

# ***Apply Transformative Teaching Approaches to Accelerate Chinese Learning Process***

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# *Transformative learning*

- Jack Mezirow stated that “Transformative learning is a theory of adult learning that utilizes **disorienting dilemmas to challenge students’ thinking.**
- Teachers should provide opportunities for:
  - Critical Thinking.
  - Relating to others going through the same transformative process.
  - Acting on new perspectives” (Esthermsmth).



# *Transformative Teaching Approaches*

- Our primary purposes of Transformative Teaching Approaches: Meaning making and critical thinking.
- Transformative Lesson: “learning experiences focused on generating ‘**thick descriptions**’ of social, cultural, and ecological relationships. ‘**Deep**’ historical and aesthetic explorations of community with investigations of power/knowledge relationships.” (Love, 2009)



## *Teacher-as-Mediator*

- Love (2009): “Teacher knows that there is no end destination, only stops along a journey. Students and teachers explore community to take in the learning experience...’true’ research and/or inquiry approach that is connected to the community and social identities.”



# *Diagnostic Teaching*

- The interactionist dynamic assessment is dialogic and flexible and its main goal is to support **learner development**.
- The role of the mediator as an assessor is to allow/guide the learner through **means of interactions to promote understanding**.
- Asking the learner to focus on **specific parts in the text or clues** in a greater look at comprehension.



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# *Zone of Proximal Development* (ZPD)

- Zone of Actual Development (ZAD) is what the learner can do without support.
- Zone of Proximal Development (ZPD) is what learners can do today with help and resources, they can do in the future on their own.
- In our case, learners' ZPD is **2+/2+**. Teachers create learning conditions to facilitate them achieve the institute wide goal.



# *Real-Life Scenarios*

- Teacher and student conferences.
- Cuisine vs. diplomacy, religion, society.
- Debates to train critical thinking skills.
  - Could anti-corruption save Chinese economy?
  - Can economic development and environment protection go hand-in-hand?
- Community and Team-building.





# *Cognitive Skill Training*

- Self-management skill orientation and training.
- Read out loud and discussion in TL.
- Shadow listening and reading.
- Color code texts.
- Writing and translation.
- Report and summarize passages.
- Time management (time log for homework and exercise).



# *Metacognitive Skill Training*

- Mini Movie Review & Critiques.
- Learning progress plan (study plan).
- Student-led vocabulary tests.
- Mini projects.
- Scenario-based tasks.
- Learning progress plan.
- Content-based Instruction
- Test taking strategies (anxiety reduction, planning and practice).



# *Mediation Methods*

1. Stimulate general attention and orientation to content and/or question
2. Encourage selective attention to specific content, language, and/or question
3. Recall an acquired learning strategy
4. Teach an appropriate learning strategy
5. The role of the mediator as an assessor is to allow/guide the learner through means of interactions to promote understanding.



# Mediation for Vocab Association

Handwritten notes on a whiteboard illustrating vocabulary associations:

- ban jiang** (颁奖) - 颁奖
- zhencheng** (真诚) - 真诚
- beishen** (悲惨) - 悲惨
- wanling** (怜悯) - 怜悯
- wo** (我) - 我
- zongzi** (粽子) - 粽子
- 迷信** - 迷信
- super** - super
- self-confidence** (自信) - 自信
- 元宵** - 元宵
- 得到** - 得到
- 结婚** (wedding) - 结婚
- 绝望** (despair) - 绝望
- 邀请** (invite) - 邀请
- 骄傲** (pride) - 骄傲
- 到达** (arrive) - 到达
- 规律** (rules) - 规律
- 孝顺** (filial piety) - 孝顺
- 失望** (disappointment) - 失望
- 庆祝** (celebrate) - 庆祝
- 道德** (morality) - 道德
- 规定** (regulation) - 规定
- 规范** (norms) - 规范
- 怀念** (miss) - 怀念
- 希望** (hope) - 希望
- 庆祝** (celebrate) - 庆祝
- 道德** (morality) - 道德
- 规范** (norms) - 规范
- 规则** (rules) - 规则
- 怀念 = 想念** (miss) - 想念
- miss** - miss
- 思念 = 想念** (miss) - 想念
- 祝福** (blessing) - 祝福
- 巩固** (consolidate) - 巩固
- gonggu** - gonggu
- solely** - solely
- 固定** (fixed) - 固定



