

AN ANALYSIS OF TEACHER EDUCATION
AND INNOVATION DIFFUSION IN
ENGLISH LANGUAGE TEACHING
IN POST-WAR KOSOVA

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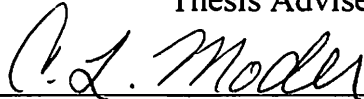
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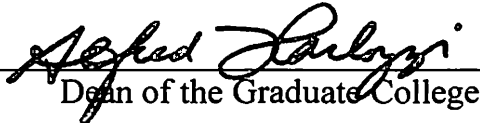
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NOMENCLATURE

ELT	English Language Teaching
KETA	Kosovo English Teacher Association
MEST	Ministry of Education, Science and Technology
NATO	North Atlantic Treaty Organization
OA	Organization A, an international teacher education organization
OB	Organization B, a locally run teacher education organization
OC	Organization C, an international teacher education organization
OD	Organization D, an international English language education organization
OE	Organization E, an international English language education organization
OSCE	Organization for Security and Co-operation in Europe
PA	Project Approach
PS	Problem-Solving, a model of innovation diffusion
RDD	Research, Development, and Diffusion, a model of innovation diffusion
SI	Social Interaction, a model of innovation diffusion
UNMIK	United Nations Mission in Kosovo

CHAPTER I

INTRODUCTION

CHAPTER OVERVIEW

The land of Kosova¹, noted for its breathtaking beauty and unmatched hospitality, conjures up for many people the image of centuries of war, death, and inner turmoil. For others, what comes to mind are the recent images from CNN of the mass exodus of indigenous Albanians and of burning homes from the 1999 NATO bombing campaign. Whatever picture is drawn to mind, all appropriately capture the plight of the Kosovar people throughout their tumultuous history. As a result of the push and pull of politics and ethnic groups, Kosova has been the home of many languages, ethnic groups, and political regimes, each with its own lasting impact.

Currently, the language that many Kosovars see as most influential is English. In fact, the Kosovar Albanians, the largest ethnic group in Kosova, have viewed English as important over the last one hundred years. More recently, since the violence of the 1990s, Kosova has been flooded by international troops and organizations, whose goals are to keep the peace and promote development. English is used widely by these international groups, and as a result, English has become increasingly dominant in political, social, and economic arenas. From sociolinguistic and pedagogical perspectives, the elevation of

¹ Known by most as Kosovo, the Serbian name, Kosova is the Albanian name for that region contained within the former Yugoslavia where Albanians are an indigenous ethnic group. The Albanian language, has two forms used by Albanian speakers, Kosova the indefinite form and Kosovë the definite form. In my discussion, I have used Kosova for simplicity reasons.

English in Kosova generates a number of questions. These include:

1. How can English best be taught?
2. How should English teachers be trained?
3. Who should be involved in developing English language programs?
4. What considerations have to be made when teaching local teachers?

These issues motivated me to pursue my research opportunities in Kosova.

In the summer of 2003, I spent two and a half months in Western Kosova where I observed English language classes in primary schools, interviewed English teachers, college students, educational professionals, and laypeople, and gathered other ethnographic information on languages and their uses. In these interviews and through living with the Albanian people, I was able to catch a glimpse of their history, their stories, and their language. In my short time, I only began to conceptualize the world in which these people operate and in which their languages have been and are used.

As I was talking with a Kosovar teacher in the teachers' lounge one day, he shared with me what he called an old Albanian proverb. He said, "We Albanians say, 'Where the tooth hurts, the tongue goes.'" My goal in my research is to evaluate the current situation in order to identify the source of the pain in order to help the Kosovars where it hurts, to help them with their education. To do this, I examine the approaches used by educational agencies to train English language teachers, evaluating the effectiveness of these approaches and identifying obstacles. In this introduction, I establish a contextual framework for my research, by first, providing an ethnographic sketch of Peja², the region of Kosova where I worked. Next, I provide a summary of the

² Peja is the Albanian name for three entities: the westernmost region of Kosova, the municipality within that region, and the major city in that municipality. The Albanian name has two forms: Peja (the definite

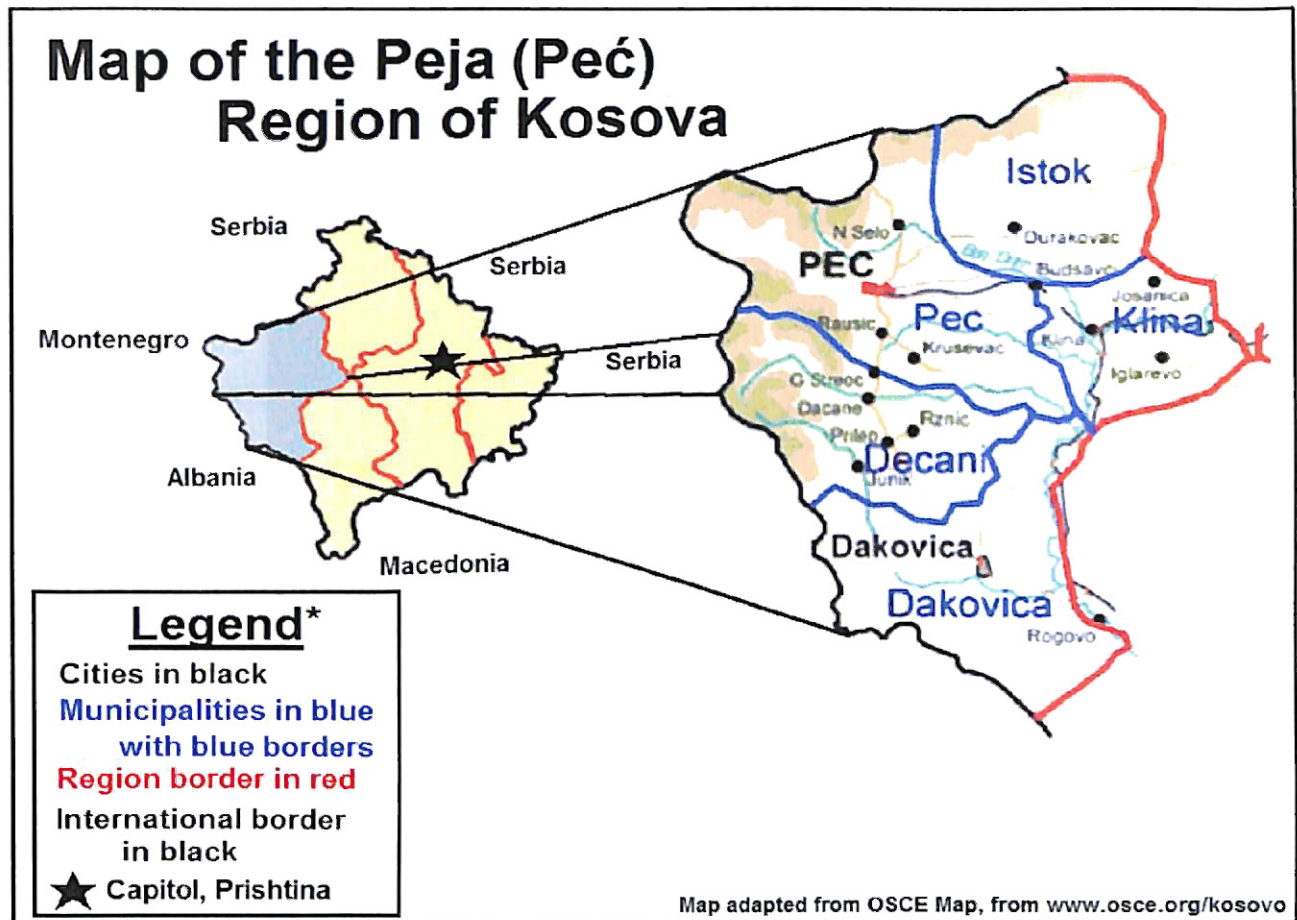
political history of Kosova and its effect on language use. Finally, I conclude this chapter with an outline of the thesis.

ETHNOGRAPHIC SKETCH

Geographic Information

Kosova borders four other Balkan countries: Montenegro to the west, Albania to the southwest, Macedonia to the southeast, and Serbia to the north and east. The Peja region's mountainous boundaries reach Serbia, Montenegro, and Albania. As seen in the map below (Figure 1), within the Peja region, there are five municipalities and each municipality has a major city, bearing the same name, which serves as the municipal center of government. The central municipalities, like Peja, serve as the center of most activity for the people in the city and those in the surrounding villages.

form) and Peja (the indefinite form). Peja is used in this paper with the exception of maps, which use the Serbian name, Peć.



* All names on the map are in Serbian.

Figure 1. The Region of Peja and Municipalities in the Region

The municipality of Peja is similar to an American county and includes both nearby towns and outlying villages. The Peja municipality has an estimated population of 125,000 people. The villages in the municipality of Peja are spread throughout the rolling hills of the interior and nestled in the mountains near the border. The city of Peja lies at the base of the “Mountains of the Damned,” or “Accursed Mountains,” as the locals call them. These mountains and Rugova Gorge (Figure 2) carry with their grandeur and height many tales of pain. In the winter months of late 1998 and early 1999, many Albanian refugees trudged through these mountains in hopes of finding refuge from persecution in Albania or Montenegro.



Figure 2. Rugova Gorge in the Mountains of the Damned near Peja

Ethnic groups

Peja is the home of many ethnic groups, including Albanians, Bosniaks, Romas, Serbs, Ashkalis, and Egyptians (OSCE, 2003). Today, most of the minorities live in the surrounding villages. Ninety-percent of the population is ethnic Albanian (i.e. Kosovar Albanian) and, of that 90%, 90% are Muslims. Approximately 1.2% of the population is Serbian. However, the composition for the country of Kosova is different. The Albanians make up 85-87% of the population and Serbs constitute about 8%. During and after the war, the ethnic group distribution shifted dramatically as a result of the struggle between Serbs and Albanians in Kosova. Thus, many Serbs have now left the country upon the return of many Albanians who had previously sought refuge in other countries. Each of these groups uses their own language with members of the same group. Albanian is now the most widely spoken language in Kosova whereas before the war Serbian was more dominant. The relationship between these languages will be discussed more thoroughly in the historical summary.

Social Aspects

The heart of Kosova's social life is contained in family groups. They are the basis for most celebrations, such as weddings and circumcision festivities. Family units usually include two to four generations who live in the same housing complex. The housing complexes include one multi-level home or more homes depending on the family size. A nuclear family commonly resides in one of the homes or on one of the levels of a multi-level home. The oldest generation, parents or grandparents, usually live with one of the nuclear families, typically the oldest son and his family.

Religion, most importantly Islam, plays a prominent role in the social arena. Weddings have a traditional Turkish Muslim influence. Celebrations arise around holidays like Ramadan and circumcision celebrations. Islam not only manifests itself in the celebrations, but also in the roles given to men and women in society. The man is seen as the spiritual leader of the home although most men rarely visit a mosque. Even though it is seen as a dying tradition today, some Albanian Muslim men have more than one wife. Being Muslim to many Albanians is less a matter of observance, than a matter of being born into that religion and its tradition. Furthermore, it is almost inextricably tied to an Albanian's ethnic identity and serves as a symbol of ethnic pride. The religious pride intensified during the years of oppression in the 20th century. Being Muslim became the symbol of nationality and ethnic identity because the Serbs mainly belonged to the Serbian Orthodox Church. Thus, religion permeates the traditions of a Kosovar's daily life.

Kosovar Albanians' hospitality is recognized in the surrounding countries and regions. Visiting one's family and friends is a pastime for most Kosovars and they see it

as a way of staying informed about local happenings and as a means of continuing relationships. The visits generally include small talk, gossip, coffee, and, on more formal occasions, dancing from the young daughters. Albanians plan to stay a long time when they visit. If a person shows up at one's house, the host is obligated to stay and entertain the guests regardless of previous engagements. Albanians esteem visiting so much that it is seen as a legitimate reason for almost all tardiness. As one of my American colleagues said, "If you are late to anything, just say that you were visiting someone and you'll be excused." Albanians are known for their generosity. Foreign travelers must be careful of complimenting Albanians on items, such as jewelry or home furnishings, because the Albanians will promptly give that very item to the traveler.

Infrastructure: Electricity and Transportation

Daily life in Kosova depends greatly on the weather because the electric and telecommunications systems are contingent on the weather conditions. Electricity is available and used in almost all homes. The electricity in Kosova is a circular problem. There is one power plant for Kosova in the capitol, Prishtina. The electricity is inconsistent, so Albanians reason that they need not pay their bills consistently and some do not pay at all because they do not have good electricity. At the same time, the electric company cannot run continually without money, so they shut off the electricity at times to save money. For instance, in May and early June when the conditions were nice, the electricity was off one hour during the night. Then, when it began to get warmer later in June and in early July, the electricity was on six hours, then off one hour. By late July and into August, it was on one hour and off four hours. To keep the electricity constant, the electric company, with little success, is trying to change the mindset of the people and

has a “Pay for Results” campaign (Figure 3) to encourage them to pay their bills in order to have electricity 24 hours a day.



Figure 3. “Pay for Results” Electricity Co. Poster

The erratic electricity situation causes for problems year round. Most of the problems occur during the summer months when the refrigerators lose power, causing food to spoil, and in the winter when it causes heating or kitchen stoves to go out. Although people have adapted by purchasing natural gas or propane stoves, generators, and other appliances, during extreme heat in the summers and cold in the winters, the situation can be uncomfortable for families in many arenas of their life.

Travel is also dependent on the weather although it is more consistent during some seasons. During the late spring through the fall, people can travel with some reliability throughout the country. With the onset of winter and the snow that comes with it, travel becomes increasingly inaccessible and dangerous. Albanians have said that the winter is the time when you stay home and are with your family. On average, an extended family shares one or two cars. When traveling long distances within the country, people usually travel using charter buses or their own vehicles. For shorter distances, to travel less than three or four miles, many drive or ride a mini-bus. Also, locals take advantage

of the mini-buses to travel to and from the countryside or between cities in the region. These mini-buses, usually Volkswagen vans or similar vans, run several routes throughout the day. For 50 cents³, a person can travel up to ten miles or more to a village. When traveling to other regions or countries, most people either take their own vehicle or take a charter bus. Cultural landscape pictures can be found in Appendix A.

HISTORICAL OVERVIEW

Since the recent war, Kosovars find themselves in a delicate political balance, and this situation has significantly shaped language policies. This section focuses on significant historical events in Kosova from the Middle Ages to the early 20th Century, thereby providing a context in which to understand the significance of language choices today. In addition, this section examines how English was and is used within this region. A historical review intertwined with information on language use will give readers a lens through which they can view the context of English language teaching in post-war Kosova.

The history of Kosova blends myth and fact so seamlessly that it could take years to differentiate the two versions of history comprehensively. The true accounts of Kosova become more obscure the farther one looks back into Kosova's history. Historian Noel Malcolm (1999) synthesizes over 700 sources, including Albanian and Serbian sources, in his 500-page book, *Kosovo: A Short History*. The following discussion, "Kosova History: Middle Ages through the Ottoman Empire" draws on his findings in that book. The subsequent section, "Kosova History: Early 20th Century to Present Day," draws on Malcolm's sources and my field notes.

³ Kosova uses the Euro as their currency, so all monetary references are based on the Euros. At the time of my visit, the exchange rate between Euros and American dollars was comparable.

Kosova History: Middle Ages through the Ottoman Empire

Before the Ottoman Empire

One of the noteworthy questions underlying recent conflict arises in the Middle Ages. For Kosova, the foundation of the years of struggles lies in one fundamental question that Serbs and Albanians each answer differently, “Who was here first?” It is clear that by the time the Serbs arrived from Central Europe in the 7th century, the Albanians were an established group in Kosova, mainly living in the mountainous areas as a relatively nomadic group. The Serbs grew in power and they created their own empire around the 14th century. Contact between the Serbs and the Albanians had occurred before this time, but after the Serbs established an empire, the Serbian language became more widespread in written documents and other areas of life. It is widely speculated that many Albanians knew and used Serbian during this time. Another important event occurred during this time; the Serbian Orthodox church was established and grew in influence. Interestingly, the Patriarchate of the Serbian Orthodox Church was moved to Peja at the foot of the Mountains of the Damned in Kosova, which is why many Serbians now see Kosova as their holy land. (Malcolm, 1999, pp. 2-57).

The Ottoman Empire

Kosova became part of the Ottoman Empire in the late 14th Century, in spite of armed resistance, and Kosovars remained under Ottoman control for about 500 years. Although both Albanians and Serbs opposed Turkish domination and became subjugated peoples, the two groups adapted differently to the subsequent Turkish presence. During this period, the Serbs remained unfalteringly tied to their Serbian Orthodox roots. In contrast, most ethnic Albanians converted to Islam, especially during the later years of

Ottoman rule, when taxes for non-Muslims became increasingly more troublesome for Kosovars. Over time, the Albanians developed their faith into a symbol of national identity. In the 18th and 19th centuries, the ethnic Albanians grew to be a significant contingent in Kosova, in particular in Western Kosova, so Islam was almost the majority religion in Peja, ironically the heart of the Serbian Orthodox Church (Malcolm, 1999, pp. 58-263).

Kosova History: Early 20th Century to Present Day

Pre-Yugoslavian Years

Amidst the fall of the Ottoman Empire, in 1908, a unifying event for the Albanians occurred when a written form of the Albanian language was established using a tailored Latin alphabet, based primarily on the southern Gheg⁴ dialect. It was adopted at a pan-Albanian conference and confirmed in 1910 by a similar conference. Although there were some historical accounts of Albanian dictionaries and religious materials as early as the 15th Century, most of them had been lost and were not used as a standard for writing. Therefore, this established alphabet enabled Albanians to use their language in a more uniform manner. This event led to the opening of Albanian language schools. For the Albanians in Kosova and throughout the Balkans, these two events empowered them to do more as Albanians than they had been able to do for years. For centuries, ethnic Albanians in Kosova had been dominated and their language, without a uniform and recognized orthography, had been looked down upon. The feelings of unity and linguistic privileges from these unification efforts were enjoyed by the Kosovar Albanians only

⁴ There are primarily two distinct dialects of the Albanian language. The Gheg dialect, which is spoken by people in Kosova and in northern Albanian regions, and the Tosk dialect, which is spoken throughout central and southern Albania. These dialects are mutually intelligible. The Tosk dialect differs in pronunciation and, on average, the Tosk speaker uses a larger variety of words. This is because it was deemed the "unified literary language" of Albanians in the 1970's (Malcolm, 1999).

momentarily and would not be enjoyed again for a few decades. Because of the following Serbian conquests in the region, this empowerment was soon smothered into embers that burned for 35 years until their liberation in 1999 (Malcolm, 1999, pp. 239-313).

