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[Review of the book Guide to modern language teaching methods, edited by Brian Dutton (London: Cassell, 1965)]

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African Education *by D. G. Burns* (O.U.P.).

This book is intended for "the very large number of young Africans now training to become teachers, who wish to find out about the development of education in other African countries as well as their own". It should also be compulsory reading for all those armchair critics of politics or African education (or both). Mr. Burns has been tireless in marshalling facts upon facts (some of them he admits are out of date) from "Recurrent Expenditure of Nigeria, 1958–9" to "The Administration of Education (Kenya) 1960–1," from a list of new universities (16) to "Distribution of Periods in Lower Primary Schools".

The target population of this book could not fail to become, every man Josiah of them, competent comparative educationists.

The purely pedagogic aspects of education are not neglected either — aims, curricula and methods. The author has maintained his objectivity very nicely in the chapter on "Education in the University" where he discusses academic freedom and autonomy in the university. Altogether an impressive document amply supported by facts and references.

Quatre Contes and Contes Divers *by H. S. Evason* (Methuen)

Modern language readers, of all shapes and sizes and of all degrees of difficulty, continue to pour from the publishers. Of the making of graded readers there seems to be no end. Some compilers have the laudable aim of introducing the third or fourth former easily and gradually to the meatier works of recognised authors by means of simplified adaptations of their works. *Contes Divers* and *Quatre Contes* are two examples of happier choices of subject matter and successful presentation. Each book, very modestly priced, is a "simplified reader edited with notes and autobiographical introduction". The notes at the end of each extract are adequate, as is the vocabulary at the end of the book. The authors represented in both volumes are the usual ones — Maupassant, Mérimée, Daudet, Dumas, Balzac, de Vigny and Flaubert. *Contes Divers* contains the more amusing and more palatable kinds of "conte" than does *Quatre Contes* — "La Mule du Pape" and "L'Elixir du Révérend Pére Gaucher" being sure winners with matriculation candidates. It is an interesting exercise for the teacher to take a copy of the original and try to ascertain why certain passages were omitted or emasculated.

Guide to Modern Language Teaching Methods (*A.V.L.A. Publication No.* 1) *Edited by Brian Dutton* (Cassell)

Most reports and discussions of new developments in pedagogic technique and methodology appear in specialised journals and often in abbreviated or attenuated form. Most of the entries in a bibliography on, say, language laboratories would indicate articles that are hard to come by because the particular issue is out of print or otherwise unobtainable. A full length book such as this is therefore welcome, as it contains between its covers extensive material covering most aspects of the topic. When the book is the work of three authors, each with their individual or individualistic viewpoints and experiences, the work is doubly welcome. This volume is the work of three writers, all pioneers in language teaching methodology. The names of two of them — Dr. Brian Dutton and Dr. Derek van Abbé are well-known for their work in the Audio-Visual Language Association, under whose aegis this book was published. Each of the three contributors has written from the point of view of his own specialist study — Mr. Jerman discusses audio-visual methods in language teaching, Dr. van Abbé deals with audio-lingual methods and Dr. Dutton handles linguistics and programmed instruction in language teaching.

One of the most striking features of the book is the number of examples and illustrations of techniques and methods under discussion. Many teachers in South Africa, in introducing audio-lingual or language laboratory material, will, for various reasons (cost, non-availability of material suitable for South African conditions, amongst others) have to produce their own drills and material. All teachers who are anxious to acquaint themselves with new developments in language teaching, or are about to apply the "new key", should consult this work and take note of the varied and successful experience of these writers in the new field.

There are chapters on the historical background of audio-visual and audio-lingual methods that would form a useful basis for lectures in methods of language teaching.

The chapter on programmed instruction is rather brief. It is a pity that Dr. Dutton did not treat of the topic more extensively, either theoretically or from his own experience. He contents himself with an account of the work of Rand Morton and the redundancy programme of Schaefer.

Several books have been published in England in the last two years on language laboratories, none of which have really got down to the question of preparing materials (with the possible exception of Adams' book on French pattern sentences). This volume does overcome these objections: there

is ample help and guidance for those just beginning, as well as for the more experienced. In fact the contents adequately justify the title. It is the most important book on new developments in language teaching to appear from the British presses to date.

