



**University of
Zurich** UZH

Institute of Asian and Oriental Studies

Can German Help You Learn Chinese? – The Role of Mother Tongue in Chinese Language Teaching

德语能帮助你学习汉语吗？– 母语在汉语课堂中承担的角色

Brigitte Kölla



- the target language only classroom dogma (Butzkamm 2003)
课堂里只许用目的语教条
- Wolfgang Butzkamm, professor emeritus of the TU Aachen
沃夫刚·布兹坎姆, 德国德国亚琛工业大学英退休教授
- well-thought-out and consistent mother tongue use in a classroom of
adult learners can be turned to pedagogic advantage
有条理地系统地使用学生的母语有益于其外语学习

Butzkamm, Wolfgang. 2003. We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal* 23.



Butzkamm, Wolfgang and Caldwell, John A. W. 2009. *The bilingual reform: A paradigm shift in foreign language teaching*. Tübingen: Gunter Narr Verlag.

(双语改革：外语教学原则性转向)

Butzkamm, Wolfgang. 2004. *Lust zum Lehren, Lust zum Lernen: Eine neue Methodik für den Fremdsprachenunterricht*. Tübingen: Narr Franke Verlag.

(乐于教，乐与学：新外语教学法)



Monolingual principle:

纯外语原则:

- A foreign language classroom should as a rule be monolingual drawing on mother tongue only in case of emergency.

外语教学原则上是单语教学，在紧急情况下才可以用上学生的母语。



Mother tongue has never been absent in everyday classroom
在每天的教学当中一直在使用母语

- classroom management 课堂管理
- vocabulary learning strategies (Nation 2003) 词汇学习
- last resort convey meaning, clarify message and ensure understanding
表达意义、明确内容、确保了解最终都不得不靠母语。
- peer support 同学互助
- silently present 默存

Nation, Paul. 2003. The role of first language in foreign language learning. *Asian EFL Journal* 5/2.



- A learner's mind is not a *tabula rasa*. New knowledge builds up on what the learner already knows and learning is about rethinking and extending existing knowledge.
学习者的头脑不是一张白纸。学习者已知奠定其新知的基础，学习是反思和扩展已知的过程。
- Acting on this assumption foreign language learning also includes everything the learner knows from and about his MT and other previously learned languages.
认同这一假定，学习外语也包含学习者对母语以及其他已学会语言的认识和了解。



- Mother tongue knowledge is the most valuable resource we rely on and transfer, mostly intuitively, to the target language. To sum it up in one sentence: „We only learn language once.“ (Butzkamm 2003)
母语是学习者最丰富的资源。他直觉地依靠此资源并将它转移到目的语。
换言之“我们只学一次语言。”



- "When we learn a new language, we automatically assume (until we have evidence of the contrary) that meanings and structures are going to be broadly similar to those in our own language." (Swan 1985)
学一门外语，学习者想当然地相信（直到有证明不适当），其意义和结构类似自己的语言。

Swan, M. 1985. A critical look at the communicative approach (2). *ELT Journal* 39/2.
(再论交际教学法)



Judicious MT use can 合理地使用母语有助于

1. forestall its random use in case of emergency 防止在课堂上滥用母语
2. make meaning and structures crystal clear, and therefore free up classroom time 清楚明确地说明意义和结构，于是节省课堂时间
3. lighten the cognitive load 减轻认知负担
4. increase message-orientation 侧重内容
5. release classroom tension 轻松课堂气氛
6. be an accurate means to assess student's understanding 确定学习者真正理解
7. help develop a plurilingual identity 发展学习者的多语认同
8. (to be extended) (可扩展)



2 MT use can make meaning and structure clear

Mirroring 镜子反射法

他睡懒觉。

*He sleeps (a) lazy sleep.
He sleeps late.

有人在说汉语。

*Jemand ist dabei sprechen Chinesisch.
Da spricht einer Chinesisch.



3 MT use can lighten the cognitive load

... and give the learner the freedom to focus on form while keeping up the message-orientation of the language activity.

