INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE)
www.ijmoe.com

CULTURAL COMPETENCY AND LANGUAGE LEARNING: EXPLORING THE IMPACT OF ENGAGING WITH CHINESE CULTURAL EVENT ON LANGUAGE PROFICIENCY AND CULTURAL KNOWLEDGE ACQUISITION

Lee Chai Chuen[1], Goh Ying Soon[2*], Nor Azrina Mohd Yusof[3]

[1]   Academy of Language Studies, Universiti Teknologi MARA Cawangan Kedah, Malaysia
        Email: lcc76@uitm.edu.my
[2]   Academy of Language Studies, Universiti Teknologi MARA Cawangan Terengganu, Malaysia
        Email: gohyi141@uitm.edu.my
[3]   Faculty of Accountancy, Universiti Teknologi MARA Cawangan Kedah, Malaysia
        Email: yina1437@uitm.edu.my
*   Corresponding Author

Article Info:

Abstract:

This study explores the interplay of declarative, procedural, and conditional knowledge in the regulation of cognition among non-native learners of Chinese, specifically through their engagement in a Chinese cultural event. Utilizing a quantitative methodology, a structured questionnaire comprising 24 items across eight cognitive dimensions was administered to 52 participants. The event, "Mandarin: A Festival of Language and Culture," held at UiTM Kedah, included activities such as an interactive cultural race, traditional attire design, and a culinary workshop on dumpling and ketupat preparation. Findings revealed that learners demonstrated high proficiency in conditional knowledge and debugging strategies, with mean scores of 4.44 and 4.35 respectively, indicating strong cultural adaptability and problem-solving abilities. Conversely, information management strategies received the lowest mean score (4.06), suggesting variability in learners' abilities to organize and retain cultural knowledge. The results affirm that structured cultural experiences significantly enhance learners' metacognitive awareness, language proficiency, and cultural understanding. These insights inform pedagogical practices by emphasizing the integration of cultural events into language learning curricula to promote cognitive and cultural competency.

Introduction

In recent years, there has been a growing emphasis on integrating cultural content into second language education as a means of fostering deeper engagement and meaningful learning among students. This is particularly relevant in the Malaysian higher education context, where students often come from diverse ethnic backgrounds and may have limited exposure to Chinese language and culture. Recognizing the gap between linguistic knowledge and cultural awareness, this study positions itself within the broader discourse of culturally responsive pedagogy. By organizing a cultural event that immerses students in authentic Chinese practices—such as traditional attire design and culinary preparation—this study seeks to bridge the cognitive and cultural aspects of language acquisition. Such immersive experiences not only enhance linguistic skills but also promote intercultural understanding, a critical competency in Malaysia's multilingual and multicultural society.

The acquisition of Chinese as a second language by non-native learners is a complex cognitive endeavor that requires not only the mastery of declarative knowledge, such as vocabulary and grammar rules, but also the development of procedural knowledge, which involves the ability to use the language in real-time communication, and conditional knowledge, which pertains to the understanding of when and why certain language forms are appropriate (Bekiyeva, 2022). This study investigates the intricate relationship between these three knowledge types and the regulation of cognition, focusing on how learners manage information, monitor their comprehension, and employ debugging strategies during Chinese cultural events. Through a comprehensive evaluation of these cognitive processes, the study seeks to shed light on the challenges faced by non-native learners of Chinese and to propose effective strategies that can facilitate their linguistic and cultural integration.

Literature Review

The theory that supports the use of cultural-based events for language learning is the sociocultural theory, also known as the interactionist approach. According to sociocultural theory, language development is a social and cultural process, where learners acquire language through interaction and engagement with their cultural environment (Lantolf, & Minakova, 2021). This approach emphasises the role of social and cultural factors in cognitive development and language acquisition. Integrating culture into language learning can motivate learners by providing practical applications of the language through culturally relevant materials and activities with Interactionist Approach (Alharbi, 2023). This helps learners to develop a deeper understanding of the language and its cultural context, which is essential for effective communication.

Furthermore, educators need to model culturally responsive and socially responsible practices for students, which can be achieved through cultural-based language learning events with Culturally Responsive Pedagogy (Howard, 2021). This helps to create an inclusive and supportive learning environment that celebrates diversity and fosters language development.

The theoretical foundation for this study is grounded in sociocultural theory and culturally responsive pedagogy, both of which emphasize the inseparability of language and culture in the learning process. Sociocultural theory, as articulated by Vygotsky and further developed by Lantolf and Minakova (2021), posits that language learning is inherently a social and

cultural activity, where learners acquire knowledge through interaction with their environment and community. This theory supports the integration of authentic cultural experiences into language education, encouraging learners to internalize language through meaningful participation. Complementing this is the framework of culturally responsive pedagogy (Howard, 2021), which advocates for instructional strategies that acknowledge and incorporate students' cultural backgrounds to create inclusive and empowering learning experiences. Together, these theories provide a compelling rationale for using cultural events—such as traditional attire design and culinary workshops—as pedagogical tools that facilitate not only linguistic development but also cultural competence and metacognitive growth. By engaging learners in culturally rich, real-world contexts, these frameworks suggest that students are more likely to develop a holistic and practical understanding of the target language. In summary, the sociocultural theory supports the use of cultural-based events for language learning, as it emphasises the importance of social and cultural factors in the language acquisition process (refer figure 1).

