
Language Teaching Projects for the Third World is part of the British Council English Language Teaching Documents (no. 116), collecting eleven reports on specific language teaching projects in Africa "with general implications for all North-South relations" (p. v). It provides a broad view of the problems, difficulties and successes in the existing British Council-aided language activities vis-a-vis the specific requirements to the state of theory in needs analysis, implementation and evaluation. The authors address themselves, in various ways, to the interface between theory and practice.

The papers -- frank, pragmatic, credible and useful -- examine the state of various ELT projects in such diverse countries as Zambia, Sierra Leone, Cameroon, Somalia, Nigeria, Tanzania, Egypt, Kenya, and Malawi. The contributing language experts enlighten readers on project planning and management, highlighting the practical issues -- administrative, academic, and professional -- involved in material design and evaluation procedure. They offer their models for teaching/training, models for materials production project, models for project organization, illustrations and examples from actual materials produced, framework for need-based courses, syllabuses and suggestions that are relevant. They present their experiences alongside the theoretical and practical constraints.

The cases of curriculum development, from primary to adult level, are studied in the light of a country's linguistic policies and
the social status of English. Other problems - teacher and student attitudes, the degree of official/departmental cooperation, missing the primary targets, gaps between planning and performance, underachievement and overachievement, pre-service and in-service training of teachers and follow-up action, etc. - are also tackled, though with a lingering sense of "creative uncertainty".

The book not only offers a number of strategy options to manage an ELT project but also presents a framework for KELT (Key English Language Teaching) project operation in a third world country. Experts stress the need to analyse the target situation before undertaking a project; they want clearly identified goals and realistically limited objectives and what is expected in provision of time, finance, personnel and so on. They see project evolution as a process of continual adjustment and as such, favour an eclectic, flexible approach, for theory, methodology or evaluation alike. Most support a functional/notional approach without denying the importance of a grammatico-structural basis in exercise development. Most favour student-centred teaching, rather than the teacher-centred lecturing, so widely prevalent in schools, colleges, and universities in the third world.

The reports on EFL, ESL, and ESP contexts should appeal to language course planners, designers, teachers, and administrators in India and other countries where people have been expressing concern over the falling standard of education in general and of English teaching in particular. The reports of Brown and Hirst, O'Keefe, and Waiman and Wilkinson specifically relate to ESP projects and should interest teachers in technical institutions.

The contributions of such ELT experts as Roger Bowers, Neville Grant, Norman Pritchard, Peter Brown, Leo O'Keefe, Roy Wigzell, Pauline Rea, James Drury, and Brian Smith, reveal a thorough understanding of their situation and are full of insights. The ELT Document 116 offers a store of experiences and challenging, useful and interesting information. It is recommended for educationist, especially language teachers.

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