Although Serbia never officially established its rights over Kosova, Malcolm refers to this time as the “Serbianization period” of Kosova; named for the masses of Serbs who immigrated into Kosova as a result of being offered land incentives to settle in “Serbian Kosovo.” The “Serbianization period” also considerably influenced the language use in Kosova. Although the Ottomans occupied Kosova for around 500 years, the Serbian linguistic influence was much deeper. This period signified the first step in the direction of Serbian as the dominant language. However, for a short time during Austrian rule around 1914 to 1916, the Austrians allowed Albanians to create Albanian language schools and they encouraged the development of Albanian curriculum and literary works. Nevertheless, when French and Italian forces arrived in the fall of 1918, Serbs regained their power and by December 1, they had created the Yugoslavian Republic, “The Kingdom of Serbs, Croats, and Slovenes,” which made Serbian the dominant language again. Furthermore, it also signaled the close of Albanian language schools and the end to publishing Albanian literature legally for around thirty-five more years (Malcolm, 1999, pp. 239-313).

The Yugoslavian Years

The New Yugoslavian State to Tito's rule. The time after Yugoslavia was established until the time of Tito in the 1940s was marked by internal conflict and international occupation. Because Kosova was initially ruled by a Serbian crown prince, Serbian influence ran deep in all regards of life. The language instruction, literature, and

government from 1918 to the 1940s were nearly all in Serbian. This and other circumstances caused fierce fighting between the Serbians and the Albanians. This internal conflict was then overshadowed by the Second World War. In 1941, Axis forces took over in Yugoslavia. In the early 1940s, the influence of political ideals divided citizens into communist and non-communist supporters. This caused continued political upheaval in Kosova between the two political factions. In the end, the great effort between communist and non-communist groups came to a halt with a sweeping communist triumph by Marshal Tito and the Soviet's Red Army (Malcolm, 1999, pp. 264-313). However, although Tito was a follower of the Stalin, he without the assistance of the Soviet Union shaped the Yugoslavian Republic into a communist state (Judah, 2003).

The Time of Tito. Until the time of Tito, 1945-1981, the language of instruction was primarily Serbian, except for brief periods of foreign occupation (Malcolm, 1999, pp. 314-333). Now under Tito, the foreign languages offered were French and Russian. These choices in language signified the communist political ties at that time. Tito took strides to recognize minorities in other facets of life, including political participation. Tito brought many advances for the Albanians' rights, and as a result, many Albanians view the time of Tito as one of great freedom. One interviewee stated, "He gave us rights, he let us do things." Linguistically and academically, the Albanians enjoyed many freedoms and opportunities, which, perhaps, enabled them to sustain their language with more success during Milošević's rule in the 1990s.

Even though thus far Kosovar Albanians under Tito were allowed to speak and publish in Albanian, initially, they were still unable to study their general education

courses in Albanian. Classes were conducted in Serbian, except for one hour a day being devoted to studying Albanian. It would not be until 1968 that the Albanian students were allowed to study all general subjects in Albanian, except for the one credit of Serbian for which they had to have good marks to move to the next grade. Tito, recognizing the decreasing international influence of communism at this time, traded in Russian for English as a foreign language taught in schools. Tito saw this as a way of aligning himself more with the West and used it to symbolize what he saw as his tolerant, modern governing style. The Albanians in Kosova embraced the opportunity to learn English because they believed it distinguished them from the Slavs whom they saw as their oppressors. Furthermore, they appreciated the United States, particularly when Woodrow Wilson had ensured that Albania stayed an independent nation after World War I. Consequently, the Kosovar Albanians credited Tito with the title of a fair ruler and gave him gratitude for their abilities to speak their own language and to learn English. English is a language that they considered then, and still consider today, the language of the world.

Until Tito's death in 1981, Kosovar Albanians enjoyed basically the same freedoms in most respects of life as any other minority, especially linguistically. In fact, in 1972, Kosovar Albanians partially participated in revising and subsequently adopting the 'unified literary Albanian,' which was distinctly more like the Tosk dialect than like the Gheg dialect spoken throughout Kosova. The motivations for using a more Tosk version came from political pressure related to the number of Tosk speakers and Gheg speakers. There are more Tosk speakers in general because it was previously declared the official language of Albania. Therefore, the Tosk speakers had more influence at the

conference (Malcolm, 1999, pp. 314-333). Despite the overwhelming Tosk presence in literature and academia, the Gheg speakers have maintained their dialect.

During Tito's time and until now, another important factor in more language exposure for all Kosovars has been the increased availability of television sets in the homes. Before the invention of the television, people were only exposed to languages through radio, international occupations, and school. With the television now in most homes, many people are introduced to a variety of languages. Many people that I interviewed reported learning a variety of languages from television and the teachers reported suggesting watching English television to their students. Television brought with it not only foreign languages of the West into homes, but also ideas. This invention would later become an integral part of the Albanians' lives.

During the later years of his rule, Tito introduced or took part in a number of measures that gave Albanians more rights in Kosova. First, in 1969, Tito established a university in the central city of Kosova that would teach in Albanian and Serbian. This enabled Albanians to study in order to find better jobs and compete against the dominant Serb educated class for a balance in the job market. Furthermore, in 1974, the new Yugoslavian constitution gave Kosovars the right to develop their own constitution. Although Serbia remained the republic in control of the province of Kosova, Kosovars were allowed to elect representatives to the executive governing body. With these new rights, Albanians were able to live peaceably (Malcolm, 1999, pp. 314-333).

The Time between Tito and Milošević. With Tito's death, the death of resemblance of harmony also came. In the time following Tito, the power was fluid and spread out between groups although Serbs had the clear majority. The deteriorating

conditions in Kosova ignited protests throughout the country. The instability of these factors led to of Slobodan Milošević's and other Serbian radicals' rise to power when Milošević filled in for the Serbian party's president at a protest for Serbs and Montenegrins in Belgrade (Malcolm, 1999, pp. 334-356).

With a persuasive speaking ability and the help of a Serbian party radical, Milošević, in a matter of two years (1987-1989), replaced Serbs and Albanians with his loyalists in a number of influential government positions throughout Yugoslavia. Milošević tried to pit Serbia and Serbs against minorities, especially Albanians in Kosova. In 1989, with Milošević's orchestration, the Serbian Congress counteracted many of the gains the Albanians had made under Tito. This solidified his power and marked the beginning of his powerful domination and of the Kosovars' plight of suffering, which has continued until recent times (Malcolm, 1999, pp. 334-356).

The Time of Milošević. Milošević and his associates resented the Albanians in Kosova and saw it as the Serbs' home, where their church center resided, and where the Albanians had taken over. During his systematic oppression of the Albanians, which he hoped would drive them into Albania and other surrounding lands, he prohibited Albanian children from going farther than grade eight and removed all Albanian language instruction from the schools. This effort proved to be the catalyst for the calculated Albanian resistance efforts.

A short time later, Albanian teachers, determined to teach their children their language, started illegal home schools to teach Albanian. Soon, these schools developed an intricate parallel school system, which included kindergarten, primary, secondary, and college programs that were funded entirely by their illegal parallel government. The

stakes for teaching or attending these schools were high because they were strictly forbidden. If caught teaching in these schools, teachers were fined, imprisoned, or beaten. On one occasion in a western Kosova city, Serbian paramilitary troops who had been investigating the locations of the forbidden schools gassed many of the home schools. These schools were schools for students of all ages. Some students were blinded, others died. These acts encouraged the resistance of the Albanians as a group and their fight for their language. In addition to limiting their educational rights, he forced them from all governmental and non-governmental positions, replacing them with Serbs. Furthermore, he imposed curfews on Albanians (some as early as 3 P.M.) in order to maintain complete control of their lives. Despite these efforts, most Albanians remained in Kosova until things worsened in 1998 and 1999. The Albanians remained with a complete parallel system of government with its own tax system and elected officials that supported their people and their education.

As for the role of language in this period, Albanians still spoke Albanian and Serbs, Serbian, except in schools and government. As for other languages, the political role of English during this time remained much the same as it was during the time of Tito. More people were able to speak and understand English during the 1990s because the curfew limited their activities, so students and adults spent their evenings watching vast amounts of television. Many young adults reported learning English from television with other languages, such as French and Spanish. During this time especially, English was perceived to be the language of the greatest influence and importance. Part of this is due to the United States' role in monitoring Milošević and his collaborators in Kosova. More specifically, they saw President Clinton and the United States government as the

antithesis to Milošević and his followers, a belief that would grow stronger after the war. English speakers were perceived to be the ones who would save the Kosovar Albanians; thus, English was a language valued by the Albanians.

Post-War Years

On March 24, 1999, a day seen by Albanians with thankfulness and by most Kosovar Serbs with fear, NATO alliance forces began their air-strike campaign against the Milošević regime. It was directly before this time that oppression had driven an estimated 600,000 Albanians to seek refuge in other countries and 850,000 more to be displaced within the borders of Kosova (Malcolm, 1999). When compared to the estimated 1.9 million Albanian people who live in Kosova today, these numbers reflect the staggering reality of their trials.

Geographically speaking, the Peja municipality was one of the most intense areas of conflict between the Serbian military and paramilitary attacks and counterattacks by the Albanians' guerilla military force, the Kosova Liberation Army (KLA). More than 80% of the city of Peja was destroyed during or shortly after the war. The villages were burned and in one village outside of Peja more than 80 people died. In addition, the mountains, the gorge, and some outlying areas were covered with land mines. Today, people's mass graves and individual graves cover the countryside, marking the location of the people's death (Figures 4 & 5).



Figure 4. Family Gravesite along the Road



Figure 5. Memorial for 1999 Victims

Damage from the war is evident throughout the city despite great efforts to rebuild (Figure 6).

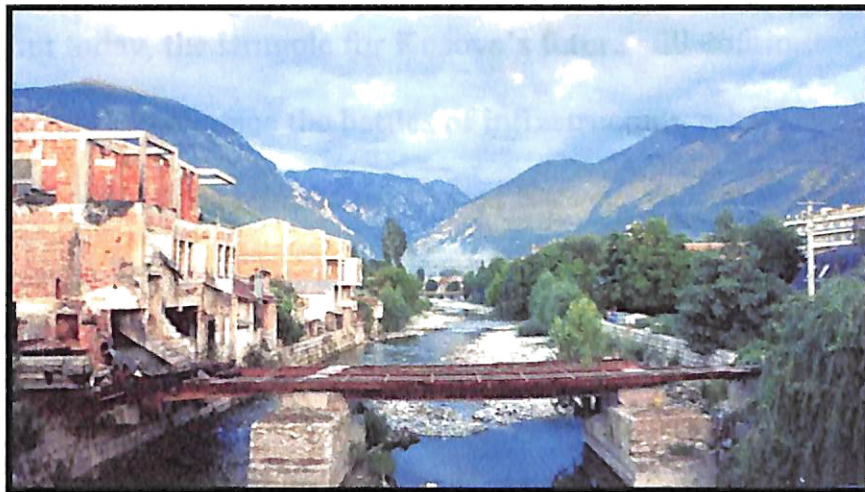
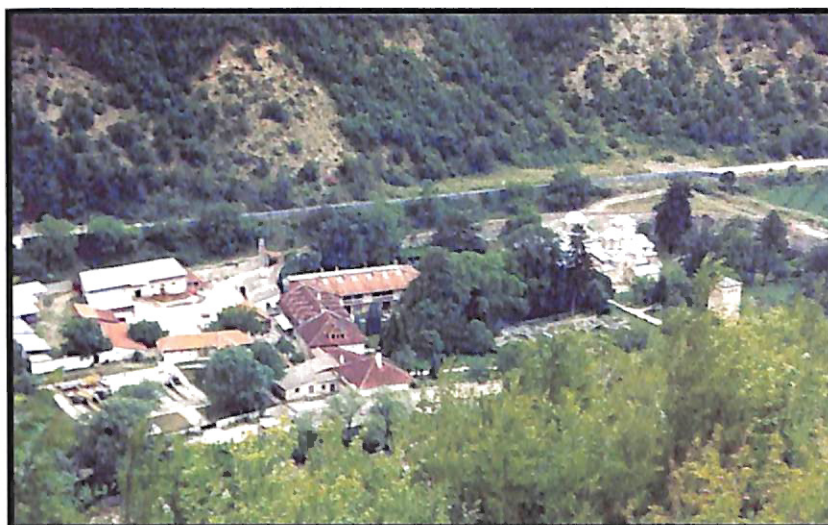


Figure 6. A Former Restaurant Overlooking the White River next to Destroyed Homes.

Speculations have been made about why Peja was so heavily targeted and many agree that there are three key contributory factors: 1) the presence of the Patriarchate of the Serbian Orthodox Church at the entrance to Rugova (see Figure 7), 2) suspected KLA personnel concentration in the mountains, and 3) the location of Peja as a covert passage in and out of the country, which could be used by refugees to leave or by KLA to bring in forces and weapons.



*Figure 7. The Patriarchate of the Serbian Orthodox Church near Peja
(Guarded along the opposite road)*

In June 1999, NATO forces entered the cities, towns, and villages of Kosova; the war was over. But today, the struggle for Kosova's future still continues. Kosova and its provisional government now face the battles of infrastructure, ethnic diversity, and tolerance. In order to shed the reins of the United Nations' protectorate role, tolerance and diversity must be achieved. Within these issues falls the question of language. How can Albanians, who lost over 10,000 of their people and as many homes under the Serbian rule, be expected to speak Serbian? How can one expect the Serbs who also lived peaceably in Kosova to use the Albanian language? What about the other ethnic minorities like Bosnians and Croats?

Simply, the answer has been and may be for some time, English. English has been the intermediary language as well as the practical language for most official business within Kosova. For instance, one participant reported that his job entailed monitoring the radio and enforcing the English-only policy on the Citizen's Band (CB) Radio Service. This rule requires radio users, military and civilian, to speak in English, the neutral language, at all times when using the radio service. All public signs are required to be

written in three languages, Serbian, Albanian, and English. So, now English is seen on the road, is spoken in most shops, banks, and restaurants, and is integrally linked with the government. In my interviews, public officials even called it the second language of Kosova and joked that it would soon be Kosova's first language.

The pain felt on all sides from the war will not be quickly mended or forgotten. Four years after the troops first arrived, people are still unaccounted for and families are still mourning their losses. Struggles still develop between the two groups. The provisional government is struggling to make something of itself with a faltering economy (unemployment is around 75-80%). So, for Kosova, the future is uncertain, and the end of this language story is far from being written.

It is this dilemma that brings us to the focus of my research. Kosova's need for English as a neutral language and as a lingua franca for interaction with international personnel has demanded the focus and provisions of programs and projects. This assistance has come in the shape of many projects, mostly internationally based, aimed at educating teachers, government officials (especially in the Ministry of Education, Science and Technology⁵), military forces, and other groups in English in order to assist the Kosovars and even to introduce new philosophical and economic points of view. For instance, the United States' English Language Fellowship program's goals are to enhance English skills in teachers in order to promote democracy in the classroom and in the lives of the people (ELF, 2003).

These types of projects are not unique to Kosova and have similar goals in other regions of the world, namely in developing countries that fall into Kachru's (1986) Expanding Circle of English. These countries, like Kosova, need English as a means of

⁵ The Ministry of Education, Science, and Technology is comparable to the U.S. Department of Education.

interacting in global affairs, including business and political interactions. In Kosova, these projects have endeavored to introduce innovation in English language education and, at times, other social, political, or economic constructs as a by-product.

In conclusion, the sociopolitical history of the Albanians, Serbs, and other former-Yugoslavian people groups and their languages in Kosova inextricably plays a crucial role in language use and education. Therefore, this contextual filter serves as the prerequisite for insightful examinations of English language teaching and projects in present-day Kosova. It is from this perspective that my evaluation of English language projects in Kosova aims to appraise English language teacher education and instruction in post-war Kosova.

OUTLINE OF CHAPTERS

In my second chapter, “Review of the Literature,” I discuss the history of English language teaching in Eastern Europe, models of teacher education, and approaches of education organizations for introducing change. Also, in that chapter, I present my four research questions regarding ELT in Kosova. In my third chapter, I discuss my methods for collecting and analyzing my data on teacher education, particularly as it relates to English language teaching. In my fourth chapter, I present the results of my research by describing the English language classes that I observed and the work of teacher education organizations working in Kosova. In my discussion chapter, I present my analyses of each organization’s approach to teacher education and how well the organization’s ideas have been implemented and sustained by local teachers. Also, I discuss contextual factors that need to be considered in educating teachers in Kosova. In my conclusion chapter, I

state the contributions of the present research, answer my four research questions, and suggest areas for future research.

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CHAPTER II

REVIEW OF THE LITERATURE

CHAPTER OVERVIEW

This chapter provides a review of literature in order to give insight into English Language Teaching (ELT) in Kosova and into the diffusion of teacher education methods in ELT. Similar to its historical complexity, discussed in the previous chapter, English Language Teaching (ELT) and teacher education in Kosova are multidimensional. Two main areas, the history of ELT in Central and Eastern Europe (CEE) and the international presence in Kosova since the 1999 war, influence these dimensions. The first section, “The English Expansion and ELT Trends in Europe,” discusses the influence of English in Europe, specifically CEE, and describes the general ELT trends in CEE and Kosova. The second section, “Innovation Diffusion in Education,” covers the theoretical concept of introducing and spreading ideas in education. The third section, “Approaches of Educational Aid Agencies,” examines two bodies of research literature, the approach of educational aid agencies for reform and progress in developing countries and the approach to teacher education development in CEE. After reviewing these research areas, the research questions will be introduced and briefly discussed in the fourth section, “Need for Research.”

ENGLISH EXPANSION AND ELT TRENDS IN EUROPE

In this section, the goal is to present the expansion of English as a foreign language and to discuss the manner in which it and other languages were taught. First, to do this, it is important to understand the relationship of English globally and in Europe throughout the 20th Century in terms of its function and its rise in popularity and finally, to understand the trends of English language teaching in CEE.

As a result of increasing technological advances and further globalization, the Expanding Circles of English, where English is taught as a foreign language, (Kachru, 1986) are growing and expanding into many areas of the world, making English the most widely studied foreign language in the world. The expansion of English in Europe is due largely to Europe's mounting need for a *lingua franca* (Howat, 1997). Although the European Union has tried to support the national languages of its constituents by spending a considerable amount of money to have documents translated, English has become more important as a diplomatic and facilitative language across Europe (Howat, 1997). With globalization, English-speaking Europeans are able to interact with other areas, such as Japan and Singapore where English is a strong second language.