Figure 1: Theories Supporting Cultural Based Event For Language Learning

Declarative knowledge encompasses the factual and conceptual understanding that individuals acquire about a language and its cultural context (Kim, 2020)In the realm of second language acquisition, this type of knowledge is crucial as it provides the foundation for comprehending the linguistic structures, vocabulary, and cultural norms of the target language. For instance, declarative knowledge enables learners to recognize and use appropriate linguistic forms, understand the cultural references embedded in a text, and adhere to the cultural protocols during social interactions. Consequently, declarative knowledge plays a pivotal role in facilitating communication and fostering cultural competence among language learners.

Procedural knowledge is the practical know-how that allows individuals to apply their declarative knowledge in real-world contexts, particularly in the realm of language and culture. It involves the ability to use linguistic rules and cultural norms effectively and appropriately in interactions. For language learners, procedural knowledge is essential for achieving fluency and communicative competence, as it encompasses the skills needed to produce and understand spoken and written language, such as grammar, pronunciation, and intonation. In the cultural domain, procedural knowledge enables learners to navigate social situations, adhere to cultural practices, and engage in meaningful cultural experiences. Thus, the acquisition and application of procedural knowledge are vital for learners to become proficient in a second language and to develop cultural sensitivity and awareness (Abduraximovna, 2022).

Conditional knowledge refers to the metacognitive awareness of when and how to apply declarative and procedural knowledge in various linguistic and cultural contexts. It involves understanding the conditions under which specific language rules and cultural behaviors are appropriate or effective. For language learners, conditional knowledge is crucial for achieving sociolinguistic and pragmatic competence, as it allows them to adapt their language use to different situations, audiences, and purposes. In the cultural domain, conditional knowledge enables learners to recognize and respect cultural norms, practices, and values, facilitating their integration into the target culture. The development of conditional knowledge enhances learners' ability to make appropriate linguistic and cultural choices, thus contributing to their overall communicative effectiveness and cultural sensitivity in a second language environment (Mills, 2020).

The regulation of cognition is a metacognitive process that involves monitoring, controlling, and optimizing one's own cognitive activities in the context of language and culture learning. It encompasses the ability to plan, strategize, and evaluate learning tasks, as well as to adapt and adjust cognitive processes accordingly. In the realm of second language acquisition, cognitive regulation plays a pivotal role in facilitating the mastery of linguistic structures, vocabulary, and cultural norms. It enables learners to effectively manage their attention, memory, and problem-solving resources, thereby enhancing their ability to comprehend, produce, and negotiate meaning in the target language. Moreover, cognitive regulation empowers learners to develop cultural awareness and sensitivity by guiding their understanding and adaptation of cultural practices, norms, and values. Thus, the effective regulation of cognition is crucial for achieving linguistic and cultural competence in a second language environment (Galante, 2022).

Information management strategies are the tools and techniques that learners employ to effectively encode, store, retrieve, and manipulate linguistic and cultural information during the process of language acquisition. These strategies are crucial for learners to organize and

process the vast amount of information involved in learning a new language and understanding its associated culture. They include methods for categorizing vocabulary, structuring practice sessions, creating mental frameworks for grammatical rules, and contextualizing cultural knowledge within relevant situations. Information management strategies also involve the deployment of mnemonic devices, the use of external aids such as dictionaries and grammar books, and the development of personal learning systems that support the integration of new knowledge with existing schemas. By utilizing these strategies, learners can optimize their cognitive resources, facilitate meaningful learning experiences, and enhance their overall proficiency in the target language and culture (Vladimirovich, 2021).

Comprehension monitoring is a metacognitive skill that enables learners to assess their understanding of linguistic input and cultural content during the process of language acquisition. It involves the ability to detect discrepancies, gaps, or misunderstandings in the information being processed and to apply appropriate strategies to resolve these issues. For language learners, comprehension monitoring is essential for achieving accurate interpretation and production of the target language, as it allows them to identify and correct errors, infer meaning from context, and adapt their communication strategies to enhance clarity and effectiveness. In the cultural domain, comprehension monitoring facilitates the accurate interpretation of cultural cues, norms, and values, enabling learners to navigate social interactions and avoid cultural misunderstandings. The development and application of effective comprehension monitoring skills contribute to learners' overall language and cultural proficiency, as well as their ability to communicate and engage in a culturally appropriate manner in the target language environment (Kavaklı, 2020).

Debugging strategies are problem-solving techniques that language learners employ to identify, analyze, and correct errors in their linguistic production and cultural understanding. These strategies are essential for the development of accuracy and fluency in the target language, as they enable learners to pinpoint and rectify mistakes in grammar, vocabulary, pronunciation, and cultural appropriateness. Debugging strategies involve activities such as self-correction, peer feedback, teacher guidance, and the use of reference materials to verify information. By applying these strategies, learners can enhance their metalinguistic awareness, improve their language skills, and develop a deeper understanding of the cultural nuances and norms associated with the target language. The effective use of debugging strategies contributes to learners' overall language and cultural proficiency, as well as their ability to communicate confidently and appropriately in the target language environment (Stępkowska, 2021).

