



# **Integrating Traditional Chinese Medicine Theory with Diagnostic Assessment in Language Learning**

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# Talking Points

Introduction

DA-directed teaching and learning

TCM thinking and application

From products to practice: DA and TCM Integration

Summary



# Introduction

Diagnostic Assessment (DA) directed learning is accepted, discussed and applied in many foreign or second language teaching settings. It provides instructors 'lab tests' for individualized teaching and guidance for effective learning. This study brings to DA Taoist based Traditional Chinese medicine theory (TCM). It borrows TCM thinking of seeking for solutions to the recovery of entire body health. Chinese medicine provides diagnoses through the patient symptoms descriptions and appearances, and then it seeks to address the overall systemic problem (van der Greef). The integration of this thinking with DA, teaching and learning efficiency as observed in practice, has both boosted and achieved long-term effectiveness achieved. This is due to the approach to the learner's learning style, personality and motivation in DA is a survey or experiment based process, as well as a bottom up process that is effective in the short term. When joined with TCM thinking, the same problem will be examined and reviewed from a holistic perspective. Factors that shape the learner's learning style, personality and motivation, such as family, education, culture and environments are all taken into consideration. Thus a comprehensive treatment plan for the same problem is "put into action" and the expected learning results are achieved.



Features of

**DA-directed teaching and learning**



## Features of DA-directed teaching and learning

- ❑ Barsch Learning Style Inventory (BLSI), Learning Styles visual, auditory, tactile or kinesthetic
- ❑ E & L learning style questionnaire, Synoptic vs. Ecstenic
- ❑ 16 Personality Factors, Thinking Judging, Feeling Sensing
- ❑ Motivation strategies learning questionnaire (MSLQ)  
Intrinsic Extrinsic Tasks Value Control Beliefs Self-Efficacy Test Anxiety
- ❑ ODA: Online Diagnostic Assessment



### Student A DA Profile

<b>BLSI</b>	Visual 40, Kinesthetic 32, Tactile 20, Auditory 10
<b>MBTI</b>	ISFJ/INFJ
<b>MSLQ</b>	Intrinsic Goal Orientation 5.5 Extrinsic Goal Orientation 6.75 Task Value 5.83 Control Beliefs 6.6 Self-Efficacy for Learning & Performance 5.88 Test Anxiety 6.6
<b>ODA</b>	Reading L2 grammar 0/3 L3 Main idea 0/6 Listening L1+ Main Idea 1/3 L2 Main idea 2/6 Supportive Ideas 2/12





**TCM theory and application**



## **TCM Thinking 1. Four diagnosis methods**

- (a) observation (of the mind and the complexion);
- (b) auscultation (listening) and olfaction (smelling);
- (c) inquiry;
- (d) pulse feeling and palpation.



## **TCM Thinking 2. Yin and Yang Balance.**

The yin–yang theory holds that all phenomena consist of two opposite aspects, yin and yang. It also holds that the basic causative factor of disease is an imbalance between yin and yang.



## **From Products to Practice: Integrating TCM with DA: Case 1**

- A focus on MSLQ extrinsic goal orientation and test anxiety
- Participate in Chinese Culture Club
- Learning Barriers removed

When the right pulse was caught and overall treatment was applied, the balance was achieved, and the “diseases” were cured.

Auditory Learner	DA	TCM
Diagnosis	Prefer material to which they can listen.	Observation: Puzzled and confused when he saw Chinese characters that if read out by someone else, he knew them immediately. Listen: Ask him to read after a sound file with his eyes on the characters and read aloud again without listening to the sound file.
Treatment	<p>Read an assignment</p> <p>Read aloud all underlined material.</p> <p>Underline main points</p> <p>Try to form a study group with classmates</p>	<p>Balance Reading and Listening:</p> <ol style="list-style-type: none"> <li>1. Read after the speaker to get familiar with the pronunciation, tones, and sound.</li> <li>2. Do dictation and write down the characters heard.</li> <li>3. Paraphrase and write down the main ideas in Chinese characters.</li> </ol>



## From Products to Practice: Integrating TCM with DA: Case 3

The brave soldier is not violent;  
The good fighter does not lose his temper;  
The great conqueror does not fight (on small issues);  
The good user of men places himself below others.

- This is the virtue of not-contending,  
Is called the capacity to use men,  
Is reaching to the height of being Mated to Heaven, to what was of old.

-- Trans. (Lin Yutang)

Warriors who excel do not parade;  
Commanders who excel do not anger;  
Victors who excel don't lightly engage;

Skilled managers of men are humble:  
This defines the power of no-conflict,  
The way to manage men's strength,  
The union with heaven, the acme of old.

-Trans. (Roberts)



## Student A saw similar things in the two translations\_Leveling

The brave soldier is not violent;  
The good fighter does not lose his temper;  
The great conqueror does not fight (on small issues);  
The good user of men places himself below others.  
- This is the virtue of not-contending,  
Is called the capacity to use men,  
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Warriors who excel do not parade;  
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Skilled managers of men are humble:  
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The way to manage men's strength,  
The union with heaven, the acme of old.  
  
-Trans. (Roberts)



## **Student B saw differences\_Sharpening**

Ross Roberts's version is more clear, in that

“warriors do not parade” is more clear than “the brave soldiers . . . not violent.”

Soldiers fight, and soldiers “being not violent” doesn't make sense.



善为士者，不武。善战者，不怒。善胜敌者，不与。善用人者，为之下。  
是谓不争之德，是谓用人之力，是谓配天，古之极。

the character “士,” which means “warrior” rather than “soldier” in the context.



## **Student C Apply theory to practices\_Reflective and Deductive**

Student C shared the story of her son, who learned martial arts. When a boy at school challenged him, he kicked over his head to scare him away.

Her understanding of “Warriors who excel do not parade” and “Victors who excel don’t lightly engage.”



## ***SUMMARY***

TCM thinking is a much easier and more reflective tool than DA instruments. However, that does not necessarily mean it is better than DA tools. Integrating the two will make teaching assessments more accurate and learning more effective.



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**THANK YOU**

**QUESTIONS?**