Another important contributing factor for the status change in English as a foreign or second language in Europe, especially Eastern Europe, was the break-up and subsequent fall of Communism, which opened the Eastern block. For example, in the former Yugoslavia, as Tito realized that the popularity of intolerant Communist regimes was deteriorating, he sought to align his country with Western Europe with what Tito and many others believed to be the more progressive nations of the world (Malcolm, 1999). To side with these nations in the 1960s, Tito chose to introduce the popular Western

foreign language, English, to public schools. This meant that students somewhat abruptly exchanged the study of Russian as a foreign language for English as a foreign language. As Communism's stronghold continued to dissolve, more regions in Central and Eastern Europe became more interested in adopting English. As Howat (1997) explains, the "Disintegration of communism led to Central and Eastern European teachers becoming a part of the English as a Foreign Language (EFL) faction again..." (p.264), which in turn means extensive numbers of people quickly became students and teachers of English. This change moved English to the position of most sought after foreign language in Europe. Thus, the number of nations in the Expanding English Circle swelled and, in turn, the need for English Language Teaching (ELT) also inflated significantly.

Until the 1940s, countries everywhere relied on Grammar Translation as the means for foreign language acquisition (Richards & Rogers, 1986). Characterized by its focus on direct translations from one language to another, its emphasis on reading and writing, and its lack of attention to communicative competence, Grammar Translation classes left most students without the ability to communicate orally in English (Richards & Rogers, 1986). Then, because of an increase in people's desire to speak a foreign language versus merely being able to read and write, communicative methods became progressively more popular as a means of learning a foreign language. As a result of this change in emphasis, countries that had strong backgrounds in studying the linguistic aspects of language, now wanted native speakers of English to teach to bring diversity and liveliness to their classrooms (Howat, 1997). This trend spread through most areas of Europe. Foreign language learners and teachers no longer wanted classrooms typified by the quietness that comes from translating large bodies of texts back and forth between

languages. Thus, approaches and methods employing oral communication strategies, such as the functionalist approach and the Audiolingual method, blossomed across most of Europe (Richards & Rogers, 1986).

Over time, these methods' flaws, including their lack of grammar instruction, became more noted, so the English as a Foreign language field turned to a new direction in the 1980s and 1990s, where researchers and teachers began to employ consolidated versions of previous methods (Howat, 1997). These methods had a cognitive-functional approach in that some work was done on the cognitive level, studying grammar and forms, but also time is spent in oral communication that is meaningful and context-embedded. However, these changes did not occur universally in the ELT world. Many places, such as Kosova, retained their Grammar Translation roots, and only a few teachers tried more communicative and comprehensive learning style approaches, where students were able to learn the language in a means other than direct translation from reading and writing (Howat, 1997).

INNOVATION DIFFUSION IN EDUCATION

Overview

In this section, the theoretical underpinnings of innovation and the spread of innovation are discussed, focusing on innovation in education. Innovation, as defined for the purposes of this research, is any new idea, method, or invention introduced. Most of the innovation discussion revolves around the introduction of innovations in an educational environment. Thus, these innovations can include new approaches, methods, or techniques. The premise of reviewing the introduction and spread of innovation is to establish criteria by which the approaches to teacher education in Kosova can be

evaluated. The discussion of innovation in research can be divided into 2 areas: (1) necessities for innovation diffusion and (2) factors affecting innovation diffusion.

Necessities for Innovation Diffusion

Researchers who study innovation collectively agree that good innovations exhibit three basic traits: (a) usefulness, (b) diffusion, and (c) sustainability (Havelock, 1971; Havelock and Huberman, 1977; Kennedy, 1988; McGovern, 1995). The most significant intrinsic feature of innovation is that it is useful for those it is intended and, secondly, that the innovation can be spread. For innovation to demonstrate usefulness, it must be seen by the users as valuable and must be applicable to their situations. Moreover, for the innovation to be valuable, it must be spread to the people who can use it. If a helpful innovation is not spread, then its fundamental purpose of improving a situation would not be fulfilled. In essence, innovation is not effective if it is not used or spread to those it could help. Furthermore, another key element of innovation is that the innovation can be used over time, and adapted when needed. Thus, if an innovation becomes ineffective over time, those who received the innovation should be able to adapt it themselves. If they cannot, then the innovation loses its value and will no longer be distributed to others. Therefore, it can be concluded that the criteria for good innovation are: (a) that it helps someone or something, (b) that its benefits can be spread to those it can help, and (c) that it can be useful or sustainable over time (Havelock, 1971; Havelock and Huberman, 1977; Kennedy, 1988; McGovern, 1995).

Based on these characteristics and on experiences of initiating innovation, three models have been developed. Havelock (1971) summarized three means of introducing innovation. They include the Research, Development, and Diffusion Model (RDD), Problem-Solving (PS), and Social Interaction (SI). Their attributes are given in Table 1.

Havelock's Models of Innovation	
Research, Development, and Diffusion (RDD)	<ul style="list-style-type: none"> -logical process of introducing change -an understanding of innovative ideas by the implementers leads to change -no concept of appropriate technology
Problem-Solving (PS)	<ul style="list-style-type: none"> -classroom research completed first to find problems -find appropriate measures for problems -includes the reflective approach
Social Interaction (SI)	<ul style="list-style-type: none"> -the most fundamental part of innovation is the social relationships with and among the people -to properly create or implement innovation, personnel must understand the relationships between individuals who are invested in the process

Havelock (1971)

Table 1. Characteristics of Havelock's Model of Innovation.

As seen in Table 1, the RDD approach puts the emphasis on the implementers. In this approach, the implementers are the authorities on research and make the decision on what research shows to be the best innovation. Their goal is to introduce this innovation and for it to be sustained. Thus, this could be seen as the most top-down approach, where the theory is the basis for the innovation (Havelock, 1971). In effect, the theoretical source for the innovation may be scientifically based, but the practicality of this method of diffusion has shortcomings because it assumes that the recipients of the innovation will want the innovation and will be able to maintain its use over time (McGovern, 1995).

On the other hand, there is the PS model of innovation, which starts at the bottom and moves up. In the PS model, research is conducted in context, and then proper methods for the problem are developed. The PS model relies on reflective approaches for adaptation as a means of sustaining the innovation over a long period of time. Similar to the RDD model, but to a lesser extent, the implementers rather than the people affected (or the adopters) have most of the stake in the decision making process. In actuality, this model offers many advantages compared to the RDD model because it considers the needs of the people in the context. However, it ignores the aspects of sociocultural relationships and characteristics that inhibit the adoption, spread, and maintenance of innovation (Havelock, 1971; McGovern, 1995).

Finally, there is the SI model that maintains that the basis of any innovation is the interaction and relationships between individuals. Thus, for SI, the best means of creating and implementing innovation lies in the understanding of relationships of people. Consequently, the people dictating the choices of innovation and method of introduction are not the implementers as much as they are the people for whom the innovation is introduced. Although this model puts the emphasis on the adopters, it disregards the theoretical and problem-based approach of the others. In essence, it assumes that the adopters will be able to delineate the best solution without any assistance (Havelock, 1971; McGovern, 1995).

Bishop (1986) asserted that the best means of introducing change and sustaining that change is by linking the different models. Thus, the linkage approach utilizes the strengths of each model in order to capitalize on means of assessing the needs for innovation, designing appropriate measures, and influencing the adoption of the

innovation. Accordingly, the innovation is more likely to be a manifestation of the three criteria for a good innovation: (a) that it helps someone or something, (b) its benefits can be spread to those it can help, and (c) it can be useful or sustainable over time.

Factors Affecting Innovation Diffusion

Relationships among factors

The manifestation of a given project, its objectives, and its sustainability depends almost entirely on the context of the project, which may vary significantly from place to place. The human component more than anything contributes to this individualistic materialization of projects. People's morals, political involvement, religions, family structures, and occupations influence their willingness and ability to take part in and use the help of any given project. At the same time, geographical and political systems and infrastructure also play an integral role in how well the introduced innovation will take hold within the target community and nation.

Even though each situation is different, those in the innovation research community in international development have made an effort to outline the relative significance of these sociocultural and institutional factors as they relate to education innovation (Markee, 1993). Figure 8 represents Kennedy's (1988) version of factors that affect innovation and of the relationship among these factors as they relate to the diffusion of innovation in the classroom. Thus, for change to occur and to spread in aid projects, these six areas need to be taken into consideration when developing and implementing the projects and the types of innovations to be introduced.

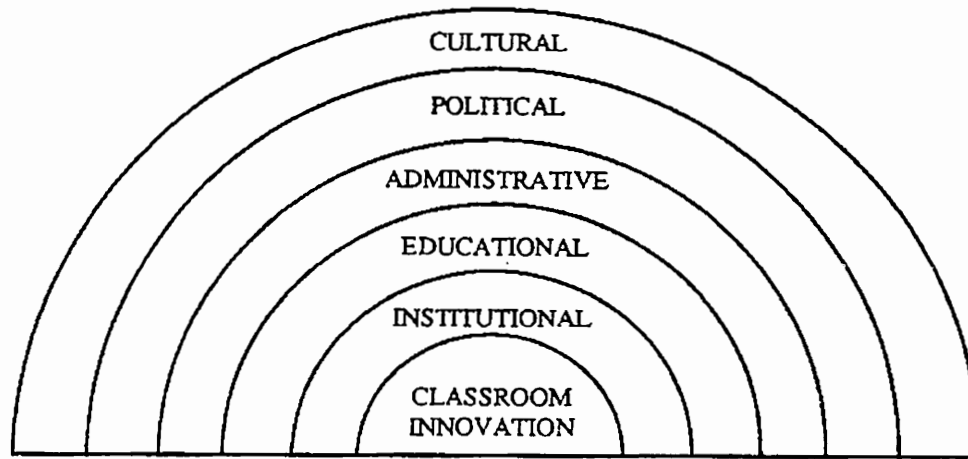


Figure 8. Hierarchy of Contextual Factors for Education Innovation (Kennedy, 1988)

As Kennedy (1998) hypothesized, the factor of the most influence and the one on which others are contingent is the cultural factor. Cultural influences can affect the acceptance of innovation by the nationals more because they affect the adopters' multi-layered, habitual manners of cognition. Beyond that, the political influences and the expected infrastructure need to be taken into consideration in order to create an environment in which change can occur in administrations, education systems, institutions, and, most of all, in classrooms.

Factors that are common obstacles

In the same way that the relationship among influential factors must be understood in order to examine innovation diffusion, the factors that are often obstacles are important for understanding the relative successes of different projects and their approaches. Havelock and Huberman (1997) categorized the barriers to innovation as: (a) geographic, (b) historic, (c) economic, (d) political, (e) social and cultural, (f) personal, and (g) procedural. These factors, if not properly addressed in the design of the project, may inhibit projects' goals from being realized. Of these obstacles, the one that is most difficult to account for is personal characteristics, such as interest, motivation, and

abilities. Unfortunately, projects often fall short of introducing sustainable change because people will not adopt an innovation merely on the suggestion of an educational organization or even the possible value of the innovation. Havelock and Huberman (1977) explained the personal barriers by stating:

[T]here is the clinical aspect involved in learning new skills, where the possibility of failure can mean a lowered sense of one's competence and worth. This is the reason why self-confidence is so closely associated with innovative behaviour and lack of self-confidence with resistance to change. It is important to understand that innovations are not adopted by people on the basis of the intrinsic value of the innovation, but rather on the basis of the adopters' perception of the changes they personally will be required to make. Those designing, administering, and advising the projects do not generally have to make very many changes *themselves*. *Their* task remains the same. It is the *others* who will have to modify their behaviours and, very often, to modify them rapidly, in fairly significant ways, and with little previous or even gradual preparation. These are typically the kinds of rapid and massive changes which planners or administrators or advisers would never plan, administer, or advise *themselves*. This is yet another example, in large-scale or centralized projects, showing the dangers in cases where the innovator is separated from his public (p.159).

Therefore, based on Havelock and Huberman's analysis (1977), we can see that it is very important for project designers to minimize the "us" versus "them" distinction by introducing the innovation in a manner that is sensitive to all aspects of adopters.

In essence, adopters need to feel that the implementers' goals and views are not being imposed upon them, but rather that they feel that the goals are their goals and things that they want to change. Fullan (1991) stressed that "the answer [for innovation] is found not by seeking ready-made guidelines, but struggling to understand and modify the events and processes that are intrinsically complicated, difficult to pin down, and ever-changing" (p. 101). In other words, project designers should endeavor to discover the sometimes-elusive aspects of the adopters' points of view and should present the innovation as both the same and different as the current state. Stroller (2003) suggested that implementers should try to find the delicate "Balance of Divergences" (p. 320) by presenting the innovation as neither too different, nor too similar from the status quo. Taking into consideration Fullan's (1991) caution and Stroller's suggestion, it can be seen that project designers must perform a balancing act of sorts, considering the multifaceted expectations, beliefs, and characteristics of the innovation adopters in order to attain eventual success with their project goals.

APPROACHES OF EDUCATIONAL AID AGENCIES

Overview

In the following section, the traditional design of innovation projects is described, highlighting its common appearance in developing countries and some of its inabilities to meet the necessities discussed in the previous section. The practice for introducing change in developing countries is often called, "The Project Approach," not to be confused with the Project Approach discussed in pedagogy literature. The Project Approach (PA) for the sake of this paper is defined in more detail in the subsequent section, but essentially consists of educational organizations introducing innovation or

change to a group of nationals over a set period of time. These are called projects; hence, the broader name for this methodology is the Project Approach. The following section, “Description of Traditional Project Approaches,” seeks to explain how the PA began and its general characteristics. The second section, “Approaches for ELT Projects,” discusses how most ELT projects bring in innovation.

Description of Traditional Project Approaches

Some educational organizations have recognized the need to an extent to be situation sensitive whereas other organizations have continued to employ the same project design without modification for different situations. However, both groups have introduced projects as a means of diffusing new techniques and methods, in other words, innovations. Since the 1970s when it was introduced, the Project Approach (PA) has sustained its popularity due mostly to the continued requests from people in developing countries (McGovern, 1995). In particular, the collapse of the Soviet Union marked an upsurge in project requests to industrial nations, most of which were North American or European, from countries in Central and Eastern Europe (McGovern, 1995). The PA, designed originally for capital investment plans, aims to assist in the advancement of innovation for sustainable change, be it economic, educational, or political, within a given community and nation (McGovern, 1995; Hayes, 2000). In the typical PA, the ideal is for foreign consultants and experts to come into the community with goals and a budget that are predetermined, initiate the development, and, within two to four years, leave the community with a sustainable program that meets the objectives established. This is the typical format of the Research, Development, and Diffusion (RDD) model. Moreover, many organizations use the RDD model for innovation diffusion where the

implementers decide what to introduce, how to introduce it, and how to spread it. One of the primary aspects that make this approach so attractive for international sponsors and investors is the project has predetermined objectives, a tightly controlled budget, and predictable outcomes (McGovern, 1995). At the end of the allotted term, if the outcomes are not what is expected or not favorable, then the project simply ends.

Some of these projects because they are adapted from a design for capital investment, retain key features of a capital investment project (Table 2).

Features Shared by Capital Investment and Education Projects		
1	Attractive to Sponsors	The project can get support initially from organizational directors or investors from other organizations or businesses.
2	Accountability	This is an important feature for investors/directors and to the people for whom they aid is aimed.
3	Value for Money (VFM)	In relation to the monetary investment, the project should: 1) exhibit capital gain or ample worth to the adopters & 2) be sustainable.
4	Evaluation System	The project must have a evaluation system in place that assesses the project at regular intervals that are usually specified by the financial stakeholders.
5	Development	The project must assist with development economically and socially at each evaluation interval and by the end of the project.
6	Assistance Priority	The project must benefit those in the most need.
7	Operational Aspects	The project must contain specific: 1) objectives 2) time-frame 3) budget for each year of the program 4) types of project documentation 5) reporting procedures 6) measures of evaluation 7) statements of risks and conditions
8	Control of Expenditure	The project must be cost effective overall.
9	Cascade Effect	The project uses foreign trainers/experts to train selected citizens and, then, these individuals train or assist with training for other local personnel

(Based on McGovern, 1995, pp. 3-4 and Hayes, 2000)

Table 2. Similarities between Capital Investment and Education Projects

As seen in Table 2, the model of the traditional PA offers a formulaic approach for disseminating assistance, which is one of its greatest advantages. For someone designing

a project, the guidelines are clear, concise, and easy to use because it is a simple, capital gain driven model; therefore, generating a project offers security to the creators and stakeholders (McGovern, 1995).

Unfortunately, at the same time, the PA can treat the human aspect of education innovation as a product or good that can be sold or used in a way that the projects' personnel deem reasonable. Rather than focus on the creativity of working with people, it tries to press the element of people into a prefabricated mold, one not suited for education, but for capital growth. As a consequence of ignoring the insider, projects can fail by:

- (a) threatening stakeholders' willingness to accept innovation,
- (b) being unsuitable for the people they aim to help,
- (c) having unattainable goals,
- (d) establishing an impossible time frame,
- (e) not showing their value for money (VFM),
- (f) not generating ownership,
- (g) not effectively relaying the framework for the innovation,
- (h) relying on their dumping of information and innovation, rather than adapting to the environment,
- (i) retaining too much power as outsiders, and
- (j) not considering the cultural, experiential, and educational knowledge of those whom they wish to influence

(Bishop, 1986; Bloomer & Breet, 1995; Havelock & Huberman, 1977; Hayes, 2000; McGovern, 1995; Swan, 1993). Therefore, one of its most noteworthy characteristics.

time and money efficiency, is often the root of its inability to introduce sustainable change consistently.

Approaches for ELT Projects

Overview

Following the 1999 war, a host of educational organizations initiated various projects, ranging from economic development to education. Within the spectrum of education projects, a few organizations have focused on English language education. The political and educational circumstances preceding and following the war have required that locals be trained as English language teachers who can effectively provide English teaching services to their students and communities. In reaching and assisting developing countries, international aid organizations have used a Project Approach (PA) for training and bringing English language innovations to these developing countries within the Expanding Circle of English. In present day Kosova, ELT projects and teacher education projects abound throughout the country and create the need for evaluation of the approach as a whole for ELT. English teachers in Kosova participate in both ELT projects and teacher education projects, so both areas are examined in the following discussions. Accordingly, in the next segment, “Overview of ELT approaches,” I describe the general ELT project design used by international aid agencies in education. Then, I discuss the broader teacher education project approaches in the segment, “Overview of teacher education approaches.”

Overview of ELT approaches

International aid organizations and government agencies interested in ELT have used both the traditional PA and variations of the PA. Their foci have varied for each

agency, but in general they have some common projects. For example, agencies' projects, like the British council and USAID, in many countries include:

- (a) teacher development and resource improvement in primary and secondary schools,
- (b) teacher development and student development in higher education,
- (c) textbook and materials development,
- (d) language centers where teachers and students can hone their language skills and language materials are produced,
- (e) pre-service training for teachers,
- (f) English for Specific Purposes (ESP) for groups or sectors of the population, such as military operations, business people, and university faculty,
- (g) in-service training for teachers,
- (h) self-access programs for students and teachers,
- (i) exam development and administration for locally and nationally administered tests,
- (j) teacher resource centers that provide teachers, language and non-language. with materials and sometimes training, and
- (k) development of graduate programs to promote the learning of English to enhance students' job and educational opportunities (McGovern, 1995).