Evaluation is a critical component of language and culture learning, encompassing the assessment of learners' proficiency, progress, and acquisition of linguistic skills and cultural knowledge. It involves the use of various tools and methods to measure learners' abilities in listening, speaking, reading, writing, and cultural understanding. Effective evaluation provides valuable feedback to both learners and educators, identifying strengths and areas for improvement, and guiding the development of appropriate teaching strategies and learning materials. Moreover, evaluation helps learners set goals, track their progress, and adjust their learning strategies accordingly, fostering a sense of autonomy and motivation. In the cultural domain, evaluation enables learners to assess their understanding of cultural norms, practices, and values, as well as their ability to navigate and participate in the target culture. Thus, comprehensive and ongoing evaluation is essential for promoting language and culture

learning, supporting learners' development, and facilitating their successful integration into the target language community (Bakhtiyorovna, 2021).

While numerous studies have examined the role of culture in second language acquisition, many have primarily focused on classroom-based instruction and textbook content (Kim, 2020; Clarke, 2019). For example, Dogan and Tuncer (2017) found that integrating cultural elements in English lessons improved metacognitive awareness and learner engagement, while Meher and Baral (2020) emphasized the importance of experiential learning in enhancing procedural fluency. However, there remains a lack of empirical research investigating how participation in structured, real-life cultural events impacts the development of different types of knowledge—namely declarative, procedural, and conditional—as well as metacognitive regulation strategies. Specifically, few studies have explored these dynamics among non-native Chinese learners in Southeast Asia, where cultural exposure to Chinese traditions may be limited. This gap highlights the need for research that evaluates the cognitive and cultural outcomes of immersive cultural interventions. Hence, this study aims to address this gap by examining how engagement in a Chinese cultural event influences learners' cognitive strategies and language acquisition, thereby contributing to more effective pedagogical practices and inclusive language education frameworks.

Research Methodology

Event Description
The event titled "Mandarin: A Festival of Language and Culture" scheduled for 22 Jun 2024 at UiTM Kedah Campus, offers a comprehensive exploration of Chinese language and culture (Table 1, Figure 2 and Figure 3). The day begins with the "Mandarin Explorace," an interactive race that challenges participants to navigate through checkpoints, each one highlighting a unique aspect of Chinese language and culture. This is followed by "Our Traditional Chinese Attire," where students are provided with materials to design and model traditional Chinese clothing, allowing them to showcase their creativity and understanding of Chinese fashion. The day concludes with the "Culinary Heritage: Dumplings & Chinese Ketupat" workshop, where participants have the opportunity to learn the art of making dumplings and Chinese ketupat, immersing themselves in the rich gastronomic traditions of China. This event promises to be an enriching experience, deepening participants' appreciation for the Chinese language and culture.

Table 1: Mandarin: A Festival of Language and Culture

Activity	Venue	Date	Description
Mandarin Explorace	Around UiTM Kedah Campus	22 Jun 2024	Participants engage in an interactive race, navigating through checkpoints that highlight Chinese language and culture.

Our Traditional Chinese Attire	Dewan Sri Merbok	22 Jun 2024	Students design and model traditional Chinese clothing using provided materials such as mahjong paper and colored paper, showcasing their creativity and understanding of Chinese fashion.
Culinary Heritage: Dumplings & Chinese Ketupat	Dewan Sri Merbok & Courtyard Blok B	22 Jun 2024	A culinary workshop where participants learn to make dumplings and Chinese ketupat, experiencing the rich gastronomic traditions of China.

Figure 2: Pamphlet of the Event

Figure 3: Tentative Programme of the Event

In the morning, we embarked on a Chinese cultural adventure, navigating through six checkpoints that immersed us in the rich tapestry of Chinese culture and language. To further enhance our understanding, we engaged in a creative exercise where students were provided with materials such as mahjong paper, sugar paper, and colored paper. Additionally, they were encouraged to bring reusable materials to design traditional Chinese attire. Each group selected a member to be their model, showcasing their innovative interpretations of Chinese fashion. This hands-on experience not only deepened our appreciation for Chinese culture but also fostered creativity and collaboration among participants.

In the afternoon, a session was conducted by a Malay instructor who taught the participants how to make zongzi and dumplings. Approximately 10 Malay individuals from neighboring universities and representatives from the Kedah Cultural Association were invited to partake in this event. This gathering aimed to foster cultural exchange and understanding, providing an opportunity for participants to delve into the traditional culinary practices of both Malay and

Chinese cultures. By engaging in the hands-on preparation of these delicacies, attendees were able to appreciate the intricacies of each dish and the cultural significance they hold, thereby promoting cross-cultural learning and collaboration in an academic setting.

In order to foster a more inclusive and engaging learning environment, it is imperative to accommodate a larger student population across morning and afternoon sessions. With approximately 60 students in the morning and 50 in the afternoon, this distribution allows for a diverse range of participants to engage in educational activities. By maximizing student involvement, we can create a rich and dynamic academic atmosphere that encourages interaction, collaboration, and personal growth. The event was featured in two local newspapers, namely Sin Chew Daily (June 17, 2024) and Guang Ming Daily (June 18, 2024), highlighting its impact on promoting cultural understanding and language learning among participants.

