

Abstract for the paper “Berücksichtigung Butzkamms Lehrmethodik in den Lernmitteln für den Englischunterricht in den bayerischen Grundschulen”

Question: Is the teaching method, which Wolfgang Butzkamm depicts in his most recent book “The Bilingual Reform” (Butzkamm 2009), taken into consideration by the learning aids approved by the Bavarian State Ministry of Education for English lessons in Bavarian primary schools?

Past research: The existing literature on English lessons in primary schools deal with teaching methods in general, in particular with the question when and how to employ the mother tongue. One dissertation (Roos 2007) deals with the learning aid *Playway* (Gerngross und Puchta 2003), which is used in third grade in Northrhine Westphalia. This work and other research studies have shown that the curricula and the learning aids *Playway* and *Ginger and Friends* have to be revised, as the given sequence of grammatical structures cannot be learned in this order according to the *Processability Theory* (Lenzing 2004; Keßler 2006: 281f.).

Method employed: Conformities are detected by means of a matrix.

First of all, the approved learning aids for English lessons in Bavarian primary schools are collected. As a next step, the main principles of Butzkamm’s teaching method are illustrated. Then, the learning aids are scanned for conformities with Butzkamm’s teaching method using a matrix. Finally, the conformities are evaluated. The learning aids are assessed and suggestions for improvement are named.

Main results: All in all, the learning aids pursue the direct method. The learning aids have scored in the matrix in a strikingly similar way. The mother tongue is excluded when new vocabulary is introduced. The English Language is taught by the means of pictures, songs and rhymes. All learning aids contain dialogues that can be - in most cases – acted out by the pupils. Butzkamm’s teaching method is basically not heeded, but the impairments of the direct method are attenuated.