# Mediation for Vocab Expansion

幕后	废除	腐化/败	
企图	争取	贪污	呼吁
消灭	干涉	履行职责	容许: 允许/许可
线索	制裁	激怒	倡导: 提倡
凶杀	阐明: 阐述	局势	贯彻政策
惩罚	阻挠	大城市	carry out
判处	违反	达成	落实: implement
牺牲	撤遣责/责备		
封锁	泄漏	伟大	
获释	国家机密	民主	
	计谋	人民/民众/公共	
	协调	(公共)	
	协调		
	协调		

Handwritten notes in red ink on the whiteboard include:

- 涉及 involve
- 违背
- 伟大
- wei great
- 协调
- xié tiáo
- 落实: implement



# Mediation to Independence

- Complex sentence and discourse analysis.

Item 29

FLO Topic: Economic

Orientation: An excerpt from a newspaper article

4.2 萬人，這是 2006 年中國海外留學人員歸國人數，"海歸"正成為中國國內人才市場一個新的求職群體。長期專注海歸人才狀況的北京東方慧博研究院，半年前發布過一份《中國 2007 海歸人才現狀調查報告》，披露了這一特殊群體的就業現狀：65%的企業和海歸認為，海歸的就業形勢一般，找工作不易，低待遇的新海歸群體所占比例越來越大。

呂辰從上海一所重點大學經濟學系畢業後，放棄了一份已經落實的工作，選擇去英國約克大學攻讀管理學碩士學位，兩年多後學成回到上海，原以為畢業於英國名校，回國找工作不難，但 9 個月過去了，工作還是沒能找到。回上海之初，他找工作有"三不"：非跨國大企業不去，年薪低於 10 萬元人民幣不去，非市中心工作不去，折騰了這麼久而始終沒有著落，最近他開始向中小型企业投簡歷了，工資期待也一降再降，底線是稅後 4000 元人民幣。為去英國讀書，家裡花了 40 萬元人民幣，想將留學所花的錢賺回來，即使不吃不喝，至少也得 10 年。精疲力盡而四處碰壁的他，如今依然是海待。

海歸貶值？這完全是正常的。海歸貶值反映了近年中國學生爭先恐後涌出國門的衝動和不成熟，出國留學的年齡越來越低，既不符合市場對人才的需求結構，也不符合正常的教育規律，必然導致大量留學生歸國後成為海待。

Questions:

1. What social phenomenon has the author presented in this article? Provide two details.

完  
力  
足  
頭  
腦



# Community Involvement

- Assign roles, research recipes.
- Learning process: plan, monitor, execute, reflect on the academic forum and immersion (cuisine vs. diplomacy).





# Learning Outcome: “S1”

- ZAD vs. ZPD: ILR L2+/R1+ vs. L2+/R2+
- **Learner Profiles:**
  - Barsch Learning Preferences: Tactile & Kinesthetic
  - MBTI: ISTJ
  - E&L: Field sensitive & field independent (Sharpening & Particular)
- **Remedies:**
  - (1) Expand and consolidate vocabulary through word-association.
  - (2) Mediation/Training on identifying cohesive devices in long sentences to improve comprehension.
  - (3) Eye–hand coordination mediation/training to improve reading accuracy and concentration.
  - (4) Enhance background knowledge by reading common knowledge of Chinese geography, culture and history books.





# Learning Outcome: “S2”

- ZAD vs. ZPD: ILR L1+/R2 vs. L3/R2+
- **Learner Profiles:**
  - Barsch Learning Preferences: Visual
  - MBTI: INTJ
  - E&L: slightly field insensitive & field independent
  - MSLQ: self-efficient (6.12); extrinsic (7.0); Test Anxiety (2).
- **Remedies:**
  - (1) Specific grammar review of Relative clauses to enhance grammar foundation.
  - (2) Long sentences listening, reading and transcription to improve accuracy.
  - (3) Mediation on expand and consolidate vocabulary through word-association and fast reading.
  - (4) Training on Identifying the passage organization through concept mapping.



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