Instrument – Questionnaire

Based on the given structure and the context of non-native learners of Chinese participating in a Chinese culture event, here are three items for each of the eight dimensions on a Likert scale of 5:

1. Declarative Knowledge
   - 01: I can confidently explain the cultural significance of the Chinese culture to others.
   - 02: I am able to describe the historical background of Chinese culture without difficulty.
   - 03: I have the cultural knowledge about zongzi and dumplings now.
2. Procedural Knowledge
   - 04: I can make dumplings after participating in this event.
   - 05: I can design traditional Chinese attire after participating in this event.
   - 06: I know how to make zongzi now.
3. Conditional Knowledge
   - 07: I understand the appropriate times to wear traditional Chinese attire.
   - 08: I can identify cultural eating habits pertaining to Chinese zongzi.
   - 09: I can identify cultural eating habits pertaining to Chinese dumplings.
4. Regulation of Cognition
   - 10: I reflect on my language learning strategies and adjust them if necessary when engaging with Chinese culture.
   - 11: I set specific goals for improving my Chinese language skills after participating in cultural events.
   - 12: I establish targeted objectives for enhancing my Chinese language proficiency following participation in cultural events.
5. Information Management Strategies
   - 13: I take detailed notes during cultural presentations to enhance my understanding of Chinese traditions.
   - 14: I systematically review my notes taken after this cultural event to deepen my comprehension of Chinese traditions.
   - 15: I critically evaluate online resources to supplement my learning about Chinese culture after participating in this event.
6. Comprehension Monitoring
   - 16: I actively listen and ask questions to ensure I understand the instructions during cultural activities.

- 17: I regularly assess my knowledge gaps in Chinese cultural practices and take steps to address them.
- 18: I consistently evaluate my understanding of Chinese cultural practices and seeking resources to address them.

7. Debugging Strategies
- 19: When I encounter difficulties with Chinese culture knowledge during this event, I use online resource to look for the meaning.
- 20: I seek clarification from event organizers when I am unsure about cultural norms.
- 21: After participating in this Chinese cultural event, I try to explore more on Chinese cultural knowledge that I am unsure.

8. Evaluation
- 22: I can critically assess the cultural value of different Chinese cultural events I attend.
- 23: I effectively evaluate the quality of my cultural understanding during this event.
- 24: I can judge the impact of this cultural event on my personal growth pertaining to language learning and culture.

To collect data on the impact of the cultural event on learners' cognitive and cultural development, a structured questionnaire was administered immediately following the event. The instrument was designed based on eight key dimensions: declarative knowledge, procedural knowledge, conditional knowledge, regulation of cognition, information management strategies, comprehension monitoring, debugging strategies, and evaluation. Each dimension was measured using three Likert-scale items, resulting in a total of 24 items. The questionnaire was distributed to a sample of 52 non-native Chinese language learners who participated in the event (see Table 2). Responses were analyzed using descriptive statistics, including means and standard deviations, to identify patterns in cognitive and cultural competencies. Additionally, internal consistency reliability was verified through Cronbach's alpha, with all dimensions achieving values above 0.70, indicating strong reliability. Expert validation by three language education specialists was also conducted to ensure content and construct validity. These analyses provided a robust foundation for interpreting the effectiveness of the cultural intervention in enhancing language learning outcomes.

To ensure the quality and accuracy of the data collection instrument, both validity and reliability assessments were conducted. Content validity was established through expert evaluation by three academic professionals specializing in language education and cognitive learning. These experts reviewed the questionnaire items to ensure alignment with the theoretical constructs and relevance to the study's objectives. Based on their feedback, refinements were made to improve clarity and appropriateness of the items across all eight dimensions. In addition, a pilot study involving 30 participants was conducted to evaluate the instrument's internal consistency. Results from this pilot phase indicated that all dimensions achieved a Cronbach's alpha value above 0.70, demonstrating high reliability and consistency of the instrument. These validation processes strengthened the credibility of the findings and ensured that the instrument effectively captured the constructs related to cognitive strategies and cultural knowledge acquisition among non-native learners of Chinese.

Findings
The demographic breakdown of a particular group consists of 52 individuals, with females significantly outnumbering males at a ratio of 82.7% to 17.3%. Age distribution is nearly evenly split, with 46.2% being below 19 years old and the remaining 53.8% aged 20 years and

above. By field of study, the majority are in Business and Management at 71.2%, followed by Accountancy at 21.2%. The fields of Computing, Informatics and Mathematics, Administrative Science and Policy Studies, and Creative Arts are represented by only a few individuals each, making up a small percentage of the total group (refer Table 2 and Figure 4).