The goal of these projects is to improve English language proficiency and English language education in many spheres in developing countries and often to spread teaching. political, and philosophical ideals.

Both ELT and teacher education projects have a typical cast of people who contribute to the design and implementation processes, but those who play these parts depend partly on the context. Markee (1993) likened the typical roles established by Lambright and Flynn (1980) for capital investment projects with those who usually fill those roles in ELT projects as described by Kennedy (1988). These roles are compared in Table 3.

Roles in an ELT and Teacher Education Projects	
General Project Roles*	Person in ELT Project Roles**
Adopters	Administrators
Implementers	Teachers
Clients	Students
Suppliers	Curriculum/Materials Designer
Entrepreneurs	Expatriate Curriculum Expert

*Lambright & Flynn, 1980

** Kennedy, 1988

Table 3. Roles for ELT Projects

From project to project and within a given project, those involved often change roles or are a part of more than one role simultaneously. This dynamic involvement occurs to different degrees depending on the structure of the project (Markee, 1993).

As illustrated in Table 3, the participants in typical projects for ELT generally use the RDD model for innovation where the entrepreneurs (expatriate curriculum experts) and suppliers (curriculum/materials experts) serve as the experts who determine what should be taught and the implementers (i.e. teachers) are supposed to implement what the suppliers and entrepreneurs have suggested or taught them (Hayes, 2000; Kennedy, 1988; Markee, 1993). Therefore, the sole source of the innovation is outsiders who are experts in ELT. For instance, many of the entrepreneurs are experienced teacher educators while others are recent graduates from graduate school. The projects are often designed based

on what a small group of individuals in the country who are usually outsiders feel would help the insiders (Bishop, 1986; Kennedy, 1988; Hayes, 2000).

On the other hand, some projects attempt to empower the insiders by training them and using them as the catalyst for the implementation of the innovations (Stroller, 1994). For example, different international ELT and teacher education projects have selected a few teachers and then brought them to the industrialized countries to be exposed to different methods and trained in some of those methods (Hayes, 2000). However, this is the exception because for the cost of sending 12 teachers to be trained, a project could be funded for an entire year. Therefore, most organizations choose to do the training in the developing country. Essentially, most international aid agencies working in ELT offer a variety of services to the local teachers in hopes of educating them to be more effective in their classroom and in their daily lives (Bishop, 1986; Kennedy, 1988; Hayes, 2000).

Overview of teacher education projects

Teacher education projects attempt to educate teachers in how to be effective overall in order to include a wider variety of teachers, and they do not focus on specific content areas. These projects offer teachers the opportunity to learn methods and techniques in teaching regardless of their specialty. Approaches to teacher education projects have taken different forms in developing countries. Swan (1993) suggested that the function of a teacher educator can fall into one of three categories; they are: 1) the craft model, where the teacher educator teaches a specific set of techniques to the teacher. 2) the applied science model, where the teacher educator is the source of information and the stress is more on “received knowledge component” that the adopter can gain (Swan.

1993, p. 242), and 3) the reflective model, where the teacher educator equips the teacher with methods of reflecting and assessing his or her teaching. The two key roles of teacher educators used today by international aid agencies working in teacher development are the applied science and reflective models, where the applied science model focuses on the “received knowledge component” (Swan, 1993, p. 242) and the reflective model stresses the “experienced knowledge” (p. 242) aspect.

In many areas, projects as a whole have utilized a combination of the applied science role and the reflective role for the teacher educator (Swan, 1993). The teacher educator acts as the one who can teach them to improve their teaching skills by understanding what makes an effective teacher. At the same time, the teacher educator emphasizes reflection so that teachers can learn how to reflect on their ability to be effective teachers and on modification of their practices. The manifestation of these practices and models varies greatly in different situations and can be attributed to preferences of the teacher educators themselves and the project designs (Swan, 1993; Crandall, 1993).

The levels of information a teacher can have were outlined by Richards and Rogers (1986) who differentiated between an approach, a method, and a technique by classifying for language teaching. An approach is the broadest and most abstract category because it represents the underpinnings and established considerations of the nature of language and language learning. A method is the general manifestation of the approach in the forms of an overall design for presenting the material. Finally, a technique is the simplest aspect because it represents the specific activity carried out in the classroom. Richards and Rogers (1986) stressed the importance of understanding each level of

information in order for the teacher to adjust to any unexpected changes and to develop good teaching practices consistent with any given approach.

Often times, in teacher preparation and in-service training, little time is spent on understanding all three levels, teachers often are filled with morsels of “decontextualized theory” (Crandall, 1993, p. 2) and techniques, which makes it hard for them to make adjustments. Unfortunately, in teacher education projects, teachers do not always have an opportunity to practice the technique and do not always understand the deeper extensive “approach” or basis of an innovation. Thus, teachers in this training frequently face challenges in their classes from using their newly learned method or technique or they meet obstacles when they try to use their old technique in a reflective way (Crandall, 1993). For instance, teacher educators do not always show the teachers how to be reflective, thus the teacher education still follows a more applied science model where the teacher educators are pouring information into the teachers in developing countries. Hence, teachers do not diffuse the innovation as widely.

Teacher education projects and ELT projects that equip teachers with a more comprehensive understanding and reasoning for an innovation face fewer challenges in the adoption and diffusion of that innovation. Conversely, those projects that focus too much on an “decontextualized theory” or that provide little time for practical applications of the methods are more likely to encounter obstacles in the implementation, adoption, and diffusion of the intended innovation.

NEED FOR RESEARCH

Taking into consideration the three bodies of literature discussed in the previous sections, the implications for research are twofold; research is needed on individual

projects and on ELT projects with a larger theoretical framework. Within the individual projects, there needs to be extensive research to continue to evaluate the methods used. Specifically, baseline studies need to be carried out in order to establish the outline for local innovation work (i.e. what teachers need, what teachers want, what insiders feel is effective, etc.). These baseline studies could also contribute to a framework for ELT innovation baseline methods and strategies in order to allow those starting projects to gather data in a way that is evaluative and culturally sensitive. Furthermore, formative evaluations and outcome studies that take into account the slow process of change, can be conducted at different periods of time, and that are managed by local personnel should be developed. The data from these studies could also further the work of others working in similar ELT surroundings (Weir, 1994; McGovern, 1995; Markee, 1993).

Not only is there a need to evaluate individual projects, but also to research about ELT projects as a whole. Currently, significant research in regards to the effectiveness of ELT projects in developing countries is lacking. Research has abounded in other areas of projects, even within the education field, but the research conducted on ELT projects has been deficient in theoretical perspectives in practice (McGovern, 1995). Markee (1993) maintained that:

The last two decades in applied linguistics have seen the development of a number of language innovations...all of these proposals have contributed in important ways to an understanding of theoretical issues related to designing innovative language syllabuses. But it is only rather recently that applied linguists have begun to investigate the problems associated with implementing these innovations (p. 229).

In other words, we as applied linguists have learned a great deal about what good innovations are, but still need to learn more about how to execute these innovations in projects in developing countries. As the fresh tide of effective innovations comes in and the rigid, mismatched method of the traditional project goes out, researchers must avidly seek to understand how the principles of innovation fit into the ELT project arena.

Consequently, the current study seeks to evaluate the strengths and weaknesses of current ELT projects in Kosova, a developing country, in order to contribute to an understanding of what remains to be done in ELT projects in Kosova. To accomplish these goals, I will investigate the following research questions:

- 1) How effective are the measures employed by education and ELT organizations in Kosova?
- 2) In what ways do the approaches of education and ELT organizations effectively implement and diffuse innovations in ELT in Kosova?
- 3) In what ways do the approaches of education and ELT organizations face obstacles in the implementation and diffusion innovations in ELT in Kosova?
- 4) How do education and ELT organizations' projects in Kosova contribute to our understanding of innovation implementation and diffusion?

Hayes (1999) participated in a teacher education project and developed five guiding criteria from his experience with his project and suggested that they be used for other teacher education projects. For his criteria, Hayes (1999) developed project principles that represent the manner in which criteria should be manifested throughout the project. Similarly, from their research with teacher education, Sato and Murphy (1998) suggested that teachers be the heart of the innovation and that reforms should involve

teachers and administrators. Because these researchers found these criteria and principles to be useful in their research, I synthesized the criteria and principles suggested by Hayes (2000) and Sato and Murphy (1998) and have established seven criteria and project principles¹ for ELT projects in order to evaluate the approaches used in Kosova and to determine what can be learned from the Kosova ELT projects. These criteria are illustrated in Table 4.

¹ The project principles for criteria six and seven were developed by the current researcher, but were based on Sato and Murphy's (1998) ideas.

Criteria and Project Principles for ELT Projects	
Criteria	Project Principles
1. The method of conducting the training must be experiential and reflective rather than transmissive.+	- Context Sensitivity+ - 'Normative re-educative' models of training+ - Reflexivity+
2. The training must be open to reinterpretation; rigid adherence to prescribed ways of working should not be expected.+	- Context Sensitivity+ - 'Normative re-educative' models of training+ - Reflexivity - flexibility and responsiveness to local needs continuing professional development+
3. Expertise must be diffused through the system as widely as possible, not concentrated at the top.+	- Participative development+ - Collaboration+ - Continuing professional development+
4. A cross-section of stakeholders must be involved in the preparation of training materials.+	- Participative development+ - Collaboration+
5. Decentralization of responsibilities within the top-down structure is desirable.+	- Flexibility and responsiveness to local needs+ - Collaboration+
6. Teachers should be seen as the heart of the innovation.°	- Investment in understanding the theoretical and experiential underpinnings of teachers' perspectives and practices - Consideration of teachers' experiences in order to understand, appreciate, and possibly integrate their views
7. The breadth of the innovation must include classroom and institutional development objectives.*	- Facilitative involvement in dialogic experiences for school faculty and administrators.

+ Hayes (2000, p. 141)

° Based on Sato & Murphy (1998)

* Based on Hayes (2000, p. 136)

Table 4. Suggested Criteria and Project Principles for ELT

By doing these things in conjunction with continual assessment and evaluation that includes insiders, Hayes (2000), Sato & Murphy (1998), and Weir (1994) suggested that project workers should develop ELT projects in a formative manner that will lead to

adoption of the innovation and maintenance of that adoption. Hence, these criteria can be used as a gauge for how projects should be configured. The data analysis, responses to the research questions, the evaluation of the projects based on the criteria and project principles (Table 4), and interpretations will be discussed in the following chapters, Results and Discussion.

CHAPTER III

METHOD

CHAPTER OVERVIEW

In this chapter, I explain how I entered into researching English language teaching in Kosova, my methods of gathering data, and my means of data analyses. In the first section, “Research Setting,” I discuss how I became involved in researching English use and English language teaching in Kosova. Next, in the section “Data Collection,” I describe my role in Kosova as a researcher and my different means of data collection. Finally, I discuss my method of data analyses in the section, “Data Analyses.”

RESEARCH SETTING

Initially, my reason for my time in Kosova started as filling an ESL teacher job request with the International Mission Board (IMB), which is a registered Non-Government Organization (NGO) in Kosova, for the summer. When I spoke with field personnel in Western Kosova, the location where I was to teach, I mentioned my interest in researching the status and use of English and English language teaching during my time in Kosova. These goals coincided with those of the IMB. The IMB was at that time establishing its long-term goals as a NGO in Kosova and was interested in working in the education arena.

Up to that point, the IMB had worked primarily in humanitarian aid efforts. As an international organization committed for many years in Kosova, the IMB was changing

to a more permanent focus. Thus, they were interested in exploring their options in the field of education and had organized a Delegation of Educators to research possibilities for development in education. After I expressed my interest in research to the field personnel, my job assignment was expanded. In addition to my original assignment of teaching ESL in Western Kosova, research became my primary assignment, and I was included as a member of a six-person Delegation of Educators. The educators on the delegation included two American field personnel, an American higher education expert¹, an American primary and secondary expert², a local college student who also functioned partly as interpreter, and me.

DATA COLLECTION

Overview

My role in Kosova as a researcher had a few dimensions. The first week that I was in Kosova, I spent in schools observing English classes and talking with teachers during their breaks. The following two weeks, I conducted research as a member of the Delegation of Educators. Following that time, I taught four one-week intensive ESL courses that were approximately 80 hours each. In addition, I became a participant observer by living, meeting, and interacting with local people in the city of Peja for ten weeks and for one week in a village outside of Peja. Each of these roles and the data collection as a part of these roles are discussed in the following divisions, “Researcher,” “Member of the Delegation of Educators,” “ESL Teacher,” and “Participant Observer.”

¹ The higher education expert has a Ed. D. in Higher Education and works with Higher Education organizations and legislation in the United States.

² The primary and secondary school expert has an Ed. D. and has worked in the state school systems as a teacher and administrator for many years.

Researcher

Throughout the summer, I researched English language use and education in Kosova by observing classes, interviewing teachers, and attending a professional organization meeting. During my first week in Kosova, I observed seven different teachers. These observations spanned three different schools and included classes from grades³ five through eight. Fifth grade is the year that English language education begins in the school. From fifth grade through high school graduation, English is one of their required courses. I observed each grade, five through eight, at least two times for a total of 15 observations. The number of teachers observed, schools where the observation occurred, and the number of classes observed for each grade are summarized in Table 5.

Classroom Observations: Grade Level by number of schools, teachers, and classes

Grade Level	No. of Schools	No. of Teachers	No of Classes
5	3	3	5
6	1	1	2
7	2	2	3
8	3	3	5

Table 5. Summary of English Class Observations

Before or after my observations, I spent a considerable amount of time in the teachers' lounge talking with instructors about their classes and life in Kosova. Sometimes, if English classes were not taking place, I would spend time just talking with other teachers. some of them English teachers whom I did not observe. Thus, my observations had two components, classroom and teacher lounge observations.

From the relationships I established during my observations, I arranged to interview a few of the teachers. In total, I interviewed five teachers over a period of two and a half weeks. I interviewed four of the five teachers one time for approximately two

³ The local teachers use the term "standard" versus "grade." For example, they say "Standard Five," for what most American would call "Fifth Grade." For this paper, I will use the word "grade."

hours each. The fifth teacher, I interviewed twice for two hours and one hour respectively. During the interviews, I covered a list of questions (Appendix B) with other questions about English language use, English language instruction, their interest in English, their use of English, their education, their participation in teacher education programs, and their methods in the classes that I observed. I did not ask every participant all of the questions. Depending on my previous discussions with the teachers and their appropriateness in the interview situation, I chose the questions that I believed were most relevant and suitable. For instance, for some, the specifics about the time leading up to and the time during the war were adapted or omitted because the participants did not seem comfortable discussing these topics.

As a part of my research interviews, I contacted the Organization E⁴ (OE) in the capital to establish a time to talk. As a result of our discussion, I was asked to attend and give a presentation at the first annual Kosovo English Teacher Association Conference. This conference was collaboratively sponsored by the Organization D (OD) and the OE. Approximately two to three local teachers were involved in the organization of the event and some were presenters. At the conference, I participated as a teacher, attending different presentations and taking part in focused discussions as a part of the Peja region. At this conference, I spent a few hours with two young teachers, one from the Peja area who teaches in the Peja area and one from Albania who was teaching in Prishtina. We had a few opportunities to have in-depth conversations about the war, teaching, and Kosova. In addition, I was a presenter at the conference. I gave a one hour workshop on simulations to approximately 25 teachers attending the conference.

⁴ Organization E and Organization D focus on promoting English language education and English teacher education. These organizations will be discussed in more detail in the subsequent chapter.

Member of the Delegation of Educators

As a member of the Delegation of Educators, the other members and I interviewed various education personnel, including: six local and national education administration officials, three higher education officials, a local elementary school principal, a local secondary school principal, and four aid agency directors. These interviews were conducted over a period of eight days in various locations in the Peja municipality and in the capitol Prishtina. In the interviews, those being interviewed were asked to describe their position and, if applicable, the goals of their organization. Then, the delegation would ask questions: (a) about what they had said, especially regarding the means they used to accomplish their goals, (b) about education in Kosova in general, (c) about their suggestions for what work needs to be done, and (d) about their recommendations for how to accomplish educational reform. Extensive notes were taken during each interview.

From these meetings, we were able to construct a working idea of the relative power distribution in the education system⁵ between positions, such as school principals, teachers, and municipality directors, and between the municipality and federal divisions. Furthermore, we examined the relationship between the aid agencies and the governmental entities. During each interview, each of the members took extensive notes. Every two to three days, the delegation formally debriefed their experiences in order to clarify the content of the interviews, our understanding of the structure of the education

⁵ Although the government system is a provisional system under the supervision of the United Nations, the different Ministries function in a similar manner to those in the United States Department of Education. In other words, despite the provisional title, the government operates much like an independent government. Thus, when referring to the system, I will omit the word "provisional" unless it is necessary for more explanation.

system, and our impression of the state of affairs in the education system and the involvement of aid agencies. The delegation spent the final three days debriefing the situation and analyzing the information that we had gathered. Thus, the information that I gathered during this time was from my personal notes of the interview, others' notes from the interviews, and notes from the debriefing sessions.

ESL Teacher

As an ESL teacher in Kosova, I was the lead teacher of an ESL team that also included two American university students from the United States. The two men on the team led the conversation times as well as facilitated the group activities whereas I planned and taught the lessons in addition to leading conversation groups and facilitating group activities. We offered four five-day intensive English courses that were each 20 hours long to any interested students. We taught two weeks at one of the local high schools where a total of 14 high school students attended. We taught one week at the local business college where approximately 22 college-age students attended. Then, we taught one week in an elementary school in a village outside of Peja where we taught around 24 11- to 13-year old students. In classes with the older students, our time was split between conversation periods and training in reading, writing, listening, and speaking. During the conversation times and during breaks, students discussed various topics, including history, their future plans and aspirations, school activities, and their culture. I took notes on the class discussions and informal discussions in order to collect information.

In addition to holding ESL classes, each week the ESL team hosted two English conversation groups, one at a local restaurant and the other at a park. During these

conversation groups, we discussed a range of topics and we played games to practice conversational English skills. This time allowed us to get to know the students from our classes and their friends who they brought in a more informal manner. We were able to talk about cultural aspects of their life and about the time during the war. These relationships, in turn, allowed me to meet with these students individually or in groups in a social manner, including visits to their homes, coffee engagements, and day trips. Most of the notes taken from the conversation groups were taken after I had left the conversation group or social outing so that it was not distracting to the activities.