The World *by Stembridge and Goss* (O.U.P.).

This work is an enlarged and up-to-date version of the 1948 edition. Writers of geography textbooks these days have a thankless task, since any geography book must, by its very nature, be out of date before it reaches the reader. Messrs. Stembridge and Goss have done a workmanlike job in revising and expanding somewhat on their well-tried and successful work of almost two decades ago.

The book covers "the requirements of the Joint Matriculation Board's Common Basic Syllabus for Geography for examinations of the Board and Education Departments in the Republic of South Africa, published in 1965. It also meets the demands of the new (1965) Cape Senior Certificate syllabus .. ."

It is good to see the authors emphasising the unity of geographical studies, for they state in their introduction that this book "describes how Man is conditioned by his environment and how he, in in his turn, responds to his environment. Thus the emphasis is on the human side of Geography, and the main object is to show the nature of the world as the physical home of Man."

The numerous photographs on almost every topic handled in the book, from glaciers to erratics, rubber plantations to the Great Barrier Reef, the clear maps and diagrams make this book a pleasure to browse through, let alone "swot" as a work for examinations. The 587 pages cover every aspect, and more, that a matric candidate or a primary teacher starting again to teach geography, would ever need.

There is a most interesting sketch-map of the Orange River Project in the end-papers, and, meeting the objections of the schoolboy who wrote or the Press complaining that they published tainfall in inches, a conversion table of inches to millimetres.

Altogether a most welcome revision of what was, in its original form, a highly competent work.

English Language Teaching and Television *by S. Pit Corder* (Longmans).

There are two themes running through this book: the teaching of a second language (in this case English) by what the writer calls the contextual approach, that is by presenting the pupils with a typical situation in which language as verbal behaviour plays an integral part in the stimulus response situation, and the use of television (open circuit) as the most successful, most realistic and most meaningful way of presenting the contextual material.

The use of the dialogue as the core of the lesson, from which grammar, pattern practice, comprehension and phonological exercises stem, is widely advocated by supporters of what has come to be known as the linguistic approach. Audio- visual techniques differ from audio-lingual techniques in that the audio-visual demands a visual presentation of the situation either through film, film-strip or television, whereas the audio-lingual techniques do not require the use of visual stimuli. Mr. Corder states emphatically that it is his view that audio-visual stimuli are essential in language teaching, and further, that television has the wherewithal to make the learning situation realistic and meaningful.

With the first of his arguments very few teachers who have had experience of audio-visual techniques would quarrel. In the chapters on Contextualisation in Language Teaching, Presentation, and Principles of Selection and Grading of Contextual Material, Mr. Corder makes his points clearly, concisely and cogently. He suggests that the traditional classroom and the traditional classroom approach (traditional here means linguistic) provide too much of a linguistic and psychological straightjacket for the teacher and the pupils, that the use of concrete objects in the classroom and of commands, instructions and requests involving actions to be carried out within the sphere of desks, pencils, windows and doors is largely meaningless in terms of verbal behaviour.

This part of the book — the one dealing with methodology — is the more successful of the two. The second part — how to use television in the contextual approach and why it is more successful than film or strip — is not so convincing. For one thing this section is largely a mass of empirical observations — Mr. Corder actually admits that "The method has never yet been tried in practice" (page 95). Nor is he always clear as to how he proposes to carry out this kind of teaching. He discusses quite objectively and reasonably the difficulties of feedback in TV-ELT (English Language Teaching by Television), the differences between captive and non-captive audiences, the problems of cost and difficulties of producing good local materials (that take into account areas of interference, especially at the cultural levels). But only one brief example of a TV-ELT script concerning a parking offence is given.

Mr. Corder leans heavily on the behaviourists (there are liberal references to and quotations from Skinner) and develops neatly and successfully his point about language being verbal behaviour and the concern as much of the psychologist as of the linguist.

Several attempts to teach language and literacy by television have been attempted in various