

THEORY AND PRACTICE OF TRANSLANGUAGING IN THE TEACHING OF CHINESE AS A FOREIGN LANGUAGE IN MALTA AND GREECE



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INTRODUCTION

- Evolution of language teaching



- Monolingual limits



- Translanguaging relevance



TCFL IN MALTA & GREECE



New context for
Chinese language
teaching

Multilingual
classrooms as the
norm

TRANSLANGUAGING THEORY

- Theoretical Framework
- Learners use integrated linguistic repertoires

Why Translanguaging?

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1. Reduces cognitive load
 2. Supports learner identity
 3. Enhances cultural engagement
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PLURILINGUAL APPROACH TO FOREIGN LANGUAGE LEARNING

FREPA Guidelines (Framework of Reference for Pluralistic Approaches to languages and cultures) - EMCL Resources

- Knowledge: language systems, variation
- Attitudes: openness to diversity
- Skills: observe, compare, analyse



CROSS-LINGUISTIC ANALYSIS EXAMPLES

Knowing how languages work and knowing that there are similarities and differences between languages:

EN: Meeting friends

ZH: 跟朋友见面 (*gēn péngyou jiànmiàn*) (*gēn* = with)

MT: Niltqa' ma' shabi (*ma'* = with)

EL: Συναντιέμαι με φίλους (*με* = with)

CROSS-LINGUISTIC ANALYSIS EXAMPLES

Knowing how languages work and knowing that there are similarities and differences between languages:

EN: You had **better** wear a jacket

ZH: 你**最好**穿夹克 (*nǐ zuìhǎo chuān jiákè*)

MT: **Aħjar** tilbes ġakketta

EL: **Καλύτερα** να φορέσεις μπουφάν

FREPA Skill S1 states: “Can use knowledge and skills already mastered in one language in activities of comprehension / production in another language.”

CROSS-LINGUISTIC ANALYSIS EXAMPLES

Expressing ongoing actions using similar patterns:

EN: I am watching a movie at home.

ZH: 我在家看电影 (*wǒ zài jiā kàn diànyǐng*).

MT: *Qiegħed* id-dar nara film.

ES: *Estoy* en casa viendo una película.

EN: She is reading a book.

ZH: 她在看书 (*tā zài kàn shū*).

MT: *Qiegħda* taqra ktieb.

ES: Ella *está* leyendo un libro.

FREPA Skill S1 states: “Can use knowledge and skills already mastered in one language in activities of comprehension / production in another language.”

CROSS-LINGUISTIC ANALYSIS EXAMPLES

Expressing ongoing actions using similar patterns:

EN: There is a book on the table.

ZH: 桌子上有一本书 (*zhuōzi shàng yǒu yì běn shū*).

EL: Πάνω στο τραπέζι έχει ένα βιβλίο

FREPA Knowledge Descriptor K3.1 encourages learners to recognise that different languages can express similar meanings through different forms.

LANGUAGE AS A SEMIOLOGICAL SYSTEM

Common conceptual patterns

EN: Why/what for?

ZH: 为什么? (*wèishénme*) (*wèi*= for; *shénme*= what)

MT: *Għal* liex? (*għal* = for; *xiex*= what)

RU: *3a* что? (*3a*= for; *что*= what)

EL: *Για*τί; (*για* = for; *τι* = what)

ES: ¿*Por* qué? (*por* = for; *que*= what)

METAPHORS &
MEANING

- ZH: 放心 (*fàngxīn*)
- EL: Ρίξε τους παλμούς
- EN: More or less
- ZH: 左右 (*zuǒyòu*)
- EL: Πάνω-κάτω
- MT: Bejn wieħed u ieħor
- ZH: 病 (*bìng*), 瘦 (*shòu*) (疒).
- EL: αδύναμος

INTRA-LANGUAGE VARIATION:

ZH: 谁 (*shéi/shuí*)

MT: tiegħi (/tijaɹ/, /tijej/ti:/), miegħi (/mijaɹ/, /mijej/mi:/), ngħid (/nejd/, /najd/)

EL: Πηγαίνουν/πηγαίνουνε, έχομε πάει/ έχουμε πάει.

STRUCTURAL AND PHONETIC AFFINITIES

雪 (*xuě*) – **s**now – **с**нег (sneg)

夏天 (*xiàtiān*) – **s**ummer – **s**ajf

度 (*dù*) – **d**egree

EN: **s**ilk

ZH: 丝 (*sī*) / 丝绸 (*sīchóu*)

RU: **ш**ёлк (*shyolk*)

ES: **s**eda

EL: μετάξι → **σ**ήρ (silkworm) / **σ**ηρικός (silken)



KEY OUTCOMES

Learners:

- Awareness
- Confidence
- Vocabulary Retention
- Engagement

Educators:

- Inclusive pedagogy
- Stronger relationships

COCLUSION

FREPA +
Translanguaging
= effective CFL
pedagogy



Supports
plurilingualism
and global
citizenship

THANK YOU!

谢谢!

ESSENTIAL REFERENCES

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