Table 2: Demographic Information

	n	%
Male	9	17.3
Female	43	82.7
Total	52	100.0
Below 19 years old	24	46.2
20 years and above	28	53.8
Total	52	100.0
Business and Management	37	71.2
Accountancy	11	21.2
College of Computing, Informatics and Mathematics	1	1.9
Administrative Science and Policy Studies	1	1.9
College of Creative Arts	2	3.8
Total	52	100.0
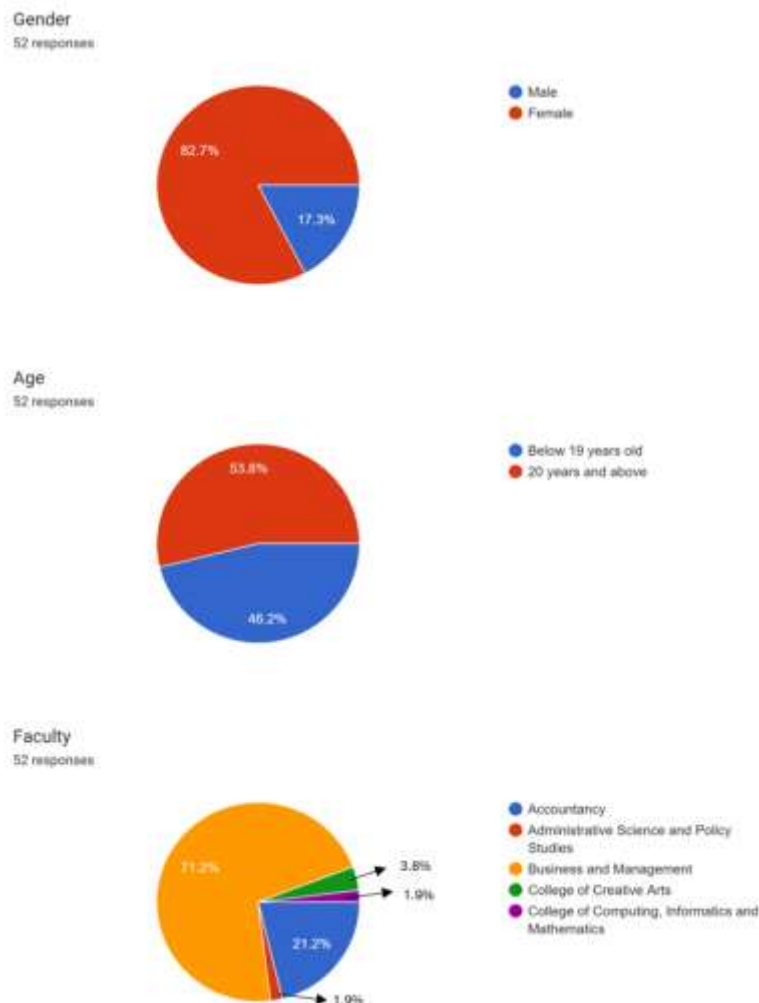
Figure 4: Demographic Information

The data presented indicate the mean and standard deviation of various cognitive skills and strategies. On average, participants scored highest in Conditional Knowledge (mean = 4.44) and Debugging Strategies (mean = 4.35), with relatively lower standard deviations, suggesting a higher level of consistency in these areas. Conversely, Information Management Strategies had the lowest mean score (4.06) and the highest standard deviation (0.7431), indicating more variability in this skill among participants. Overall, the scores for Regulation of Cognition, Declarative Knowledge, Procedural Knowledge, Comprehension Monitoring, and Evaluation fell within a narrow range, with means ranging from 4.23 to 4.42, and standard deviations between 0.5303 and 0.6813, reflecting a generally consistent performance across these domains (refer Figure 5).

Table 3: Descriptive Statistics of The Eight Dimensions

Dimensions	Mean	Standard Deviation
Declarative Knowledge	4.23	0.6343
Procedural Knowledge	4.42	0.6161
Conditional Knowledge	4.44	0.5303
Regulation of Cognition	4.26	0.6204
Information Management Strategies	4.06	0.7431
Comprehension Monitoring	4.23	0.6813
Debugging Strategies	4.35	0.5715
Evaluation	4.29	0.6569
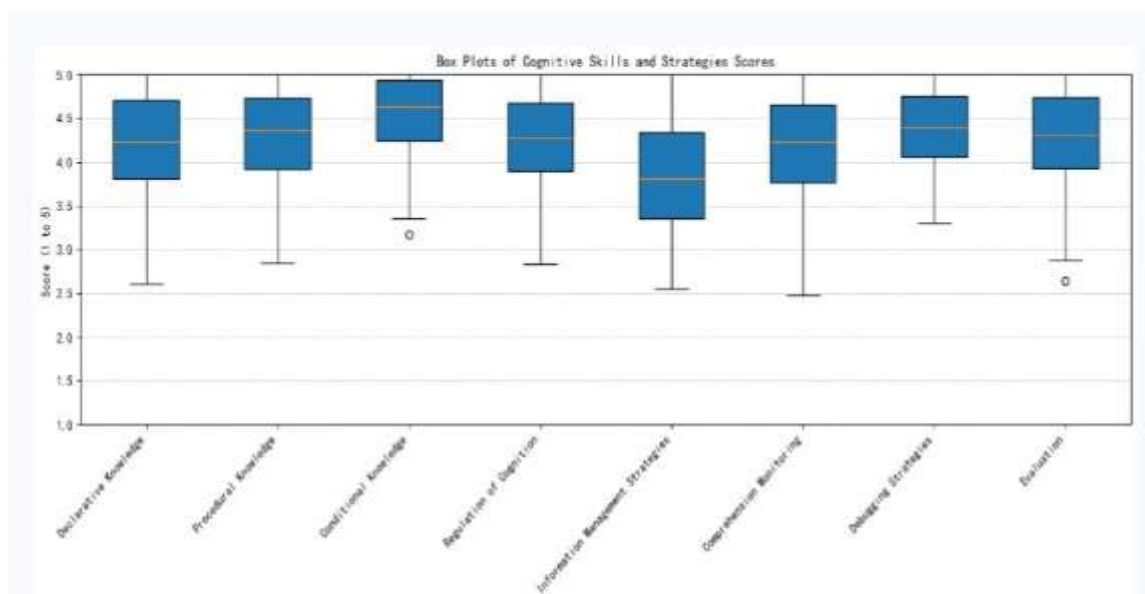
Figure 5: Box Plots of the Eight Dimensions