Participant Observer

In addition to our classes and conversation groups, I was able to participate in the community by sharing a house with a local family and establishing friendships in the community. During my time in Kosova, I lived in a three-story home with seven locals. The family had five children, the mother, and an aunt living in the same home. They rented the third floor to me and allowed me to use the kitchen that was on the second floor. They stayed on the bottom two floors most of the time. Every day, the mother or aunt would cook me one or two meals, which I ate in their kitchen downstairs. We used this time as an opportunity to communicate about several things, such as language, school, hopes, the war, religion, and history. Although the communication was hindered by language barriers at times, overall we were able to communicate using English, Albanian, or Spanish (the aunt and I both spoke a little Spanish). Most evenings when I returned from class or work, I sat outside on the patio where the family was gathered talking and playing card games. This is a common practice for families in Kosova during

the summer months. Here, we had the opportunity to discuss many things. As the summer progressed, at their request, I began teaching two or three of the children English.

In addition to the family in Peja, I stayed with a local family for the week that we taught in the village. This family was more of what the locals would consider a traditional family because the three sons lived with the parents along with the wife of the second son and the teenage daughter with the parents. The second son and his wife lived upstairs. The rest of the family lived downstairs and I shared a room with the daughter. During the afternoons, the daughter and I talked and went on visits to her friends' home or to the store. The father was a teacher at the school where I was teaching, but was on vacation for the summer and was working with his oldest son who usually attended the university. The two younger sons worked in Peja. The mother, the son's wife, and the daughter spent most of the day preparing meals and keeping up the house. In the evenings, the whole family would gather in the living room to watch television, talk, and eat.

Finally, the other way that I was able to be involved was by establishing friendships among my students from our classes, teachers from my observations, and family and friends of acquaintances and colleagues in Kosova. These friendships allowed me to take part in their culture by staying with their families, hearing their stories, and glimpsing their lives in informal settings. We would often take hikes into the mountains, drink coffee in the evenings in the center of the city, and take short trips to nearby sites or cities. In addition, most of these friends joined our conversation group and brought their friends to that. I had the opportunity to go into two of their homes extensively, which allowed me to attend weddings, to cook traditional meals, and to learn traditional dances. Therefore, through living with local families and establishing friendships, I became less

of an outsider and learned a significant amount about their lives on a daily basis as well as their past experiences and their hopes for the future. As a participant observer, I usually took notes after I had the opportunity to be alone so that the note-taking would not inhibit the activities taking place.

DATA ANALYSIS

Overview

My data analyses procedures consisted of the following aspects: (a) organization of data, (b) local analyses of data, (c) categorization of data, (d) integration of data, and (g) global analyses of data. Each of the steps is described in the subsequent text in this chapter.

Organization of Data

For the first step of my data analysis, I reviewed all of my data from the sources that I had obtained throughout my research activities. These sources included: (a) general field notes, (b) observation notes, (c) teacher interview notes, (d) delegation of educator interview notes, (e) materials from Aid agencies, (f) delegation of educators' debriefing notes, (g) ESL class discussion notes, and (h) post-trip correspondence notes. I then used the other delegation members' notes to fill in areas lacking any detail in other sections of my notes. Thus, I was able to identify gaps in my information, which I attempted to fill using additional correspondence with those in Kosova. If that was not possible, then I identified the information as lacking.

Local Analyses of Data

After reviewing the information, I returned to the data and made text-specific analyses of the information that I had recorded. For instance, I had a description in my

general field notes of an anecdotal situation at the airport about an Albanian girl insisting on speaking in English to her Albanian friends. Therefore, as a part of my local analyses, I commented on how it was an expression of her preferred language use with her friends and that she preferred English. This step allowed me to analyze the data within its context; thus, it would prevent me from later construing the meaning of the data by isolating it too much.

Categorization of Data

After making specific analyses, I categorized the data based on the first three research questions (discussed at the end of chapter two). These research questions in essence aimed to identify and assess: (a) approaches of education agencies working in education, (b) successful examples of and strategies for innovation introduction and diffusion, and (c) examples of obstacles to innovation introduction and diffusion. These three categories were used to sort the data for later analysis. Those data that could be categorized in more than one area were listed in both categories. In addition to these three categories, another category, named “other,” was used for miscellaneous information not fitting in those three categories.

Integration of Data

Following the broad classification of the data, the data was then reviewed within each category and sub-categories were established based on trends in the information. For instance, under “Obstacles,” one of the sub-categories was school conditions which included information on the state of the school building. This allowed information within the broader categories to be clearer and grouped with related information. Furthermore, this allowed the information that was gathered at different times on the same subject to be

organized together. For instance, information from the delegation of educators' interview notes could be combined with the notes I took as an ESL teacher because two ESL classes occurred at the same school and I had contact with the same principal.

Global Analyses of Data

In my final analyses, I established trends and delineated my explanations for the different influences and their impact on innovation, teacher education, and the education system. The global analysis served two purposes. First, it allowed me to evaluate the global trends as they related to the criteria (Hayes, 2000; Sato & Murphy, 1998) discussed in the previous chapter. Second, it allowed me to identify contextual characteristics (Kennedy, 1988) that influence any approach to change in Kosova. This step also included submitting my material to those who researched with me on the Delegation of Educators to see if they felt my data analyses were valid. Although their reactions did not govern my interpretations, it served as a means of accountability to the information that I actually had and information that they gathered themselves.

CHAPTER IV

RESULTS

CHAPTER OVERVIEW

In this chapter, I present the results of my research in five sections: “Traditional Teacher Education,” “Classroom Sketches,” “Needs in Education,” “Teacher Education Approaches,” and “Contextual Factors.” In the “Classroom Sketches” section, I describe five of the classrooms that I observed. In the “Needs in Education” section, I identify the needs that I recognized as well as the needs recognized by education officials, agency personnel, and local teachers. In the following section, “Approaches to Teacher Education,” I discuss methods of teacher education used before the war, those used now by the university, and by education agencies in Kosova. In the final section, “Contextual Factors,” I use Kennedy’s (1988) hierarchy of environmental factors to identify and classify influences surrounding education in Kosova.

TRADITIONAL TEACHER EDUCATION

The secondary education and higher education school systems in Kosova do not mirror those in the United States. Once students have completed eighth grade, they take a test to determine whether they go to a vocational school or to a grammar (college preparatory) school, which is similar to a high school in the United States. To be a teacher in Kosova, a student has to graduate from grammar school, and then graduate

from a higher education institution, either the three-year¹ program at the Higher Pedagogical Schools, which are similar to American junior colleges or the four-year program at University of Prishtina.

To be a primary school teacher, one can attend either a Higher Pedagogical School or the university. On the other hand, to be a secondary school teacher, one must get a degree from the University of Prishtina's Faculty of Teaching². In essence, similar material is taught in both programs. However, the students who attend the University of Prishtina are required to take general education classes in addition to pedagogy classes. Moreover, a student in the education field at the University or at a Higher Pedagogical School does not have to graduate in order to teach, but needs to be studying part time to be a teacher. For instance, Barbara was teaching full time while she was waiting to take her certification exam. Another contact, Harry, was a student of the University, then quit going to school in order to take a job as a teacher at one of the vocational secondary schools. Thus, pre-service teacher training is very different depending on one's circumstances and the need of the schools for teachers.

For the time before the war, I found no information showing that teachers participated in any regular in-service teacher education programs. Nevertheless, three of the teachers interviewed reported that, around the 1990s, some educational organizations introduced new English language material to the teachers and trained English teachers in how to use the new material. They reported that the training was specific to the new material and that it lasted only one or two weekends. Although the teachers reported that

¹ The program was a two-year program before the war. With the reform measures in education, the program has been extended to a three-year program. Barbara is the only teacher that could have been affected by that change.

² Currently, the Faculty of Teaching is in the process of coming under the control of the new Faculty of Education, the equivalent to a Department of Education in the United States.

one particular organization trained them, a representative of that organization stated that the organization had provided neither material nor training. In conclusion, before the war until today, pre-service and in-service teacher education was limited compared to teacher education in most industrialized nations. However, the international influence after the war has increased the amount of pre-service and in-service teacher education significantly.

CLASSROOM SKETCHES

Overview

First, I describe the teachers' demographic information and experiences with teacher education programs. This is also discussed in more detail with the individual teachers. Furthermore, for each of the four instructors, Patty, Barbara, Floyd, and Flora, I give a brief description of the training that the instructors reported having before and after the war. Then, I describe one of the classes that I observed with that teacher. Finally, I reflect on what I observed in addition to reporting the teachers' own reflections on their teaching styles. Thus, the following information comes from my observations in the classroom and the teachers' lounge as well as my discussions with the instructors in the teachers' lounge and during our interviews.

Basic Background Information for Teachers

The teachers described in this section were each observed teaching at least two times and were also interviewed. All of the teachers were middle-aged, except Barbara who was younger. According to my calculations, all the teachers except Barbara had taught for at least 15 years. The amount of training that each teacher had varied and is summarized in Table 6. Pre-service training refers to the number of years that they were

trained before teaching whereas in-service training refers to the training after they have already been teaching. Since the extent to which teachers received in-service training before the war is negligible, the amount of in-service training refers to the time of training after the war.

Training Received		
Teacher	Pre-Service	In-Service*
Patty	3 yrs - Pre-War HPS	1-2 times/month for 2 yrs
Barbara	3 yrs - <i>Post-War</i> HPS	1 time
Flora	3 yrs - Pre-War HPS	No training
Floyd	3 yrs - Pre-War HPS	1 time

* In-service training refers to in-service training after the war.

HPS = Higher Pedagogical Schools

Table 6. Background Information of the Teachers Observed and Interviewed

All four teachers' pre-service training was undertaken at the Higher Pedagogical School in a nearby city. Patty, Flora, and Floyd were all trained before the war in what they call the "traditional method." Overall, what they described was a teacher-focused classroom with various rules, many memorization activities, and much homework. Barbara was trained after the war; thus, she was a part of the system that was being reformed by the educational agencies. Thus, her pre-service training included considerably more international influence than the others' pre-service training. In addition, Barbara had only been teaching around 2 years and had not passed her certification exam whereas the other three instructors had all taught more than 15 years.

Classroom A, Fifth Grade, Patty

Background information

Like many Kosovar teachers, Patty taught at the school where I observed her and at another school. She had taught English at the school where I observed her before the war as well. She first started learning English at age nine from the television. Since the war, she has attended several of the teacher education programs given by teacher education organizations and one given by English Language Teaching (ELT) organizations. She seemed very interested in continuing her training at the education center. During the breaks in the teachers' lounge, she was able to hold an extended conversation with me in English without any comprehension difficulties.

Class Description

In most schools, the students remained in the rooms and the teachers switched from room to room in grades four through twelve. The fifth grade room was somewhat bare. The walls did have some of the students' work on them. There was one plant in the window. Two or three girls shared a bench desk; in the same way, two or three boys shared a desk. Throughout the classroom, the groups of girls and boys were mainly clustered near other students of their gender. The classroom had three rows of desks and the 23 children were in pairs, except for one boy who sat alone.

When Patty walks into the room, the children stand. She says, "Good Morning." and they respond with, "Good Morning." Patty spends the first two or three minutes preparing her material. As a part of this, she hangs a 3 ½' x 3' piece of paper on the chalkboard, which includes an outline of her lesson. The lesson on the outline is broken up into a "Warm-up activity," a reading activity, and a review period and includes the

key words that she wants to cover that day. For the “warm-up activity,” Patty follows two steps, introducing words and acting them out in the present continuous. To start the “warm-up,” she explains the words and asks questions about the words on the board, staying mostly in English, but sometimes switching to Albanian. If she cannot communicate with them in English, she resorts to Albanian. Exchanges between the teacher and the students continue in a casual manner. They respond in English most of the time. She moves around the front of the room interacting with different students.

After a short transition, Patty moves onto the next part of the lesson, “Do as I say and say as I do.” She points to a student and says, “You, run,” the child begins running in place, and then she asks, “What is he doing?” The class answers with, “He is running.” If they make a mistake, she does not tell them that they were wrong, but says the utterance in the correct form. She continues this activity with several students. The students really enjoy the activity although some girls seem shy about doing something in front of the others.

She puts the students in groups and has them read the text. After they have read the story, she reads it out loud two times, and then asks for volunteers to read. All of the children raise their hand to read. She has three children read the story one time each aloud. She follows up the story with comprehension questions. As they answer questions, she gives every student an opportunity to answer. Finally, she walks around the room and has them get out their homework from the day before so that she can review it. Students seek her approval; they seem to admire her greatly. When she does not have time to review four students’ works, they seem disappointed. She leaves the class, and the students enthusiastically say goodbye.

Reflections

Overall in her class, Patty provided equal opportunities for the students. Furthermore, she gave the students opportunities to work and learn from each other as well as learn from her. The students were eager to get her attention and approval. They all wanted to participate in the activities. Most of the time, the students were able to understand her when she spoke in simple English utterances. On the other hand, for new material and for more complicated explanations, she used Albanian to interact with the students. She used activities that engaged students aurally, orally, tactilely, and visually. Similarly, in the other class of hers that I observed, she used different forms of input and output. However, the students seemed less engaged than they were in the lesson described above.

Patty believed that students could learn a considerable amount individually and by working with each other. She believed that group work was the most successful exercise in her class and that translating was the least successful exercise. She thought that the biggest obstacle to helping students learn English was a group of traditional teachers who would change their method. She mentioned that the teachers had cliques, mainly made up of two groups, the older traditional teachers and the younger more progressive teachers. She commented that students from a less prosperous area were not as successful as others from a more prosperous area. However, I did not observe any bias in her teaching and she still exhibited many learner-centered ideals. During the interview and at the school observation, she spoke highly of her teacher education experiences with educational agencies. The lesson outline that she pinned to the chalkboard might have been prepared as a part of her training with an education organization because her outline matched the

outline and terminology in Organization A's teacher training book. Of all the classes that I observed, this class had the most productive interaction between students and the teacher.

Classroom B, Fifth Grade, Barbara

Background information

Barbara had finished her coursework at the Higher Pedagogical School within the last year. She had not yet passed her certification exam to graduate, but she had been teaching twenty hours a week for almost two years. This was her only teaching experience. She hoped to pass the exam in the near future. She had attended one training session offered by the ELT organizations. She was very interested in being involved in the newly formed Peja division of the Kosovo English Teachers Association. I observed her in two different classes, fifth grade and eighth grade. Below, I describe my experience in her fifth grade class, but in the reflections, I mention her eighth grade class in comparison to the fifth grade. When talking casually, she struggles to sustain any long discourse with me. She started learning English in fifth grade.

Class Description

In the first few minutes, the class is loud and unruly. Barbara asks students to be quieter, but they keep talking loudly. She quiets them down for a moment and starts her lesson. She writes some sentences on the board from her teacher's manual. She asks the students to identify the mistakes and to correct them. When she speaks to them and they do not understand, she switches to Albanian. This happens about 80% of the time. She tries intermittently to discipline the children, but they continually refuse to comply.

Barbara continues the lesson, focusing on the small groups of students who are paying attention. She seems a little insecure about her language abilities.

Reflections

The students in the fifth grade class (described above) showed little respect for Barbara's position as teacher. She seemed insecure about her ability to control the class. In contrast to the fifth grade class, the eighth grade class was characterized by quiet submission. Most of the time was spent doing writing and translating activities. In both classes, she spoke in Albanian more than in English and relied on the teacher's manual for her activities.

In one of our conversations, she admitted she was embarrassed that she did not speak English well. She saw that as her biggest obstacle in teaching English. She had attended teacher education programs the couple of times that they were offered in Peja. She stated that she was interested in receiving teacher training in the future. In her Higher Pedagogical School experience, she had interaction with international English teachers. She was familiar with the ideas of the learner-centered approach and believed that combining learner- and teacher-centered pedagogies was the best solution, but she did not seem to understand how to implement them. Overall, she seemed to lack training and confidence in her ability to speak and teach English, so in the fifth grade class, she let the students be unruly and in the eighth grade class, she kept them busy translating.

Classroom C, Sixth Grade, Flora

Background information

Flora had not participated in any of the training by education organizations, but had noted that students spoke more now. Furthermore, she welcomed the participation of

other organizations in education. She knew that there was a need for more assistance than just resources. She worked in a private English school where she used the same curriculum as she used in the public school. She preferred those students because there she could teach only the better students. She, like Patty, felt that the students now were not as good as the students before the war. She could speak English for an extended period of time, but had trouble understanding some of my questions.

Class description

Flora enters the classroom and greets the students by asking, “How are you?” and they answer with, “Good.” The students sit with two to three students per desk, except for one student who sits alone. There are 38 students sitting in 16 desks. Flora begins the lesson by having a student read a paragraph from a story in their workbook and then having the students translate it into Albanian. Then, she asks questions about the paragraph in English. If they do not understand a word, she translates it into Albanian for them. For the English words, she sometimes asks, “What does it mean in Albanian?” Next, Flora starts the grammar discussion about past tense, using the teacher’s manual, which is based on the text. She has a student read two to three sentences in English, then she translates it or has a student translate it. For the next activities about interrogatives and declaratives, Flora uses the same techniques, translating and asking comprehension questions. If any communication barrier arises, she switches to Albanian to discuss it with the students. Throughout the lesson, she corrects students’ pronunciation.

Reflections

Flora seemed to want to use a more communicative approach. However, she still relied heavily on translation between the two languages for most of the class period.

Students who did not understand English had the opportunity to hear it in Albanian. Thus, some of these students did not try to participate in English, but waited until they could communicate in Albanian. She focused on form more than functioning in the language. She still remained the center of the learning. This meant that the children did not have many opportunities to speak or communicate. Flora was the main source of communication and children primarily communicated in order to answer questions.

In her interview, she spoke highly of teacher education programs conducted in the area although she had not participated herself. She stated that she believed that a combination of learner-centered and teacher-centered approaches was the best way. She described her own method of teaching as consisting of the following steps:

1. Explain new words from textbooks,
2. Allow the students to look up the new words
3. Have the students read and translate the text,
4. Work on grammar,
5. Work on writing, and
6. Review the information covered in the other 5 steps.

She thought that the best thing for educational agencies was to provide resources, such as tape recorders and televisions, to assist language learning.

Classroom D, Seventh Grade, Floyd

Background information

Floyd took part in the training offered before the war for the new material. Since the war, he had participated in the ELT training offered (one time). He felt that he learned

a lot of good things, but felt that he could not apply them all. He had trouble holding long conversations in English and had particular difficulty with listening.

Class description

For the day's lesson, he plans to review material for the test the next day. He hands out one copy of a grammar worksheet and one copy of a vocabulary worksheet to each desk of students. There are 28 students sitting in 13 groups. He explains that these worksheets will be the test tomorrow. The worksheets are photocopies from the teacher's manual. Next, he reads from the worksheets word for word and explains how to answer the questions, sometimes giving examples. Then, to see if they understand, he says, "Is it ok?" Students pay attention sporadically while he reads the worksheets. As he reads the questions on the page, the students occasionally say the answers out loud, but some are reprimanded for saying the answers. He follows the same procedure for both pages. He looks at the students infrequently and interacts with those in the very front.

