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[Review of the book English language teaching and television, by Stephen Pit Corder (London: Longmans, 1960)]

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Writers of geography textbooks these days have a thankless task, since any geography book must, by its very nature, be out of date before it reaches the reader.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

parts of the world — Italy and South America for example. Mr. Corder does make brief references to some of these ('Elementary Russian by TV', 'German on Television in Houston') and so on, but it is a pity that he did not give a more comprehensive account of the work that has been done in this field.

The book is refreshingly free from linguistic and psychological jargon. It is written with comparative simplicity but with force and conviction. A book worth studying carefully by language teachers, even though TV may be a thing of the distant future in South Africa.

Education and Society in Tudor England *by Joan Simon* (C.U.P.).

This is a real magnum opus, a work of erudition and scholarship, of which the bibliography and footnotes are proof, if proof were needed. The work, however, speaks for itself. Mrs. Simon has successfully blended and mixed social history and the history of education, and they are shown as "responses to a social situation", the humanist innovations of the fifteenth century, the effect of the Reformation on English education, and thirdly, the function of education in the Elizabethan era. In the process the author has maintained a nice balance between political, economic and ecclesiastical details, with the objectivity and calm tempo that one expects of a scholarly work such as this, and indeed associates with the publishing house from which it emanates.

The Practical Criticism of Poetry *by Cox and Dyson* (Arnold).

The firm of Cox and Dyson is by now well-known to most teachers of English. Whether these teachers "appreciate" their products will depend on several factors, not the least being the amount of energy that the teachers have at any given moment. Another factor will be the degree of devotion to Saint Leavis.

The lay-out follows the usual pattern — "How to use this Book", Introduction ("Practical criticism — what is it?"), Exercises, Bibliography and Glossary of literary terms.

The caveat of the authors in their preface ("We bear in mind that some students come to it in a wary mood") might apply equally well to this book.

Matter and Energy *by Mac.Lachlan, Mc.Neil and Bell.* (Harrap).

This work might well be described as "A Text book with a difference." Actually the purist would hesitate to describe it as a text book at all. Its function is happily summed up in its sub-title, viz., "Foundations of Modern Science." It is as if the authors had decided among themselves that:- "We will consider an average man, or woman for that matter, of normal intelligence, and in simple language, using homely illustrations and clear diagrams instil into him or her a general idea of the laws of physics as the subject stands to-day."

And this is what the authors have endeavoured to do. The "Man-in-the-street" will certainly find something to interest him and as certainly add something to what he already knows. Nowadays we can scarcely pick up a newspaper without coming across terms such as "atom", "proton", "electron", "nucleus" and what not. A generation ago the terms were scarcely or never heard. To-day the names, at all events, are familiar, and most of us can claim to be more familiar with the subject than the man whom the writer once heard defining atoms as "Them things what they put in bombs." In any case the reader will find much that is interesting, and most probably something that he didn't already know, in the last few chapters.

As for the student, he will value the volume as a source of supplementary reading. I say supplementary because, as mentioned earlier, the book does not pretend to be a formal text book. It aims at being general rather than specific. The authors, for instance, fight shy of laws and formulae, preferring to lead the reader up to his goal from first principles — to extend his knowledge rather than to enable him to pass a particular examination. And certainly from the examinee's point of view there are some important omissions. For instance I find no reference to atmospheric pressure and the barometer. Boyle's Law, too, finds no place. I have referred above to the authors' aversion to "laws", but there seems to be no mention of the principle. Under Heat, Specific and Latent Heats are treated at some length, but expansion due to heat is touched upon very lightly. There is nothing about the special case of water, or the expansion of gases. Needless to say, one finds no mention of "co-efficients". The idea of "transfer of heat" is treated more fully, and the book makes a useful point, sometimes lost sight of, regarding the difference between the conducting powers of metals and non-metals, and the explanation thereof.

The subject of Light is dealt with at some length. There is an interesting section on "Optical Instruments" dealing, among other items, with the eye, which is discussed at some length. There is also an interesting paragraph on alternative theories — waves or particles. The section on Sound also furnishes all the information the student will be likely to require, although one would like to see a little information on the subject of musical scales.

The chapters on Magnetism and Electricity deal adequately with most of the subject but, rather surprisingly, apart from a casual reference