Discussion and Conclusions

The findings of this study reveal that learners scored highest in conditional knowledge (M = 4.44) and debugging strategies (M = 4.35), suggesting that participants were able to apply their cultural understanding appropriately and adjust their behavior when encountering unfamiliar practices. This indicates that cultural events are particularly effective in enhancing learners' sociocultural adaptability and problem-solving skills—skills that are essential for real-world communication in a second language. Educators can leverage this by incorporating more experiential and reflective components in language learning, such as role-play, peer feedback, or self-assessment exercises following cultural tasks. Conversely, the lower mean score in information management strategies (M = 4.06) points to challenges in organizing and retaining cultural information, highlighting a need for structured note-taking, journaling, or digital tools to help students consolidate knowledge. These pedagogical adjustments, informed by the specific strengths and gaps identified in the findings, can make cultural activities more impactful by aligning them with targeted cognitive and metacognitive goals in language education.

The empirical analysis of cognitive skills and strategies reveals a nuanced landscape of participant performance. The mean scores for Conditional Knowledge and Debugging Strategies are the highest, with relatively low standard deviations, signifying a strong and consistent level of expertise in these domains. In contrast, the lower mean score and higher standard deviation for Information Management Strategies denote a greater degree of dispersion and potential variability in participants' proficiency. For the remaining cognitive domains—Regulation of Cognition, Declarative Knowledge, Procedural Knowledge, Comprehension Monitoring, and Evaluation—the scores cluster tightly around the mean, indicating a general trend of homogeneity In performance. These results underscore the importance of targeted interventions to address the specific areas where variability is pronounced, while also acknowledging the overall solid foundation across the spectrum of cognitive abilities.

The study yields positive findings regarding the interplay of declarative, procedural, and conditional knowledge, as well as the regulation of cognition among non-native learners of Chinese. It was observed that learners effectively employed information management strategies, comprehension monitoring, and debugging strategies while engaging in Chinese cultural events. These strategies facilitated their linguistic and cultural proficiency, enabling them to navigate and participate in the target culture with greater confidence and competence. The evaluation revealed that learners demonstrated enhanced metacognitive awareness, improved linguistic skills, and a deeper understanding of Chinese cultural nuances. The positive outcomes of the study underscore the importance of integrating declarative, procedural, and conditional knowledge, as well as fostering effective cognitive regulation and metacognitive strategies in language and culture learning. The findings contribute valuable insights into optimizing learning conditions and pedagogical approaches for non-native learners of Chinese, potentially enhancing their overall educational experience and proficiency in the target language and culture.

Table 4 presents pedagogical implications derived from the eight cognitive and metacognitive dimensions examined in this study, offering practical strategies for enhancing Chinese language learning through cultural engagement. For instance, declarative knowledge can be strengthened by integrating cultural facts into lessons, while procedural knowledge benefits

from hands-on activities like traditional attire design and food preparation. Conditional knowledge is supported through guidance on appropriate cultural behaviors in context-specific scenarios. Similarly, dimensions such as regulation of cognition, information management, and comprehension monitoring can be developed by teaching learners how to plan, reflect, and assess their understanding during cultural experiences. Debugging strategies are encouraged through opportunities for self-correction and peer or facilitator feedback, whereas the evaluation dimension emphasizes the importance of reflective practices and performance assessment. Overall, these implications highlight how culturally immersive events not only support linguistic development but also cultivate essential cognitive and cultural competencies among non-native Chinese learners.

Table 4: Pedagogical Implication for Non-Native Learners of Chinese After Participating in Chinese Culture Event

