

# TRANSFORMATIVE LEARNING IN THE DESIGN AND IMPLEMENTATION OF AN ADVANCED FOREIGN LANGUAGE CURRICULUM

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*AN INTERACTIVE PRESENTATION*

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## *ABSTRACT*

Transformative Learning “is a process of examining, questioning, validating, and revising our perspectives” (Cranton, 2016). It is about individuals making introspective decisions leading to positive changes of behavior. This approach is particularly relevant and important to foreign language teachers striving to help students to attain, not only linguistic, but socio-cultural competencies. Developing higher order cognitive and critical thinking skills prepares learners to function in an increasingly globalized and rapidly changing world. The presenter will share experiences in designing and implementing an advanced-level foreign language curriculum using transformative learning principles. Authentic target language country materials (covering environmental, cultural, social, medical and diplomatic issues) are selected to improve students’ ability to analyze, evaluate, synthesize and infer meaning between-the-lines and beyond-the-text to gain a deeper understanding of issues from multiple perspectives and apply gained knowledge to solve real world problems. The 3-Phase Model in each lesson takes learners through a cycle of transformative experience: (1) Opinion Forming; (2) Opinion Validating/Challenging/Expanding; and (3) New Opinion Forming. The presenter will discuss the approaches/strategies in implementing a curriculum employing rational discourse/dialog through peer teaching and teachers as facilitators. She will also share students’ comments about their experiences in different stages of transformative learning.

## **SELECT REFERENCES**

Cranton, P. (2016). *Understanding and promoting transformative learning: A guide for educators of adults* (3rd ed.). Sterling: Stylus Publishing.

Mezirow, J., Taylor, E.W., & Associates (2009). *Transformative learning in practice: Insights from community, workplace and higher education*. San Francisco, CA: Jossey-Bass.

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