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[Review of the book Reading and talking in English, by Arthur Wise (London: Harrap, 1965)]

Rose, Brian Waldron

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Johannesburg College of Education
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language teaching. The various types of English (Englishes) and the division of language into four main categories — medium, dialect, style and register — problems of language teaching in Africa, testing, all these are carefully examined by Professor Strevens. Perhaps the most important chapter for the language teacher is that on "Linguistic Research and Language Teaching", first presented as a paper for the Council for Cultural Co-Operation, Council of Europe, 1963.

In his introduction, Professor Strevens presents an apologia for presenting material that, for various reasons, he would have preferred to rewrite or suppress: "There is something to be said for demonstrating the kind of development and change that is undergone both by the individual writer and by his chosen discipline". The work of Professor Strevens needs no defence. This particular volume shows how he has gone from good to better.

Professor Strevens has also edited *Five Inaugural Lectures* by the occupants of five chairs at Universities that have demonstrated by inaugurating chairs of Phonetics, Comparative Philology or Contemporary English, the importance of linguistics as an academic discipline in its own right. Although these five lectures all bear the individual stamp of the personality and viewpoint of the lecturers, they show the range and advances in linguistics that have been made since the days of Daniel Jones and Firth.

Reading and Talking in Engish *by A. Wise* (Harrap).

Examining Oral English in Schools *by P. J. Hitchman* (Methuen)

First literacy, then numeracy. Now oralcy. Some teachers may feel that their charges need no help or encouragement in the act of spoken communication, and that they would like to support the plea of a certain cafe for sixpennyworth of silence from the juke box.

The oral aspect of English teaching as distinct from speech training (and it is interesting to trace the change from 'elocution' to speech training to oralcy over the decades) has always been a dicy business. The structuring of oral work within a meaningful and natural context has been more of a task in home language teaching than in foreign language teaching.

Mr. Wise, who is lecturer in speech education at the University of Leeds, and whose name has come to the fore recently in the educational press by virtue of his sound views on the teaching and testing of oralcy, has recorded permanently in book form the results of his experience of this aspect of English teaching. The work is designed for class use to give "experience in three speech situations: (i) reading aloud from printed material; (ii) talking in association with other people; (iii) talking to other people". It is purely and simply a text-book that could be put to use by a non-specialist. The problem of a passive class has been partly solved by Mr. Wise's suggestion that the rest of the class should be asked to give an assessment of the speech of a particular pupil so that the speaker will have an idea of the effect of his speech on listeners and the class will listen critically to human speech.

Changes are being made in the system of examining oral work in home and foreign languages. Greater effectiveness and objectivity are being aimed at. Mr. Ritchman's provocative book, which is not a text-book, as Mr. Wise's is, but a method book for the teacher, will certainly give impetus to the changes that are taking place. Part I gives the background — the need for articulacy, more reliable techniques of testing it, Part II is a sound analysis of the types of objective testing and the methods of designing tests. Sample passages and tests, and rating scales are included in the appendixes.

But these books should be studied together by any teacher who wishes to implement the suggestions of the linguisticians that speech and writing are separate and different activities and skills. With the adoption of a linguistic approach to language teaching and the implementation of the ideas in these two books, the evolution of English teaching will be well-nigh complete.

An Introduction to the History of the Christian Church *by W. W. Brigg* (Arnold).

This is a survey of the history of the Christian Church from New Testament times to the founding of the World Council of Churches in 1948. Naturally in a work of this size and scope the author cannot avoid a certain superficiality of treatment. Nevertheless it is a useful reference book for teachers and a lucid introduction for serious students of the subject.

A Guide to Correct English *by L. A. Hill* (O.U.P.).

Mr. Hill has shown considerable energy and ingenuity in collecting and listing examples of typical errors in English usage made by overseas students. Alongside the errors are the correct versions, followed by substitution tables for practising the correct version. This book is presumably intended for second language learners, and one looks in vain for reference to areas of interference between English and a specific language. A useful reference book for all second language learners.