

## Contents

Preface ix

### Part I Defining educational innovation 1

1	Introduction	3
2	Innovations in second and foreign language teaching	8
	Example 1: The British Council's international development work	9
	Example 2: The notional-functional syllabus	15
	Example 3: The process syllabus	20
	Example 4: The natural approach	25
	Example 5: The procedural syllabus	28
	Example 6: Task-based language teaching	35
	Implications for educational change: A synthesis of examples 1–6	39
3	Issues and definitions	42
	A theoretical framework for understanding innovation: Who adopts what, where, when, why, and how?	42

### Part II The CATI project: A case study approach 71

4	Issues in project design and implementation	73
	Some preliminary issues	73
	The CATI project's negotiated model of curricular innovation	77
	Strategic planning	80
	Tactical planning	98
	Operational planning	107
5	Issues in project management: Sustaining change	111
	Communicating	114
	Knowing	126

*Contents*

Monitoring	130
Evaluating	133
<b>6 Issues in project evaluation and maintenance: Transformational capacity</b>	<b>135</b>
Issues and problems in evaluation	135
Primary innovations	138
Secondary innovations	164
<b>Part III Educational innovation revisited</b>	<b>169</b>
<b>7 The lessons of the CATI project</b>	<b>171</b>
Some general principles of curricular innovation	172
Conclusion	180
Appendix 1 Transcription conventions	181
Appendix 2 ESL Service Courses TA Evaluation, 1993–4	183
References	195
Name index	209
Subject index	213