.....给学习者自由在课堂活动中在侧重形式同时，维持内容交际。



4 MT use can increase message-orientation

Consciencieusement, je copiai, pour les apprendre par cœur, les phrases tirées de mon manuel. En les relisant attentivement, j'appris donc, non pas l'anglais, mais des vérités surprenantes: qu'il y a sept jour das la semaine, par exemple, ce que je savais d'ailleurs; ou bien que le plancher est en bas, le plafond en haut, ..., Dès la troisième leçon, deux personnages était mis en présence, ...: M. et Mme Smith, un couple d'Anglais. A mon grand émerveillement, Mme Smith faisait connaître à son mari qu'ils avaient plusieurs enfants, qu'ils habitaient dans les environs de Londres, que leur nom était Smith, que M. Smith était employé de bureau, qu'ils avaient une domestique, Mary, Anglaise également, qu'ils avaient, depuis vingt ans, des amis nommés Martin, que leur maison était un palais,

Ionesco, Euènge (1966). *La tragédie du langage. Notes et contre-notes*. Paris, Gallimard.



4 MT use can increase message-orientation

- MT support, be it marginal MT glosses, be it reading with bilingual text and other means, allows the teacher to bring richer text materials to the classroom.

母语辅助，例如边缘注解，双语文本等教学，使教师用上内容更丰富的教学资料。



4 MT use can increase message-orientation

- by codeswitching in classroom communication 课堂交际中的语码转换

老师：你爸在哪儿工作？

学生：我爸在bank工作。

老师：银行

学生：我爸在银行工作。



4

- by sandwich technique 三文治方法

L2: 我反对使用母语。

L1: I am against mother tongue use.

L2: 我反对使用母语。

"This technique of sandwiching the translation of an unknown expression ... should be a central technique of any foreign language teacher as it is the quickest way to make authentic classroom communication possible. " (Butzkamm 2009)

这方法，就是把译句夹带在重复两遍的新句型中间，该是外语教学重要方法之一，因为这样很快就可以进行真实课堂交际。



5 MT use can relieve classroom tension

- MT use can provide life rafts where the 'foreign is deforeignized' (Butzkamm, 2009). In an instant of classroom discourse students' understanding can be levelled, tension is relieved and slower learners are prevented to steal off.

母语提供了救生艇，乘坐在课堂交际的某些时刻，可以拉齐全班的认识水平，缓和气氛，防止理解比较慢的学习者掉队。



6 Assessing students understanding

MT translation is probably the most accurate and rigorous means to assess students' understanding.

为了测验学习者是否真正理解了，翻译是最精确最严格的方法。

Cook Guy. 2010. *Translation in language teaching*. Oxford: Oxford University Press. (语言教学与翻译)

Tsagari, Dina and Floros, Georgios. 2013. *Translation in language teaching and assessment*. Newcastle: Cambridge Scholars Publishing. (翻译在语言教学和测验中的作用)



7 MT use can help develop a plurilingual identity

In today's foreign language classroom, language learners are more and more seen as plurilingual individuals or incipient polyglots rather than aspiring (Chinese) native speakers.

今天的外语教学越来越把学习者看成通晓多语的初学者，而不把他看成愿意模仿汉语母语者的学习者。

... building up " a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact." (CERF 1.3. What is plurilingualism?)

.....学习语言的每一次经历在促进交际能力建构，在这样的交际能力里，学会的各种语言相互关联，相互作用。



Optimal MT use 母语最佳使用方式

In very general terms, the bilingual classroom could be characterized as a Chinese-mainly classroom where MT use is intended to fade away concurrent to the acquisition of new language items.

一般来说，双语教学意味着汉语为主母语为辅的教学方法，并且随着学习者的进步母语日益消失。



3 Guójí 国籍

3.1 Kàn xìngmíng, cāi guójí
看姓名，猜国籍



Zhang Yimou, dǎoyǎn



Park Chan-wook, dǎoyǎn



Michelle Yeoh Choo Kheng, yǎnyuán



Byambasuren Davaa, dǎoyǎn



Murakami Haruki, zuòjiā



Wong Kar-wai, dǎoyǎn

Zhāng Yīmóu shì nǎ guó rén?
张艺谋是哪国人?

Zhāng Yīmóu shì ...
张艺谋是.....。

Piáo Zànyù shì ...
朴赞郁是.....。

Yáng Zǐqióng ...
杨紫琼.....。



Nǐ kànguo Zhāng Yīmóu de diànyǐng ma?

你看过张艺谋的电影吗？



Diànyǐng

2007 «Mǎn chéng jìn dài huángjīn jiǎ»
《满城尽戴黄金甲》
«Curse of the Golden Flower»

2004 «Shímiàn máifu»
《十面埋伏》
«House of Flying Daggers»

2002 «Yīngxióng»
《英雄》
«Hero»

1999 «Yí gè dōu bù néng shǎo»
《一个都不能少》
«Not One Less»