After the review, he starts the next unit. He reads the title a couple of times out loud. He has one student read the dialogue. While the student reads the dialogue, about two-thirds of the class pay attention. A small group of students get in trouble with the teacher for talking and they start arguing with each other. Floyd quiets the argument. Then, he reads dialogue comprehension questions aloud to the class. Two girls provide all the answers.

Throughout the lesson, he speaks primarily in English, but switches to Albanian if students cannot understand him. He stays at the front of the room most of the time. He walks down one side of the room a few times, but he does not try to use it as a way of

interacting with the students. When the time is up, he reminds them that they have an exam the next day.

Reflections

Floyd occasionally interacted with the students. The students who were paying attention were confused about when he wanted them to answer the questions and when he did not want them to answer. In this class, very few students were interested in answering the questions of the teacher. Only one girl tried to answer questions consistently and two of her friends seemed interested most of the time. However, the class as a whole was disconnected from the lesson being given by the instructor.

As an instructor, Floyd felt that teaching grammar was useless because children should be able to absorb English as they do when they learn their native language. He felt that students were highly motivated to learn English. He thought this was because of the increasing number of job opportunities that require English. He stated that his English was not as good as he would like it to be and that he has forgotten some of what he knew because he did not use it enough. He reported that his training at the Higher Pedagogical School consisted of learning grammar, recognizing the differences between British and American accents, and acquiring reading comprehension.

Summary of Classroom Sketches

Although not every class that I observed was described in this section, these examples represented the most common problems and strengths of the teachers that I observed. Patty and Floyd were from the same school and Barbara and Flora were from the same school. However, their approaches were distinct. Essentially, these teachers characterized the influences of the varying types of teacher education and effects that the

length of teacher education has had on the individual teachers. Despite the differences in their training, all of the teachers reported needing help with their English language abilities. In all of the classes that I observed, this was the fundamental problem. Furthermore, the teachers reported wanting more training in how to teach English and a few admitted needing more training in how to speak, read, and write in English.

NEEDS IN EDUCATION

Overview

From my varying sources of information, I was able to develop an idea of the needs that each group, such as teachers and Ministry officials, felt were significant in the field of education in Kosova. Thus, in the following segments, I classify these groups into two major divisions. First, in the section labeled, “Needs Identified on the National Level,” I discuss the perspectives of those involved on all levels of education reform; this includes the Ministry of Education, Science and Technology (MEST), the University of Prishtina, and education organizations. Subsequently, I address the needs denoted by the local administrators and teachers in the section named, “Needs Identified by Local Educators.”

Needs Identified on the National Level

The MEST, the University of Prishtina, and educational organizations in Kosova are involved in educational reform on the primary, secondary, and higher education levels of education. From the experiences of these groups, a fundamental need has been singled out, integrity. They identified two ways that integrity is needed, individually and structurally. Individually, the national-level educators felt that the leaders, officials, and personnel needed to be more quality oriented rather than title oriented. Those involved in

reform have labeled this attitude as a residual effect of the communism that was in Kosova for so many years. Not only did they say that individuals need to be policy driven rather than personally or politically motivated, but they also identified the need for the school system as a whole to have foundational integrity.

Specifically, they saw the need for locals to be trained in positions of administration, teacher education, and research so that they could establish a quality education system for their students. They believed that an important part of that is being connected with other countries' teachers who have dealt with similar issues, yet who have been successful in their endeavors. In addition to quality control, they wanted to prepare students so that the quantity of unemployed university graduates would decrease from its present rate, 70%. The fundamental obstacles for these types of programs is funding, which, with the present economical situation, is hard to generate from within the country.

Finally, the national level educators expressed the need for the Kosova education system to comply with the standards of the Bologna Declaration. The Bologna Declaration was signed by countries throughout Europe as a means of establishing comparable higher education standards in order to allow students to study at other universities throughout Europe and to ensure that employees throughout Europe have similar training. Complying with the Bologna Declaration affects Kosova on two levels. First, the most direct impact is on higher education, requiring reforms and establishing standards and procedures. This reform then, in turn, affects primary and secondary education because students in Kosovar schools need to be prepared to enter the higher education institutions; thus, to be admitted, they need to be taught the material in primary

and secondary schools that will enable them to meet the new, higher standards.

Therefore, teacher education training is needed at all levels of the education system.

Needs Identified by Local Educators

The most commonly mentioned need among the local educators was funding. Daily, these educators face the struggle of low wages, little funding for supplies, and feeble school buildings. For working 20 hours a week, the average primary school teacher in Kosova is paid approximately \$135.00 a month. The secondary school teachers receive approximately \$150.00; university professors, \$200.00. For primary school teachers that is equal to approximately \$1.69/hr; for secondary school teachers, \$1.88/hr; for university professors, \$2.50/hr. Teachers and administrators label the low pay as the main cause of teacher apathy. On the other hand, teachers get in a month an amount comparable to the average monthly income of a Kosovar who works 40 hours a week. Nonetheless, the low pay and the attitude toward the low pay influence teachers' beliefs about their job's value.

In addition to wages, supplies are in great demand. Many school buildings and supplies were destroyed during the war. Before the war, many of the school supplies were also destroyed by Serb groups. Even if a school had supplies left after the war, the Albanian students returned to schools that had been run by Serbs; thus, the educational materials were in Serbian. For example, at a school we visited, we complimented them on their nice science display and collection of specimens. The administrator chuckled and explained that they were in great shape, but the students did not know what a lot of them were since the names were in Serbian. This is not limited to science room supplies, but also to history books or any books written in the Albanian language. The buildings

themselves are sometimes in poor condition. Although organizations refurbished buildings, they did not always address the structural problems of the building. In addition, most buildings are not equipped with heating and cooling systems. Other superficial and structural challenges face administrators and teachers on a daily basis. The root of the financial struggles was attributed to the centralized budget of the MEST, which is consolidated. Therefore, if one area overspends, then another area loses the money they needed to have. For instance, over the summer months, the teachers did not receive their paychecks because the ministry did not have money to pay them.

Furthermore, teachers need not only basic supplies, such as desks and chalk, but they need materials that will allow them to try any new methods that they learn. For instance, the English teachers wanted to have access to a tape player and a television with a VCR so that they could use the interactive supplemental books that came with their teacher's manuals. The schools sometimes have had these items donated, but they are often stolen. Then, the school does not have the money to replace the item, so the teacher is in the same position. Teachers want an accountability system to protect the school's materials. Overall, the teachers and administrators believe that funding would allow significant changes to occur.

After funding, the most voiced concern of local educators is teacher training. Some teachers seek training avidly while others do not. Nonetheless, qualified teachers and administrators are needed. In general, the teachers in Kosova have started to rethink some of the traditional methods of teaching. Those motivated to attend teacher training make the effort to utilize their opportunities and see a need for change. On the other hand,

those unmotivated teachers, primarily older teachers, are content with teaching the same way that they always have taught.

APPROACHES OF EDUCATIONAL ORGANIZATIONS

Overview

In this section, I describe two groups of aid agencies that have worked in Kosovar Education. I have chosen only to discuss the five organizations with whom I was in contact or with whom the teachers I interviewed were involved. The first section, “Teacher Education Organizations,” deals with organizations (i.e. A, B, and C) working in general teacher education. The second section, “English Teacher Education Organizations,” deals with organizations (i.e. D and E) that aimed specifically to train English language teachers. In my discussion of each of the organizations, I discuss an overview of their approach to teacher education and the goals of the organization. As a part of the Delegation of Educators or as part of my independent research, I interviewed directors and workers in Organizations A, B, D, and E. Information on Organization C was gathered from secondary sources and pertains mainly to the work conducted at one school. All of the organizations worked in education and other areas. The information in this section pertains only to their work in education

Teacher Education Organizations

Approach of Organization A

General Description. Organization A (OA), an international agency, has been in Kosova since 2000 and has applied for an aid extension because they realize that they need more time to work on reform measures. As an organization, they have five key

goals: (a) to provide immediate in-service training, (b) to develop the Ministry of Education of Science and Technology (MEST) in policy and practice, (c) to help establish the Faculty of Education³ at the University of Prishtina, (d) to establish regional contacts for Kosovar educators, and (e) to further social development. This multidimensional approach has allowed them to affect education at most levels, from policies to the classroom. For the current research, the most relevant innovation is the introduction of in-service training. At the same time, the other foci still influence how teachers teach their classes; thus all five foci of OA are described below.

In-Service Training. For in-service training, OA followed the idea of trainer training trainers as the method of introducing and maintaining innovation in education. This method is sometimes called a cascade effect, where the internationals with the information (i.e. innovation) choose teachers to be trained. Then, the internationals coach the new trainers on how to train their colleagues. After the second step, the locals have control over the training process and are aided by the international agency. So, the local trainers then select some teachers that they trained to become trainers. Therefore, the innovation follows a spiraling motion that introduces the innovation to more and more teachers over time.

During 2001, OA's international teacher educators trained over 1,000 educators. The next year, the international trainers taught 85-90 Kosovar teachers to be trainers. After the training, the international trainers identified 32 confident trainers. Next in 2002, the internationals coached those 32 Kosovar trainers while they trained their first group of teachers. They paid the trainers approximately \$15.00 a day. This is roughly double

³ The Faculty of Education is comparable to an American university's College of Education or Department of Education.

the amount that local instructors receive per day for teaching. These trainers continue to provide training across Kosova and work with other organizations. More recently, OA has been involved with initiatives focusing on Serbian communities and Serbian teachers while maintaining their work with the in-service training program.

MEST Development. In addition to in-service programs, OA has been involved with reform in the MEST. OA has sought to change MEST into an entity that is more policy driven than personality driven by initiating training for the senior MEST staff and some middle management personnel. Many interviewees stated that the MEST and government in general were more politically or personality motivated. The locals cited this style of administration as the cause for many problems, such as teachers not getting their paychecks on time and qualified students not being admitted to the University of Prishtina. One of OA's reforms for MEST was the establishment of the Teacher Training Review Board. The goal of the review board is quality control for teacher training. Since 1999, teachers have had a host of opportunities for training from varying organizations. MEST wants to institute standards for teacher training in order to reward teachers participating in teacher education programs and to ensure quality of pre-service training received at the University of Prishtina and a Higher Pedagogical School. The changes in the MEST have been slow when compared to those in the training programs because the nature of administrative changes in a somewhat fluid government system takes time and preparation.

Faculty of Education. Similar to the changes in the MEST, OA has established a Faculty of Education at the University of Prishtina, starting with a small number of highly qualified faculty members. Soon, all education related work will be done under the

Faculty of Education. At the time of the study, the Higher Pedagogical Schools, although considered extensions of the university, were considered separate. OA has trained the faculty members to rely less on the authoritarian teaching style emphasized in the communist era. Furthermore, OA has assisted the faculty in establishing pre-primary, primary, and lower secondary⁴ level teaching programs. The establishment of these programs included curriculum revision and creation. In essence, OA sought to reform pre-service training by working with locals to reform the education program for teachers.

Establishment of Contacts. OA wanted the locals to establish a regional network of trainers so that they could share ideas with their colleagues in neighboring nations and learn from each other. OA directors conceded that no benchmark data had been gathered to demonstrate the effectiveness of the programs in neighboring countries, but they seemed impressed with the Slovenian model. Slovenia in approximately ten years had undergone major reform. Thus, they had supplied the resources and support for Kosovar teachers to visit Slovenia. In addition, trainers from other countries were brought to interact and work with trainers and teachers in Kosova.

Social Development. OA felt that social development was another area that is essential to the advancement of the education system. For Kosova to be demilitarized and to be independent, it must show equality of each citizen's rights and demonstrate protection of those rights. To assist in this goal, OA has stressed work that encourages gender equality, minority representation, and youth involvement in school activities and decision-making. The activities of this nature have been less regular than the other activities, such as teacher training. They have taken place when an opportunity or need

⁴ At the time of the study, the lower secondary curriculum was in the process of being officially approved by the Senate. OA workers anticipated its approval.

arose. OA, at the time of the study, was looking for more opportunities to work with schools in these issues. All of their programs have promoted the same ideals, including teacher training.

Organization B's Approach

General Description. Organization B (OB) is an internationally funded and locally operated agency. The grandparent organization of OB is an international organization that advances equality, human rights, and education by empowering locals. The grandparent organization established the local parent organization, which was operated by a board of Kosovars and promoted equality, human rights, and education directives. This parent organization then created OB whose focus was to promote equality, progress, and human rights in education. OB's personnel are almost all Kosovars. OB's three targeted areas for education are: a) educational research, b) teacher training, and c) higher education.

Educational Research. For the past two years, this agency has researched demographic information about the education system. Then, they published the material as a means of helping other agencies involved in education. They have also funded agencies on a contractual basis. OB has supported organizations doing research that can help them and other educational entities further the educational development in Kosova. They have supported research on efficiency in administration and the status of children's rights in the school environment.

Teacher Training. OB's teacher training platform consists of three main components: a) in-service training, b) educational centers, and c) support of other agencies. OB reported that, in the last three years, only 10-15% of teachers in Kosova

have had any training and, before that time, no ongoing teacher training occurred. Thus, the director identified this as a grave need in Kosova. For OB, the components of in-service training and educational centers are integrally linked. Soon after the war, 5 educational centers were built throughout Kosova. These facilities include curriculum/material resources, computers, internet access, and other resources for teachers. OB was given the managerial position over the five didactic centers. The most significant function of the educational centers under OB's control was that they served as the center for teacher training.

Through these centers, OB with the help of other agencies reached over 1,300 teachers. In this training, OB emphasized teaching methods, critical thinking skills, technology use, and learner-centered pedagogy. In September 2004, the continued funding was going to end and the centers were turned over to the control of the municipalities, such as the Peja Municipality. Agencies wishing to use the centers now need to pay the municipalities a fee for the facility. When under the OB's control, the education centers were spending thousands of dollars a year for material and for salaries although some fees were collected to offset costs. The training has gone beyond the centers and has reached 45 schools where the quality of education has reportedly improved. This training included training for administrators in efficiency of administration. One aspect of the administrative training incorporated the establishment of school boards. The United Nations Mission in Kosovo (UNMIK), the UN administration in Kosova, had told schools that they would give them money if they had a democratically elected school board that included one to two students, two parents, and

five teachers. However, many schools had not made any effort to form a school board. Thus, OB intervened to assist some schools in the formation of school boards.

Higher Education. OB is closely connected with their work in Kosova's higher education. Several of OB's staff members are members of the Faculty of Education at the University of Prishtina. These staff members and others worked with the University of Prishtina to train professors and teachers at the University in teaching methods. Furthermore, when the Faculty of Education's curriculum was being established, OB worked closely with them to develop it. OB has furthered the opportunities of the University of Prishtina by funding a program for visiting professors, especially in the social science areas. OB has made suggestions to the university about who to bring as visiting professors, but the university has the ultimate decision. In addition to these measures, OB has been instrumental in initiating the process of accreditation for the University of Prishtina. It co-sponsored a conference with the Ministry of Education of Science and Technology (MEST) to start a dialogue among professors, university administration, educational organizations, and public officials on what needs to be done. The efforts for reform in higher education coupled with the in-service training have laid a foundation for change in education in Kosova.

Organization C's Approach

Unlike organizations A and B, I did not personally talk about the approach of Organization C (OC) with its directors. Nonetheless, I gathered information about their projects from other organizations, from a local school where they had worked, and from documents that they have published and made available online. OC is an international agency working with developing countries. Its projects have been in various areas,

including education. One of the objectives of this organization is to empower local individuals and groups in education and civil service. This organization has a sizeable budget from which to operate, so its programs have made use of that budget. For its education focus, OC has done a variety of things, such as sponsoring other programs and initiating their own training. For instance, the workshop on accreditation organized by MEST and OB was funded partially by OC. For their own training, OC has worked with in-service training for teachers. In one local school in the Peja area, OC sent two teams of six teachers to Italy to observe classes and to be trained in teaching and evaluating methods. Considering that the school only had 22 teachers, OC was able to change the overall teaching style of that particular school significantly. However, in that school, OC made little effort to train the other ten teachers. In addition, the OC's training has not been spread through those local teachers to other local teachers. Thus, OC's effect on English education teaching and evaluation has not spread as far as OA's and OC's methods.

English Teacher Education Organization

Organization D's Approach

General Description. Organization D (OD) is an international not-for-profit organization that promotes educational opportunities and cultural relations between its country and the developing country. This organization is partly funded through its national government and does work as a facilitative agency for their government and citizens with the citizens and government of the developing country. In Kosova, OD has emphasized: a) English language education, b) educational opportunities, and c) cultural exchanges. Because I did not have the opportunity to research OD's cultural exchange

program as it related to education, I discuss only the approaches to English language education and to educational opportunities.

English Language Education. Since 1999, OD carried out several projects for English language education. In 2000, OD held an emergency English teacher-training program where international trainers instructed 250 students and teachers in the capitol. One of the trainers in that project reported that the project focused on assessment and was a token project, a starting place. Then, between 2000 and 2001, OD conducted baseline studies to determine the needs of teachers and the level of English teaching at that time. Then, in the fall of 2001, OD started its teacher-training program for English teachers. To assist with teacher training, OD provided materials to OC's teacher education centers.

Concurrently, they initiated training teachers in reflective teaching methods so that the teachers would be more aware of what they were teaching and to change it, if needed. In their reflective approach, OD encompassed a learner-centered and learning-centered approach to teaching. For their training, they did not rely on teaching manuals from the organization, but tried to teach instructors how to use what they have. OD has not directly attempted to improve the English teachers' language abilities, but has taught the classes in English as a means of allowing them to improve through course discussion and lectures.

After the initial training, OD identified teachers that they believed would be effective trainers. These teachers then participated in a weeklong trainer course. In this course, OD focused on the teachers practicing and presenting the material that they would teach as trainers. In addition, OD taught the teachers to recognize the differences between teaching adult teachers and children. After the trainer was trained, OD observed the

trainer in action and placed them with a more experienced trainer who would mentor them. For the first group of trainees, the more experienced trainers were the OD trainers. Now, the local trainers who have been training can serve as mentors to other Kosovars.

OD has conducted teacher training in various locations, but most of its training was mainly in two cities, not in Peja. When in Peja, OD in conjunction with Organization E conducted a one-day workshop for English teachers. The workshop taught teachers the importance of teachers' interaction with the students and students' participation in the language classroom. At this workshop, they also introduced the teachers to the idea of starting an English teacher association that would work as a local group of teachers who would meet to encourage and share ideas with each other. This local group of English teachers would also participate with other teacher organizations in the area and with the national group, the Kosovo English Teacher Association (KETA). OD with OE introduced the upcoming KETA conference to be held in the capitol that summer. OD and OE had organized the national conference and the building of local associations with the help of local teachers. The KETA national conference is described in more detail in the section about OE. The Peja teachers interviewed reported being very interested in this program. OD and OE told the teachers that they would return to work on this local organization; however, they never made it back to Peja. Thus, the involvement of OD was not as broad geographically speaking as the involvement of OA or OB.

