

Antje Carlson in: *Die Unterrichtspraxis: Teaching German*.
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Wolfgang Butzkamm. (2004). *Lust zum Lehren, Lust zum Lernen: Eine neue Methodik für den Fremdsprachenunterricht*. Tübingen, Germany: Francke Verlag. €24.90
www.amazon.de

With Butzkamm's book teachers of foreign languages (FL) get an appetite for trying out new methods and fresh approaches. Their mouths might even get watery when they learn about the "Sandwich technique" and they might find good reasoning in "Theorie in 12 Leitsätzen" (guidelines) that introduce each chapter: Chapter 1: Sprachen lernt man, indem man sie lebt; Chapter 3: Sprachen lernt man von denen, die sie können, und mit guten Texten; Chapter 10: Lehrer und Mitschüler müssen Lernpartner werden, to name only three. In each chapter Butzkamm explicates on one particular guideline and provides colorful examples, exercises, testimonies, and suggestions. The 12 guidelines are presented as a list at the end of the book.

Clear is from the beginning, that the author is frustrated with the ineffectiveness of how languages are taught in public schools. Not surprising, the 377 pages are saturated with Butzkamm's sharp criticism. At the same time, however, he rushes to offer a reflective and refreshing common-sense rationale that explains good FL practices and argues "Guter Fremdsprachenunterricht ist gekennzeichnet vom geschickten Wechsel zwischen Mitteilungsbezogenheit und Sprachbezogenheit, vom Pendeln zwischen "eigentlichem" Kommunizieren und dem Üben, zwischen einem *focus on the message* und einem *focus on form*. Der Fremdsprachenunterricht lebt von der Spannung zwischen diesen zwei Polen" (p. 22). Criticism and suggestions are followed by clearly described and usable exercises and examples. In essence, the book is triangulated on "here is what is and does not work in the FL classroom", "here is what I think about it and what should be and makes sense", and "here is material you can try in your classroom". The writing style is almost personal and enjoyable—the book "talks" to the reader. The reader can follow with ease and can pause and reflect on the scenarios discussed and analyzed.

Those who are familiar with Butzkamm's previous publications (see for example *Psycholinguistik des Fremdsprachenunterrichts*) will not be the least surprised to find once again the author's vehement rejection of using only the target language in the classroom. In fact, in the preface he claims that the "bilingual revolution" is happening. Yet, he distinguishes between *funktionaler Fremdsprachigkeit* and *Einsprachigkeit* des Unterrichts. He explains *Einsprachigkeit* as no use of the mother language. Employing *funktionale Fremdsprachigkeit* means the FL is the carrying and guiding language of communication. „Keineswegs darf man ihnen [den Schülern] jedes muttersprachliche Wort verbieten, sondern muss ihre Einwürfe aufgreifen und das Äquivalent zur Verfügung stellen" (p. 16). This leads directly into Butzkamm's Sandwich-technique. It sandwiches the translation in between an unknown phrase, word, or sentence: "You've skipped a line. Du hast eine Zeile übersprungen. You've skipped a line" (p. 15). Once the unknown phrase has entered into the learner's communicative repertoire, the translation is dropped.

The integration of the learner's language knowledge into the FL learning process is a common-sense and natural approach and no empirical study seems to support the belief that monolingualism in the FL classroom produces better and faster results in mastering a FL. Butzkamm correctly maintains: "Jede neue Sprache trifft auf die schon vorhandene Muttersprache" (p. 95). Preventing students from drawing on what they know already and to which they can connect their new learning seems to be a waste of time and valuable resources; needless to say that it may also lead to frustration. The author emphasizes this belief throughout the book and delivers well-founded arguments. His literature references are comprehensive and provide an excellent orientation to the general FL learning process. Furthermore, he excellently spans the history of language learning methods and approaches to the present day. Latest publications of empirical research on FL learning that would greatly strengthen his work and infuse Butzkamm's call for more rationale in the language classroom, is underrepresented (see Dörnyei, Z. 2001; 2003; Edmondson, W., 2004; Edmondson W. & House, J., 2000; Masgoret, A. M., & Gardner, R. C., 2003; Vester, F., 2002). Nevertheless, practitioners, like myself, will recognize the validity of Butzkamm's 12 guidelines; one just has to pause and think about them. They are also applicable in the adult learner classroom.

Butzkamm discusses his FL learning perspective from a teacher for middle and high school learners. Overall, the adult FL learner is shorted; nevertheless as an adult educator I found great inspiration and "food for thought" throughout the book and many exercises could be adapted to suit the adult learner.

A little disappointing were the Anglicisms that interspersed the text, for example "Statt muttersprachliche Steuerung lassen sich gelegentlich auch *flash cards* als *cues* verwenden" (p. 177). Couldn't he have said the same in German with *Vokabelkarte* and *Hinweis*? Almost presumptuous are his pop-up Latin quotes (*linguas externas praegustare, conditio sine qua non, docendo discimus*). Though most become clear in context, some do not. And strangely German learners offer testimonies about their FL learning experiences in German schools in English.

In conclusion, *Lust zum Lehren, Lust zum Lernen* is a highly recommendable resource for any FL teacher. It delivers a refreshing call away from entertainment and show business and encourages making use of common sense and rationale. It is well written, documented, and explained.

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