for multicultural athletes was CQ Action (Mean = 1.114). In terms of

multicultural coaches, the second stage of CQ was CQ Knowledge (Mean = 1.707) followed by CQ Strategy (Mean = 1.623) and the last stage was CQ Action (Mean = 2.021).

Therefore, from the data obtained from the overall results of the sampling size. CQ Drive of both multicultural athletes (Mean = 1.345) and multicultural coaches (Mean = 2.035) has the highest numerical data indicating a CQ Drive has the highest stage of Cultural Intelligence (CQ). Early and Ang (2003), stated that persons with high CQ Drive positively influences an individual's persistence and resilience in cross-cultural situations, which leads to more effective communication in English and collaboration.

The data from multicultural athletes (Mean = 1.136) indicates CQ Knowledge as the third stage of Cultural Intelligence (CQ) alongside multicultural coaches (Mean = 1.707). The result did not differ in multicultural athletes and multicultural coaches which prescribes both have the same level of knowledge. Ang and Van (2008) stated that individuals with high CQ Knowledge can reduce misunderstandings by helping individuals recognize cross-cultural differences and adapt accordingly when interacting in English.

The data from multicultural athletes (Mean = 1.301) indicates CQ Strategy has the second highest stage of Cultural Intelligence. In contrast to multicultural coaches (Mean = 1.623) that places CQ Strategy has the lowest stage of Cultural Intelligence (CQ). Ang and Van (2008) state that individuals with strong CQ Strategy can avoid stereotyping and maintain a flexible and unbiased attitude during every interaction, making it easier to respond appropriately to complex cross-cultural situations. In contrast to multicultural coaches that indicates the lowest stage of Cultural Intelligence (CQ) might be the result of different age, era and generation of society they are born and grew up.

The data from multicultural athletes (Mean = 1.114) indicates CQ Action has the lowest stage of Cultural Intelligence (CQ) unlike multicultural coaches (Mean = 2.021) which is the second highest stage of Cultural Intelligence (CQ). Ang and Van (2008) stated that high CQ Action allows individuals to be more flexible and responsive, thus

enhancing their ability to build rapport and mutual understanding with people from different cross-cultural backgrounds. This will indicate why multicultural coaches are more observant with verbal and nonverbal behaviors when interacting in English unlike multicultural athletes who are less observant.

The finding of this study indicates that both multicultural coaches and multicultural athletes take motivational has the highest dimension of Cultural Intelligence (CQ) which also correlates with CQ Drive as the most important stage of Cultural Intelligence (CQ) due to the degree of interest, persistence and confidence needed in communicating in English during cross-cultural interaction. It also shows the high or low level of interest taken when communicating in English. In terms of multicultural athletes, the lowest stage CQ Action has less ability to interact and perform well in culturally diverse scenarios while for multicultural coaches, the lowest stage CQ Strategy indicates a low ability and awareness to plan for cross-cultural interactions.

5.2 Limitations of the study

There are some limitations of the study and suggestions for future research as follows:

5.2.1 Participants

As the total number of sampling size was 33. For stronger research results, the sample size of each group of categories of multicultural athletes and multicultural coaches should be more than 30. With a higher sampling size, each dimension and stages of Cultural Intelligence (CQ) can be discussed and explored more with the framework of Three-concentric circle.

As I mentioned earlier with the participants, this research can be further explored with sports science and English as a lingua franca (ELF) in communication between multicultural athletes and multicultural coaches. Each aspect can tackle the challenges faced when interacting in English by multicultural athletes and multicultural coaches during practices, tournaments and their daily life.

5.2.2 Qualitative Study

Qualitative studies can be implemented in this research such as focus groups or individual interviews which could help derive more meaningful insights into the differences between high and low CQ across the various Kachru's Three-concentric circles. It will also help breakdown each circle and how it affects English communication between Multicultural Athletes and Multicultural Coaches.

5.2.3 Instrumentation

The questionnaire can use the original 50 questions from Earley and Ang (2003) and select the most relevant questions relevant to the research focus.

5.3 Future Research

Expanding research on cultural intelligence could provide more details and analysis in business negotiation, training services as the base to develop this study for future research. This helps to understand and investigate the concept of negotiation in a cross-cultural setting. Furthermore, the study and use of facial express, gestures and nonverbal communication can be further discussed and how it affects and helps in communicating in English. The use of verbal and nonverbal communication also should be discussed and how it influences regular interactions between multicultural athletes and multicultural coaches.

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Appendix A

RESEARCH FRAMEWORK

CULTURAL INTELLIGENCE SCALE (CIS) QUESTIONNAIRE

The cultural intelligence scale questionnaire was developed by Earley and Ang (2003).

Read each statement and select the response that best describes your capabilities. Select the Answer that BEST describes you AS YOU REALLY ARE.

1	2	3	4	5	6	7
Very	Strongly	Disagree	Not	Agree	Strongly	Very
Strongly	Disagree		Decided		Agree	Strongly
Disagree						Agree

Table 12: Cultural Intelligence Scale (CIS) Questionnaire

1. I (the coach / the athlete) am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
2. I (the coach / the athlete) adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
3. I (the coach / the athlete) am conscious of the cultural knowledge I apply to cross-cultural interactions.
4. I (the coach / the athlete) check the accuracy of my cultural knowledge as I interact with people from different cultures.
5. I (the coach / the athlete) know the legal and economic systems of other cultures.

6. I (the coach / the athlete) know the rules (e.g. vocabulary, grammar) of other languages.
7. I (the coach / the athlete) know the cultural values and religious beliefs of other cultures.
8. I (the coach / the athlete) know the marriage systems of other cultures.
9. I (the coach / the athlete) know the arts and crafts of other cultures.
10. I (the coach / the athlete) know the rules of expressing nonverbal behaviors in other cultures.
11. I (the coach / the athlete) enjoy interacting with people from different cultures.
12. I (the coach / the athlete) am confident that I can socialize with locals in a culture that is unfamiliar to me.
13. I (the coach / the athlete) am sure that I can deal with the stresses of adjusting to a culture that is new to me.
14. I (the coach / the athlete) enjoy living in cultures that are unfamiliar to me.
15. I (the coach / the athlete) am confident that I can get accustomed to the shopping conditions in a different culture.
16. I (the coach / the athlete) change my verbal behavior (e.g. accent tone) when a cross-cultural interaction requires it.
17. I (the coach / the athlete) use pause and silence to suit different cross-cultural situations.
18. I (the coach / the athlete) vary the rate of my speaking when a cross-cultural situation requires it.
19. I (the coach / the athlete) change my non-verbal behavior when a cross-cultural situation requires it.
20. I (the coach / the athlete) alter my facial expressions when a cross-cultural interaction requires it.

VITA

NAME	SOGBESAN OLASENI SAMSON
DATE OF BIRTH	29 March 1999
PLACE OF BIRTH	Lagos, Nigeria
INSTITUTIONS ATTENDED	Srinakharinwirot University