Educational Opportunities. The educational opportunities offered by OD consist of programs to encourage students to study abroad for college, programs to help prepare students taking the International English Language Testing System (IELTS) exam, scholarship programs, and programs for distance learning. All of these efforts are geared

to assisting Kosovar students to study in other higher education institutions either on campus or by distance learning. By assisting in the educational opportunities beyond Kosova, OD is able to offer students an education that they cannot get in Kosova currently. Thus, they are able to empower national students to perform well. However, there is the risk that the students will not return to Kosova. Thus, the educational opportunities, such as distance learning, offer a more sustainable approach.

Organization E's Approach

General Description. OE is an organization subsidized by a foreign government and this organization places English language teachers and teacher trainers in many countries. The goal of this organization is to promote English as a means of promoting the relationship between the organization's home government and the government of the country in which it is working. Furthermore, the organization uses the teaching of English to promote democratic ideals in education and governmental positions. In Kosova, this organization has placed English teachers in the University of Prishtina, with the local military force's training academy, and at the education centers. Also, one of the positions was a teacher trainer who worked with curriculum development as a part of the MEST. All of the workers in this organization are on short-term appointments that last a little less than a year. The only organizational worker that had an impact on the teachers that I interviewed was the English teacher working with the teacher training; thus, I focus on the work of this English teacher in the following section.

Teacher Training. As a part of being the English teacher assigned to work with the education centers, this English teacher worked with Kosovars by providing training at the teacher training centers in two areas in cooperation with OD. The trainers from OD

and OE worked together on these training programs and emphasized reflective teaching, learner-centered methods, and learning-centered methods. Furthermore, this ET worked with OD to initiate the KETA for English teachers in all regions of Kosova and for local groups. As a part of their efforts, the OD and OE trainers went to the municipalities and conducted one-day training sessions. These were discussed in the previous section about OD. As mentioned earlier, most of the focus was not in Peja, but OE and OD together did conduct a one-day seminar and made initial contact with English teachers.

KETA Conference. OD and OE representatives and a few local teachers led the KETA conference. The teachers were reimbursed for their travel to the conference, which was scheduled from 10:00 A.M. to 6:15 P.M. The first hour was spent registering and learning about the goals of the KETA organization. A local teacher trainer who had been working with curriculum reform talked to the group. This teacher asked the audience to give a definition of curriculum. No one answered the questions that the teacher asked about what curriculum was. So, the teacher asked them to participate in group discussions about what curriculum was. The teachers in the audience took about five minutes to understand what to do and got started talking. Many of the small groups did not focus on the topic. The teachers did not seem comfortable sharing their opinion with each other or with discussing a topic that they did not know much about. Next, the teachers were divided into regional groups and selected regional representatives who would be responsible for disseminating information to the teachers in their area. After this, there was a lunch break.

After lunch, the teachers were supposed to attend the workshops. On the schedule, there were two thirty-minute sessions, a one-hour session, a break, two thirty-minute

sessions, and a wrap-up session. These sessions consisted of presentations from local teachers who had been trained and from international organization workers. After the first thirty-minute session, approximately 15% of the teachers left. After the second session, roughly 15% more left.

The KETA Conference: A Role-Playing Workshop. During the third session, I was scheduled to give a one-hour presentation on the use of role-plays in the ESL classroom. I had created handouts for a brief description of role plays and of how to use them in their classrooms. On the handout, I had suggested how to use some of the activities that I had observed as role plays. I followed my presentation of role plays with a short question and answer period. Very few teachers asked questions. Then, for the second part of my workshop, I handed out roles for a role play so that the teachers could experience what role plays are like.

I divided the group of approximately 20 teachers into two smaller groups. Each group was given a group role card. I gave the teachers around seven minutes so that they could each read the directions and ask me any questions. The directions included certain group rules that they were to follow when interacting with members of their group and members of the other group. During the preparation time, very few questions were asked. When the role play began, the two groups made very little effort to meet the objective. Most teachers did not participate at all. Two to three people on each team interacted and quickly broke the rules given for their respective roles. When it came time to debrief the experience, the teachers were unable to understand the point of the simulation and were reluctant to discuss what they thought about this simulation and about how simulations

could be used in their classes. I dismissed the group early because there were several comments about how hot it was in the classroom.

Reflections on the KETA Conference. My general impression was that the teachers seemed uninterested in learning how to use and participate in role plays. Some commented that it would take work to develop and others asked questions about how to control their classes while using them. Although many complimented my presentation, which is typical in their culture, I do not believe that any of the teachers intended to use role plays in the future. At the end of my presentation, they decided to cancel the rest of the conference because the temperature was around 90-95° F and teachers were beginning to leave. In spite of the problems, the teachers who attended the conference seemed to enjoy the conference and appeared to be interested in continuing the conference in the future.

CONTEXTUAL FACTORS

Overview

In this section, I identify the factors that have influenced or could influence the spread of innovation in education in Kosova. I classify these factors by using Kennedy's (1988) Hierarchy of Contextual Factors for Education Innovation (see Figure 9).

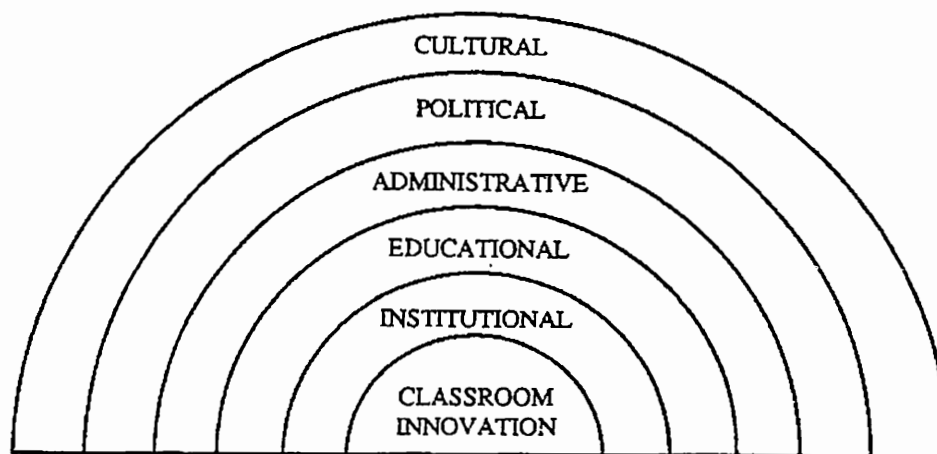


Figure 8⁵. *Hierarchy of Contextual Factors for Education Innovation (Kennedy, 1988)*

Each factor's influence on innovation in education overlaps with another area in some fashion. Therefore, to simplify the discussion, I classify them in one of the five categories that Kennedy (1988) uses: cultural, political, administrative, educational, and institutional. Suggestions for how these factors should be taken into consideration when developing future project objectives, materials, and training are discussed in the subsequent chapter.

Cultural Considerations for Innovation Diffusion

The most influential cultural factor is probably the continual hostility between the Albanians and Serbs, especially in the last fifteen years. This hostility led to the suppression of the Albanian education system by the Serbian leaders in the 1990s, which weakened the training of teachers as well as the education available for students at all levels of schools. Starting in the early 1990s, the Albanians were not able to receive a formal education after the eighth grade from a recognized school. All schooling after the eighth grade was done in an underground school system. Consequently, students during these years did not receive the highest quality of education, and teachers did not

⁵ This is the same figure cited in Chapter II and is reproduced for the ease of the reader.

participate in any professional development activities. Although at times during the last century, the two groups have lived relatively peaceably, in the last two decades, all Kosovars have endured immense pain and suffering. Some teachers were willing to work with teachers from any background; however, the majority of teachers that I interviewed showed reservations about working with the other groups.

Socially, men and women have different roles in society and tend to interact within the cultural expectations for their gender. Until recently, women were expected to wear long skirts and sleeves that covered the arms. Slowly, these cultural rules are changing. On the other hand, the interaction between the genders in a school environment remains minimal to moderate. During the breaks, the teachers in the teachers' lounge usually grouped with other people of their gender. Depending on the size of the lounge, the space between the two groups varied, the larger the room, the greater the space. In the primary school classrooms, I did not observe that the gender roles affected Kosovar children much differently than American children. Specifically, girls sat and interacted primarily with girls and boys with boys. When interaction took place, it was primarily antagonistic in nature. However, these roles seemed to be a minor distraction for Kosovar students as it is in the United States.

With a failing economy and extraordinarily high unemployment rates, teachers and students are under a lot of pressure. Women teachers sometimes work two or three jobs, cook for five to eight people, keep up the house, and maintain a social life. Their male counterparts are busy as well working extra jobs and doing their part to keep the family running. Not only do teachers feel pressure in Kosovar society, but students also often feel pressure because their families are in the same economic crunch as the

teachers' families or even worse. Some families have no member consistently employed in their family of five to eight people. In addition to the economic pressure, the pressures of the society are often manifest in students' lives with physical abuse from the parents, higher expectations of doing well in school, or relatively young students seeking employment outside the family. The attitudes towards troubled students are not always optimistic or constructive. Two teachers mentioned that their rural classes seemed less capable of doing well in school than their urban students. They reasoned that because the students were from less prosperous areas, that they did not have as many opportunities. One teacher mentioned that one village in particular had been hard hit in 1999 and that many of those students had lost parents. Other teachers made similar comments and were quick to label some classes as bright and others as dull, giving rationale that were not necessarily related to academic performance or abilities.

Political Considerations for Innovation Diffusion

Similar to the situation in many developing countries following a war, the government is in transition. Technically, it is a provisional structure overseen by the United Nations peacekeepers. It operates under the supervision of the United Nations Mission in Kosova (UNMIK). The provisional government is a representative democracy and has three to four strong political parties and approximately twelve others. Sentiments and beliefs run deep about political party affiliations and, as a result, political party affiliation can determine many things about a person's life. It can determine what job opportunities one has and with whom one associates socially. Similarly, teachers discuss these issues in the teachers' lounge in heated debates. The biggest obstacle that this

creates for educational organizations is that choices are often politically- or personality-driven choices. Qualified people do not always get the job, or legislation is held up.

Administrative Considerations for Innovation Diffusion

From an administrative perspective, the fluid nature of the government creates many hassles for organizational personnel and teachers. Teachers who depend on their paychecks for survival sometimes face a month to three-month delay in receiving their paycheck because of administrative difficulties from the government. A great number of these difficulties stem from the small⁶ education budget that is consolidated and centrally controlled by the national government. Schools can expect money for resources, then find out that none of the money is available because it was reallocated to pay for teachers' salaries for the month, or just the opposite has occurred as well. The transitional characteristic of the provisional government means some mandates for schools come quickly and in an untimely fashion. For example, in May of this year, during the last week of school when finals were being given and classes had finished, the schools were informed that they would be meeting an additional two weeks. Later, they found out that they would be meeting another month. Teachers were frustrated, wondering what they were supposed to teach since they had already given the final. Naturally, many students did not come to school during those weeks because they knew that they would not face any penalty for their absences.

Another administrative struggle is a struggle for power within the school district. For instance, teachers who were recently promoted to school principal positions cannot get the former principals who are now working as teachers to cooperate with them or even give up their key to the principal's office. These former administrators, some of

⁶ The budget is small when compared to the amount of money spent by Western schools.

them angry about losing their positions, often attempt to create groups within the teachers who oppose the newly appointed principal and the measures he or she implements

Educational Considerations for Innovation Diffusion

Until recent reforms in the university and pedagogical schools were implemented, teachers' pre-service training did not include a teaching practicum aspect to their teacher training. Teachers were not observed by their professors or were not taught to be reflective. The emphasis in the English education program in Kosova is mixed between English literature courses and grammar courses. The number of teaching courses, if any, is very limited. One student going to the University of Prishtina who planned to be an English teacher did not have teaching classes as a part of his plan of study. Furthermore, he was able to quit school and get a job teaching at a secondary school without finishing his degree. Likewise, Barbara has been teaching for almost two years and has not finished her degree. Thus, English teachers are not necessarily taught what they need to be taught to know how to teach English. All of the teachers that I observed relied on translation to some extent. Some felt it was very useful since that was the way that they had learned. Nonetheless, some of the teachers admitted that they did not always feel comfortable speaking in front of the class because they were insecure about their English abilities.

Institutional Considerations for Innovation Diffusion

As was mentioned earlier, the schools are lacking in supplies because of the war and the lack of money in the education budget. There are not enough school buildings for children to attend, so most children attend one of the three shifts, which each last around five hours with breaks included. Because of the shift system, the teachers are unable to store many supplies at the schools and students' classes do not meet every day, but

instead follow the block schedule system. Therefore, students meet approximately 25 hours at the school for all of their classes. The average class only lasts 45 minutes, so students may only study one subject for two hours a week. Thus, it is hard for the teachers to include everything that they are expected to teach in a year.

Since there are no school boards, the local schools cannot improve the conditions of the schools. Thus, students are crammed into small classrooms. Desks and supplies are in decrepit condition. In some of the classrooms, gasoline has been put on the floor to eliminate the dust in the air that comes through the windows during the late spring months. Furthermore, the conditions provoke students and teachers to treat the facilities with less concern. Teachers smoke up and down the halls and students mark on the walls. Although one of the schools was remodeled three years ago by an international agency, the walls are now covered with writing and the paint has chipped from the lack of care (see Figure 10).



Figure 10. Halls of School Remodeled Three Years Ago

The dilapidated nature of the schools causes an attitudinal obstacle on the part of teachers and students, which causes teachers to be less open to innovation (more pictures in Appendix C).

As a part of this lack of supplies and quality facilities, students and teachers alike face obstacles when it comes to simple things, such as the weather. The inconsistency in electricity causes trouble for shifts meeting later in the day during the winter months. These things distract students from their studies and can detract from the teachers' effectiveness. One student jokingly told me about her experience in school during the winter, "The teacher would be up there teaching about math and equations and we were so cold that all we heard was, 'Heater! Heater! Heater!'" Environmental factors play a part in the case of education in Kosova

CHAPTER SUMMARY

By discussing the traditional training of teachers, describing the classrooms of four English teachers, and detailing the needs identified by educators and education organizations, a sketch of Kosovar education can be created. Together, these components shed light on the needs of the Kosovar education system, particularly the needs of English teachers in Kosova. This picture of the education system combined with the description of organizational approaches make it possible to analyze the measures used by organizations and their impact on ELT, which are discussed in the subsequent chapter. Finally, assessments about the appropriateness of measures and suggestions about future project considerations will be made in the subsequent chapter based on the contextual factors in Kosova identified in this chapter. Thus, this chapter offers a framework for the

education system in its cultural context in order to discuss the evaluations in the following discussion chapter.

CHAPTER V

DISCUSSION

CHAPTER OVERVIEW

In the second chapter, I presented four research questions. They were:

- 1) How effective are the measures employed by education and ELT organizations in Kosova?
- 2) In what ways do the approaches of education and ELT organizations effectively implement and diffuse innovations in ELT in Kosova?
- 3) In what ways do the approaches of education and ELT organizations face obstacles in the implementation and diffusion innovations in ELT in Kosova?
- 4) How do education and ELT organizations' projects in Kosova contribute to our understanding of innovation implementation and diffusion?

To answer these research questions, I begin with a discussion of the limitations of my research. I then compare the projects discussed in Chapter Four, evaluating them in terms of the criteria and principles presented in Chapter Two. The answers to the research questions will begin to be developed as I summarize the strengths and shortcomings of the five development projects in terms of the seven. Next, I identify contextual factors that are relevant to the introduction of educational innovation in

Kosova. Suggestions will be given for how future ELT projects should be taken into account these contextual factors. This discussion will address research questions one through three. I will talk about question four in the conclusion chapter.

LIMITATIONS OF THE STUDY

In my descriptions of the organizations and their approaches in the previous chapter and in my evaluations of the projects in this chapter, my information is based on what I gathered during my research. I limit the scope of my analysis to the area where I researched, the Peja region, and to the teachers I interviewed. Thus, organizations in other areas may be doing things that I have not reported and may be doing those things in different ways. The results in the previous chapter and my analyses in this chapter only represent a portion of the work of these organizations. As a result, the analyses I give of a given organization cannot be viewed as an evaluation of the organization as a whole, for I could not make such evaluations based on the research that I have conducted. These organizations have been working in Kosova for a few years. In my three months in Kosova, I was not able to observe the full scope of their efforts; I only observed a portion of their work in the city of Peja. Hence, my goal is to evaluate the features of the organization that I was able to observe or learn about in my time in Kosova in order to contribute to a mutual understanding of what methods are effective for introducing and sustaining innovations and educational change in Kosova, particularly in regard to English language teaching.

EVALUATION OF PROJECTS ON CRITERIA

Overview

For each organization in this section, I first give a brief description of each criterion as they relate to the project principles. These criteria are reproduced in Table 7 where their short summaries are included. Then, based on the project principles, I describe my assessment of each education/ELT project in Kosova that I discussed in the previous chapter. In my assessment, I explain the strengths and weaknesses of various approaches on a given criterion as a whole. Finally, I summarize the analyses for each criterion in the section labeled, "Reflections."

Criteria and Project Principles for ELT Projects	
Criteria	Project Principles
1. The method of conducting the training must be experiential and reflective rather than transmissive.+	- Context Sensitivity+ - 'Normative re-educative' models of training+ - Reflexivity
2. The training must be open to reinterpretation; rigid adherence to prescribed ways of working should not be expected.+	- Context Sensitivity+ - 'Normative re-educative' models of training+ - Reflexivity - flexibility and responsiveness to local needs continuing professional development+
3. Expertise must be diffused through the system as widely as possible, not concentrated at the top.+	- Participative development+ - Collaboration+ - Continuing professional development+
4. A cross-section of stakeholders must be involved in the preparation of training materials.+	- Participative development+ - Collaboration+
5. Decentralization of responsibilities within the cascade structure is desirable.+	- Flexibility and responsiveness to local needs+ - Collaboration+
6. Teachers should be seen as the heart of the innovation.°	- Investment in understanding the theoretical and experiential underpinnings of teachers' perspectives and practices - Consideration of teachers' experiences in order to understand, appreciate, and possibly integrate their views
7. The breadth of the innovation must include classroom and institutional development objectives.*	- Facilitative involvement in dialogic experiences for school faculty and administrators.

+ Hayes (2000, p. 141)

° Based on Sato & Murphy (1998)

* Based on Hayes (2000, p. 136)

Table 7. Summary of Criteria for ELT Projects

Evaluation of Organization One

Overview

Before evaluating Organization A (OA) on each of the criteria, I give a brief explanation of the criteria and the expectations of the project principles. In the other organization evaluations, I use the same criteria; however, I only describe the criteria in this section with my analysis of OA.

