

### SEKTION 3 - Evaluation

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#### ***Learners and teachers – learning as a partnership process. The skills of advising in teaching Chinese as a Foreign Language***

This presentation will examine the learning journey of two students in Chinese Studies and their teachers which informed and transformed the students' ability to self-regulate and self-determine, and had an impact on their academic performance. The teaching of Chinese in this specific study was truly interdisciplinary involving various forms of art - from poetry to music, tai chi, history - and the explicit use of soft skills such as engaging with a large audience, self-discipline, teamwork, intercultural sensitivity, leadership, autonomous learning.

Informed by research in advising in language learning, this scholarly work will illustrate how the advising skills used by the teachers were fundamental to take feedback forward into an insightful and interactive new direction where teachers and students worked in partnership to co-construct learning and reach the agreed goal. The outcome was an ambitious performance at a prestigious national Chinese competition in London, The Bridge Competition. Both students won distinctive individual awards respectively for *Best Performance and Most Creative*.

This presentation includes the qualitative analysis of thick data gathered during the whole learning journey of the two students, interviews with some of the immediate family who attended the national event, and the reflections of the teachers as they engaged in this innovative, interdisciplinary approach to teaching.

**Keywords:** *advising in language learning; Chinese teaching; learners as partners; transformative learning; autonomous learning*