

https://dspace.org/

[Review of the book The world, by Jasper Harry Stembridge (London: O.U.P., 1963)]

Rose, Brian Waldron

1966
Johannesburg College of Education
https://hdl.handle.net/10539/27451
Rose, B.W. (1966). [Review of the book The world, by Jasper Harry Stembridge (London: O. U.P., 1963)]. Symposium: A Journal of Education for Southern Africa, p. 109.

Downloaded from a DSpace repository. https://dspace.org/

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Writers of geography textbooks these days have a thankless task, since any geography book must, by its very nature, be out of date before it reaches the reader.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