Dimension	Pedagogical Implication for Non-Native Learners of Chinese After Participating in Chinese Culture Event	Supporting studies
Declarative Knowledge	Incorporate cultural facts and concepts into language lessons to enhance learners' understanding of Chinese culture.	Dogan, & Tuncer, 2017; Almetova, 2025
Procedural Knowledge	Provide opportunities for learners to engage in real-life cultural activities, fostering their ability to use Chinese appropriately in context.	Meher, & Baral, 2020
Conditional Knowledge	Guide learners in understanding the appropriate use of language and cultural behaviors in different contexts.	Oyuga, et al, 2016
Regulation of Cognition	Teach learners metacognitive strategies to effectively monitor and control their learning process during cultural experiences.	Norton, 2019 Ilkhamova, 2022 Liddicoat, 2018 Eden et al., 2024
Information Management Strategies	Help learners develop skills to organize, store, and retrieve cultural information, facilitating their comprehension and communication.	Gudykunst, & Kim, 2017 Feng et al., 2024
Comprehension Monitoring	Encourage learners to actively monitor their understanding of cultural content and seek clarification when needed.	Dervin, 2018 Vu & Dinh, 2022
Debugging Strategies	Instruct learners on how to identify and correct errors in their language use and cultural understanding through self-reflection and feedback.	Clarke, 2019 Wang et al., 2025
Evaluation	Regularly assess learners' linguistic and cultural proficiency, providing constructive feedback to guide their further development.	Banks, 2015 Feng et al., 2025

To enhance learners' understanding of Chinese culture, it is beneficial to incorporate cultural facts and concepts into language lessons. Providing opportunities for learners to engage in real-life cultural activities fosters their ability to use Chinese appropriately in context. It is important to guide learners in understanding the appropriate use of language and cultural behaviors in different contexts. Additionally, teaching metacognitive strategies can help learners effectively monitor and control their learning process during cultural experiences. Developing skills to

organize, store, and retrieve cultural information facilitates learners' comprehension and communication (Biletska, et al, 2021). Encouraging learners to actively monitor their understanding of cultural content and seek clarification when needed is also crucial (Li, et al, 2022). Instructing learners on how to identify and correct errors in their language use and cultural understanding through self-reflection and feedback is essential for their improvement (Kim, 2020). Regularly assessing learners' linguistic and cultural proficiency and providing constructive feedback can guide their further development (Li, 2022) refer Figure 6).

Despite the positive outcomes of this study, several limitations should be acknowledged. Firstly, the sample size was relatively small (n = 52) and drawn from a single institution, which may limit the generalizability of the findings to broader learner populations or different educational contexts. Additionally, the study relied solely on self-reported data through questionnaires, which may be subject to social desirability bias and may not fully capture the depth of learners' cognitive processes or cultural understanding. Future studies should consider incorporating mixed-method approaches, including interviews, observations, or reflective journals, to gain richer insights into learners' experiences. Expanding the sample to include participants from diverse backgrounds and institutions would also enhance the validity and applicability of the results. Longitudinal research designs could further explore the lasting impact of cultural interventions on language proficiency and cognitive development over time.

Declarative Knowledge

Incorporate cultural facts and concepts into language lessons to enhance learners' understanding of Chinese culture

Procedural Knowledge

Provide opportunities for learners to engage in real-life cultural activities, fostering their ability to use Chinese appropriately in context

Conditional Knowledge

Guide learners in understanding the appropriate use of language and cultural behaviors in different contexts

Regulation of Cognition

Teach learners metacognitive strategies to effectively monitor and control their learning process during cultural experiences

Information Management Strategies

Help learners develop skills to organize, store, and retrieve cultural information, facilitating their comprehension and communication

Comprehension Monitoring

Encourage learners to actively monitor their understanding of cultural content and seek clarification when needed

Debugging Strategies

Instruct learners on how to identify and correct errors in their language use and cultural understanding through self-reflection and feedback

Evaluation

Regularly assess learners' linguistic and cultural proficiency, providing constructive feedback to guide their further development

Figure 6: 1 Eight Suggestions Pertaining to The Eight Dimensions

The current study investigates the impact of declarative, procedural, and conditional knowledge on the regulation of cognition among non-native learners of Chinese. It also explores the effectiveness of information management strategies, comprehension monitoring, and debugging strategies in enhancing learning outcomes. Findings indicate that a balanced integration of these knowledge types and cognitive regulation strategies significantly improve learners' proficiency in Chinese. Additionally, the study highlights the importance of evaluating learning processes and outcomes to refine instructional approaches. From a cultural perspective, incorporating elements of Chinese culture into the learning experience further facilitates language acquisition among non-native learners. Overall, the study underscores the potential of an interdisciplinary approach that combines knowledge types and cognitive regulation strategies to enhance Chinese language learning among non-native speakers. In conclusions, cultural events should be organised as to enhance the eight aspects studied in this research in benefiting culture for language learning.

Acknowledgement

References

Abduraximovna, I. M. (2022). Language and culture as means of expressing the world view. *International Journal Of Literature And Languages, 2* (11), 28-34.

Alharbi, J. M. (2023). Insight into the role of interaction in language acquisition: Vygotsky's interactionist theory of language. *Arab World English Journal, 14* (2), 281-294.

Almetova, V. (2025). The necessary of developing cultural competence in foreign language teaching. *Journal of Applied Science and Social Science, 1*(1), 558-563.

Bakhtiyorovna, I. F. (2021). Integration of language and culture into the translation process. *Central Asian Journal of Literature, Philosophy and Culture, 2* (1), 32-34.

Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. Routledge.

Bekiyeva, M. J. K. (2022). Development of linguoculturology and interpretation of language and culture in modern linguistics. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2* (1), 93-102.

Biletska, O., Kuchai, T., Kravtsova, T., Bidyuk, N., Tretko, V., & Kuchai, O. (2021). The use of the activity approach in teaching foreign languages in higher education institutions. *Revista Romaneasca Pentru Educatie Multidimensionala, 13* (2), 243-267.

Clarke, M. A. (2019). The influence of cultural content in English language teaching materials: A case study. *ELT Journal, 73* (3), 280–290.

Dervin, F. (2018). Fostering intercultural competence in language teaching. Language and Intercultural Communication, 18 (1), 55–70.

Dogan, Y., & Tuncer, M. (2017). Effect of metacognitive awareness on achievement in foreign language learning. *Istanbul Ticaret Universitesi Sosyal Bilimler Dergisi, 16*(31), 297-310.

Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences, 6*(3), 383-392.

Feng, M., Abdul Aziz, M. N. B., & Dalib, S. (2025). Exploring Intercultural Communicative Competence Among Chinese Students: Insights from a Qualitative Study. *SAGE Open, 15*(2), 21582440251336634.

Feng, M., Aziz, M. N. B. A., & Syarizan, D. (2024). Exploring the relationship between language competence and intercultural communicative competence among English as a foreign language learners: A mixed-methods study. *International Journal of Educational Methodology, 10*(4), 671-684.

Galante, A. (2022). Plurilingual and pluricultural competence (PPC) scale: The inseparability of language and culture. *International Journal of Multilingualism, 19* (4), 477-498.

Guang Ming Daily. (2024, June 18). 許多學生未見過粽子 巫裔女講師要教裹粽子 [*Many students have never seen zongzi; Malay female instructor teaches how to wrap zongzi*]. Guang Ming Daily. https://guangming.com.my/%E8%A8%B1%E5%A4%9A%E5%AD%B8%E7%94%9F%E6%9C%AA%E8%A6%8B%E9%81%8E%E7%B2%BD%E5%AD%90-%E5%B7%AB%E8%A3%94%E5%A5%B3%E8%AC%9B%E5%B8%AB%E8%A6%81%E6%95%99%E8%A3%B9%E7%B2%BD%E5%AD%90

Gudykunst, W. B., & Kim, Y. Y. (2017). *Communicating with strangers: An approach to intercultural communication*. McGraw-Hill Education.

Howard, T. C. (2021). Culturally responsive pedagogy. *Transforming multicultural education policy and practice: Expanding educational opportunity* (pp. 137-163).

Ilkhamova, I. (2022). Issues of improving socio-cultural competence of students in foreign language lessons. *Oriental Journal of Philology, 2*(1), 30-42.

Kavaklı, N. (2020). The relationship between language and culture, and its implications for EFL teaching. *World Englishes and Culture, 95* .

Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ECNU Review of Education, 3* (3), 519-541.

Lantolf, J. P., Xi, J., & Minakova, V. (2021). Sociocultural theory and concept-based language instruction. *Language Teaching, 54* (3), 327-342.

Li, K., Peterson, M., & Wang, Q. (2022). Out-of-school language learning through digital gaming: A case study from an activity theory perspective. *Computer Assisted Language Learning* , 1-29.

Li, R. (2022). Effects of blended language learning on EFL learners' language performance: An activity theory approach. *Journal of Computer Assisted Learning, 38* (5), 1273-1285.

Liddicoat, A. J. (2018). The cultural content of languages: An introduction. In *The cultural and intercultural dimensions of English as a lingua franca* (pp. 33–54). Springer.

Meher, V., & Baral, R. (2020). Cultural adaptation and validation of self-efficacy scale for higher secondary school students of Odisha. *Shanlax International Journal of Education, 8* (4), 90-100. https://doi.org/10.34293/education.v8i4.3360

Mills, C. W. (2020). Language, logic and culture. In *Toward a Sociology of Education* (pp. 515-525). Routledge.

Norton, B. (2019). Culture and identity in English language education: What's the connection? *TESOL Quarterly, 53* (2), 283–306.

Oyuga, P. A., Aloka, P. J. O., & Raburu, P. (2016). Relationship between metacognitive learning skills and academic performance among Orphaned secondary school students of Kenya. *International Journal of Advanced and Multidisciplinary Social Science, 2* (2), 40-46. https://doi.org/10.5923/j.jamms.20160202.02

Sin Chew Daily. (2024, June 17). 国大中文活动增文化意识 逾百生体验中华文化 [*UiTM Chinese event enhances cultural awareness; Over 100 students experience Chinese culture*]. Sin Chew Daily. https://northern.sinchew.com.my/news/20240617/northern/5690256

Stępkowska, A. (2021). Identity in the bilingual couple: Attitudes to language and culture. *Open Linguistics, 7* (1), 223-234.

Vladimirovich, P. D. (2021). Concept as a Synthesis of the Elements of Language and Culture. *EPRA International Journal of Multidisciplinary Research, 7* (6), 320-25.

Vu, N. T., & Dinh, H. (2022). College-level students' development of intercultural communicative competence: a quantitative study in Vietnam. *Journal of Intercultural Communication Research, 51*(2), 208-227.

Wang, J., Wang, J., & Wei, R. (2025). Is language proficiency linked to intercultural communicative competence? *Language, Culture and Curriculum*, 1-22.