Criterion One – Experiential and Reflective

Description of Criterion One. Criterion one states, “The method of conducting the training must be experiential and reflective rather than transmissive” (Hayes, 2000, p. 141). In essence, this criterion emphasizes that the method of teacher education should be reflective by being context sensitive, by striving to re-educate teachers rather than merely supplying them with information, and by applying their principles of teachers’ education at all levels.

Evaluation of Organization A. Organization A (OA) has been reflective and experiential in many respects. First, they have been perceptive regarding many contextual factors that affect training. In a broad sense, they have realized that the manner in which they conduct their training must be recognized by the Kosovar government as valid in order for the teachers to reap possible benefits in the future. More specifically, they have taken into account the demand that the training puts on the teachers; thus, they have offered incentives for training and for those exceeding the normal training. For instance, those who become trainers receive about five times as much as the average teacher per day. Kosovars, in general, revere events or programs that are well organized and well presented. On the other hand, if an organization does not appear prestigious to the

Kosovars, they may discount it despite its internal value. OA has taken this into account in conducting their teacher training by having a detailed process through which a teacher must proceed in order to reach graduation from their program. Moreover, OA has carried the same noteworthy elements into their training materials. If teachers choose to use the methods proposed by OA, then the teachers will be teaching in a culturally worthy manner because they will look well organized, capable, and in control. In addition, OA methods have been sensitive to most of the deficiencies in terms of educational resources. Thus, they do not rely on having copy machines and other amenities that are not available to Kosovar teachers, but rather depend upon resources that are available to most teachers.

Furthermore, the training offered by OA is geared to educating teachers to view learning and learners as the central aspects of their classes, to design a method that puts learning and learners in central roles, and to apply techniques appropriate to their method. Moreover, teachers are trained to use critical thinking skills to accomplish these goals. Thus, teachers in training are challenged to reflect upon the approach that they take. In essence, this enables teachers to have a foundation to go back to when problems arise or when they want to change something. Instead of introducing techniques that are specific to certain learning tasks, they are equipping the teachers with a schema to return to and to use to evaluate their given situations. Essentially, teachers who have been trained leave the training with the theoretical perspectives and training to know how to apply the techniques. By doing this, OA facilitates the teachers' use of their own interpretation of a technique, making it more environmentally suitable for their students. In short, OA is able to make the teacher education more specific and experiential to the teachers and their needs.

On the other hand, when talking with OA's personnel, they admitted that one of the features that they would change about their training to make it more context-specific would be that they would approach teacher education on a school-based level rather than on a city level. They conceded that they should have conducted training on a school by school basis in order to diffuse their training more extensively, because trained teachers faced obstacles when returning to their schools where their principals and colleagues were not trained. In our interview, Patty identified "traditional" teachers as the biggest obstacle to change and described her obstacles to having an untraditional classroom where children were speaking and interacting. She expressed that she often faced opposition from teachers who resented that her students enjoyed her class the most and resented her for allowing students to have that much freedom.

Similarly, another drawback is the training materials. Although most of the training material used is effective at illustrating what the teachers can do, some of the lessons that they provide as examples require materials that the teachers may not have access to or may have to buy themselves. For instance, they rely on colored markers, tape, cartoon paper, and journals. Although students could potentially provide these materials themselves, most students would face challenges in doing so because their families may not be able to pay for them. As a result, the teacher is left with the responsibility of providing these things because schools do not supply these resources for the most part. This is only one minor drawback to their training and teachers who attend all of OA's training would be capable of learning the means of doing their own adaptation of the activities, based on what the teachers had available. In general, OA's

approach encourages teachers to think individually about the needs of the learners and apply what they know in the most appropriate manner.

In addition to context sensitivity, OA's approach retains the second aspect of experiential and reflective training, which is a normative re-educative model of training that seeks to re-educate rather than merely transmit information. The training by OA targets the fundamental underpinnings of teachers' views of learners and the process of learning. In their training manual, they start with the concept of multiple intelligences and emphasize that learners gain knowledge in different manners. The chapter continues with a comparison of traditional notions of intelligence and the multiple intelligences theory. It gives example lessons from different disciplines and gives practical applications for the multiple intelligences theory. The second topic covers critical thinking and problem solving. Thus, teachers are able to learn to think more critically themselves and subsequently learn how to introduce this kind of learning into their classrooms. The training then covers instructional planning, assessment and evaluation, and democracy in the classroom. Thus, the teacher education targets changing the core of the teachers' beliefs and then introduces more practical aspects of how those concepts can be manifested in their lesson. Consequently, teachers have an understanding for the relationship between theory and practice. Moreover, they are able to apply the theory in a manner that incorporates their experiences, which allows them to make their lessons suitable for their students and for the resources they have. Despite the minor shortcomings of the training materials mentioned earlier, OA's training engages the teachers in active learning and instructs them in how to become better learners and better teachers, making their training for the teachers both reflective and experiential.

The educational influence that perhaps will have the largest long-term impact is the re-education taking place in the higher education system, namely the reforms at the Higher Pedagogical Schools and in the Faculty of Education at the university. By re-educating those who teach future instructors, the project's influence will remain in the system for years to come. Not only are they re-educating teachers, but they are transforming a system that will make it possible for teachers in the future to be educated in programs that emphasize learning centered teaching approaches. However, this effect has not taken root completely. Barbara's teaching style favored a learner-centered approach; however, she was not able to maintain control of her class. Barbara represents the teachers in transition between the old and newer pedagogical influences. The work at the pedagogical schools is not complete and not all instructors at the pedagogical schools have the same philosophy. As a result, teachers such as Barbara are lost in the struggle between traditional teaching and learner-centered teaching. Nonetheless, if OA has the funding to remain active in its endeavors with the Faculty of Education at the university and at the pedagogical schools, then long-term change is foreseeable. It is important to note that many of the measures of OA have occurred concurrently with OB's measures. Hence, from the data I gathered, it is impossible for me to separate the effect of one organization from the effect of the other organization. Consequently, the information reported in this paragraph applies to the work of OA and OB in higher education. Thus, by design, their training allows the international and local trainers to adjust the institutional, governmental, and classroom needs and adjust their approach to different groups of teachers, government officials, and faculty members being trained, such as teachers in Peja and teachers in Prishtina.

OA not only encourages teachers to use learning/learner-centered approaches, but also models those approaches for teachers and trainers. Trainers' courses incorporate a higher degree of reflection and critical thinking based on the experiences that the trainers had while training the teachers. This system allows the internationals to change their roles from very involved to slightly involved. Thus, when OA leaves, Kosovars could continue the program of training if they are able to secure funding for the program through investors or the MEST. Hence, generally speaking, OA's approach utilizes the organization and teachers' experiences to reflect and adapt their training to introduce and spread learning-centered approaches in all classrooms.

Criterion Two – Reinterpretation

Description of Criterion Two. The premise of Criterion Two is that organizations should not be rigid in their approaches to education reform, but rather be adaptive and sensitive to the situation that they are in. Whereas Criterion One discusses the means of conducting the training, Criterion Two discusses the broader concept of overall approaches within an environment. For Criterion Two, projects can be evaluated on their openness to reinterpretation, based on their: (a) sensitivity to the current environment, (b) re-educative approaches as models of training, and (c) reflexivity to the given environment.

Evaluation of Organization A. OA has approached teacher education in a generally context sensitive manner by reinterpreting their goals or plans when needed. Nonetheless, the lack of reinterpretation of their choices, at times, have prevented teachers from having access to training or being able to use their training as effectively. To begin with, most of their training takes place on Saturdays. Thus, many teachers who

have to work two jobs cannot attend on Saturday. For instance, Floyd stated that he was interested in more training, but he had to work in the market on Saturdays, the larger of Peja's two market days, to be able to earn enough money. Other teachers, even local professors, work in the market as well. In addition to those who sell goods in the market, the best day to shop in the market is on Saturdays. Consequently, teachers need to have some of that time available even if they are not working as merchants. Thus, this minor detail did inhibit participation in their training.

Another obstacle that OA faced was that they trained as many teachers from a local area as they could. This meant that the teachers came from many different schools. Thus, only one or two teachers from each school might attend. Therefore, when the teachers returned to their schools, they sometimes faced obstacles in introducing their new methods, as mentioned earlier. What's more, even the more progressive administrators face considerable pressure from traditional teachers of the school. In two schools, the former administrators, who had been removed from their positions by a municipality official, often tried to incite other teachers to protest the new administrators' means of managing the school. Thus, when OA directors were interviewed, they stated that they should have done the training on a school-by-school basis to enable more teachers and administrators to implement the innovations.

Although OA is working with the Ministry of Education to create some type of initiative for teacher education thereby rewarding teachers for participating in in-service training opportunities, these efforts have yet to come to fruition. As a result, OA faces only having funding for a few more months, meaning they will soon leave Kosova. Despite their efforts at training teachers and developing qualified local trainers, OA's

preset time allotment, the component of their approach not open for reinterpretation, could mark the beginning of the end of the diffusion of their influence on teacher education. No matter how effective the training was, after OA and their funding leaves Kosovo, the local teachers and trainers will most likely not have the financial means to carry on the project. In summary, OA has worked to cultivate the education environment so that educators will continue to be trained; however, because the project's length was pre-determined, their influence may dwindle over time. Herein lies a fundamental problem with projects; they have predetermined parameters that are not reflexive to local needs or the needs of education reform in general. Granted, these parameters are not necessarily the product of the organizations' directors, but of those funding the project, whether it is a government or private organization. Nonetheless, an organizations' effectiveness in diffusing innovation is contingent on its innovations being sustainable. Thus, for OA, the four-year term¹ could prove to be their greatest obstacle to introducing sustainable innovation in education.

Criterion Three – Expertise diffusion

Description of Criterion Three. Criterion three states that those with the necessary expertise should be found throughout the system of educational innovation. Expertise should be spread by including locals in participation during the developmental stages, collaborating with locals during the project, and making efforts for continual professional development of the locals. If the expertise is spread as extensively as possible in these three ways, the project is more likely to fit contextual needs and be sustained over time, even once organization personnel have left.

¹ As briefly mentioned in the previous chapter, OA has applied for a three-year extension. At the time of the research, the organization directors were hopeful, but uncertain about how long they would remain in Kosovo.

Evaluation of Organization A. In regards to participative development, some locals were a part of the preliminary stages of development of the teacher education plans. The training materials include accounts from teachers' own experiences. Furthermore, through its training program, OA has involved many Kosovars in training and being trainers, thus, spreading the expertise to different levels. In fact, OA found that the training conducted by local teachers was more effective than the training that their internationals conducted, which offers hope for future teacher education once OA leaves Kosova. In addition, they have employed various Kosovars for different positions for insight and to work on a regular basis with their organization.

Nonetheless, all of their endeavors have not included locals. For instance, the work with the MEST has been done primarily by a few individuals; thus, the insight and depth of knowledge will leave when the experienced organization's personnel leave Kosova. These personnel are trying to set up policy standards that can regulate educational initiatives in the future. If these personnel are successful during the remainder of their time in Kosova, then much of their change may be sustained. Overall, those in the development process are a mix of Kosovars and internationals in order to distribute the expertise.

In other areas of on-going collaborative efforts, from the interviews with organization personnel and teachers, it seems that most of the cooperation from teachers in training comes during the training period and that outside collaboration is not structured through OA's training program. Hence, OA directors stated that in the future they would work with individual schools to ensure more support networks for their teachers. In other regards, the collaboration between locals' and internationals' expertise

is throughout the organization's project planning and training. OA educates teachers in a way that advocates reflection and adaptation based on those reflections. Patty was able to assess what techniques worked better for some students and adapt her classes accordingly. As for future professional development, OA does not have anything in place specifically for this purpose as of yet. Nevertheless, the expertise has been spread throughout the groups of people in a manner where continuing development could occur if the teachers and trainers have the resources and initiation to support it, especially if reforms occur within the MEST to reward teacher training. In conclusion, in their teacher training, OA has spread the expertise well and teachers are generally capable of handling obstacles and trainers capable of continuing training. On the other hand, the work with the MEST may suffer when OA personnel leave Kosova if locals working with OA have not been trained in how to continue the reforms with the MEST.

Criterion Four – Stakeholders Involved in Material Development

Description of Criterion Four. A cross-section of stakeholders should also be drawn in for the development of materials and should continue to work with the organization to adapt the materials. By doing this, local stakeholders become invested in the work of the project, making them more willing and more capable to sustain change.

Evaluation of Organization A. OA has included locals, to varying degrees, in almost all aspects of their work in Kosova. For instance, the OA's training manual for teachers was primarily generated by OA organizers, but local teachers were involved on the adaptations for Kosova. The book contains the material in three languages. Furthermore, it starts with a foreword by two Kosovar teachers and includes their introduction and their views on teaching. As a result, the manual is effective at reaching

teachers from any background. In addition, the other materials, administrative and organizational, are created by a cross-section of those involved with OA. Trainers work together to develop materials. Two trainers usually work together, so cooperation in creating materials is in-built in the trainer program. Also, organizers work with locals to develop office and professional materials. Moreover, in the training classes, OA's design encourages exchanges among trainers, teachers, and organizers. Thus, locals are able to take part in developing varying types of materials for operating the programs and initiatives of OA. This has kept locals involved from the initial work until now.

Nevertheless, for promoting on-going material development for teachers who have completed their training, OA's work is lacking. If OA had support groups for their teachers after training in a school-based manner, then the teachers could also share materials. For now, the teachers do not have an organized way of creating and sharing materials. In conclusion, OA has done an adequate job of incorporating locals in their materials development; however, they have not created a system where that material development will continue for teachers, the very people they want to help the most.

Criterion Five – Decentralization of Responsibilities

Description of Criterion Five. Responsibilities should be shared throughout the organization. This should be done in a manner where locals are involved on several levels in order to ensure flexibility to local concerns and to encourage the training of locals at all levels of the organization's activities.

Evaluation of Organization A. OA has spread responsibilities at a variety of levels, including trainers, managerial positions, and consultants. However, some of the consulting work that they have done with the MEST has involved just a few people.

mainly internationals. As previously mentioned, this may originally be an advantage, but over time, locals need to share more in those responsibilities. Cooperation in handling responsibilities is dispersed throughout the organization. The utilization of local people has led to locally appropriate means of instigating educational reform over a period of three years.

Criterion Six – Teachers as the heart of innovation

Description of Criterion Six. Understanding teachers' perspectives, experiences, and former training are essential in reaching them for future training. Their experiences can also serve as examples and resources for future development. Teachers' experiences should not be discounted, but respected, as their unique experiences can contribute to their learning.

Evaluation of Organization A. OA even in its materials has recognized the traditional views held by most Kosovar teachers. These traditional views are explained and compared to the views of OA. It is done in a manner of education and not in a way that directly implies that traditional methods are bad and new methods are good. It presents a theoretical perspective for learning to explain why the methods OA is teaching are appropriate and then compares the traditional methods and OA's methods based on the theory presented. Teachers can therefore decide for themselves for the most part. Thus, the materials and training recognize the fundamental beliefs of the teachers that they are reaching.

Not only do the materials take into account the teachers' educational background, they also consider what the teachers will be teaching. In OA's training materials, lessons are discussed that are based on material that the teachers would normally teach. However,

some of the material is not as culturally embedded. The topics cover information that would not normally be a part of a Kosovar's life. In their training, OA does encourage teachers to think critically about their own classes, thereby having them contribute to the lesson by using their experiences. Furthermore, OA spent time investigating teachers' needs before proceeding with their original training, so teachers' needs were addressed as a core part of the training.

Criterion Seven – Innovation in the Classroom and Institution

Description of Criterion Seven. Includes dialogic involvement between project personnel, faculty, and school and government administration. Innovation should co-occur in the classroom and in administration.

Evaluation of Organization A. OA's emphasis on local teacher groups rather than school groups of teachers put teachers, such as Patty, at a disadvantage when they tried to implement innovative ideas in their classes. OA personnel worked with some administrators of local schools, but not in conjunction with their work with teachers. If they had worked with the schools, then Patty and other teachers would most likely have been encouraged by the administrators to implement such methods. Nonetheless, the higher levels of governmental administration and the university's faculty have been influenced greatly by OA and its initiatives for bringing more rights and training to teachers.

Summary

On the whole, it appears that OA is doing a good job of providing for local needs in education in a local way. Teachers who had participated in OA's teacher education programs, such as Patty, used more innovative approaches to teaching English. OA also

reported adapting their objectives after recognizing the needs present in Kosova upon their arrival and during their subsequent time in Kosova. Although they have faced obstacles to the diffusion of some of their innovations, such as Patty's experiences with traditional teachers, the teachers that I observed who participated in OA's training had implemented more innovations into their classes. For example, in one of Patty's classes that I observed, she used the lesson plan guidelines OA had suggested in its handbook and in its training. When compared to teachers who have not been trained, such as Flora and Floyd, who relied heavily on translation and maintaining the control of the learning, teachers who have been trained show a marked difference in their attitudes about how students learn and how students should participate in class. Despite their constructive strides in educating the teachers and other educators, because OA did not establish a program for continual professional development and did not educate those in schools together, the changes that they have initiated may not last after they leave. However, while they are still working in Kosova, this organization can compensate for these shortcomings. Generally speaking, for an international organization working in Kosova, OA is in many ways a model for a comprehensive approach to education reform that promotes change by the local stakeholders, spreads the innovation, and continues that change in some capacity over time.

Evaluation of Organization B

Criterion One – Experiential and Reflective

Organization B (OB), an organization operated by locals, like OA has taken a multi-dimensional approach to education reform and, as a result, has been able to sustain change in education on several levels. Although they are an agency run and organized by

locals, OB has had a significant amount of foreign involvement through cooperative efforts and through funding from other groups. Moreover, its directors and other high-ranking personnel have training comparable to that of the personnel in international agencies. Thus, the evidence of foreign assistance and influence can be seen in their approaches to solving the education problems, as their work in many ways parallels the work of OA. Like OA, OB works closely with the MEST, the University of Prishtina, the Higher Pedagogical Schools, and teacher training. In addition, they support educational research initiatives and work with locals to form school boards in order to garner funds for the schools. As such, OB uses a model of instigating reform in the government and with teachers that is reflective and experiential. Unlike OA, OB has the advantage of combining insiders' perspectives in all regards with international investment power.

One of the greatest manifestations of the influence of the foreign investors can be seen in the educational centers throughout the Kosova province. The educational centers are full of technological advances unfamiliar to most students; even the design inside the centers looks very different from traditional Kosovar motifs. The material that they emphasize in their teacher-training programs at these centers comes from Western roots for critical thinking and learner-centered pedagogy. At the same time, they have locals there to guide the teachers in using the technology and training offered by local trainers.

Since OB operated the education centers² and had sufficient funding, they were able to provide some supplies to teachers for the teachers' lessons. For instance, they provided internet access for free and photocopies for a very low price. These resources allowed teachers to introduce activities into their classes that would not have been possible without the education center. Many of the teachers commented that when they

² As of September 2004, OB no longer operates the education centers.

brought supplies to the schools they were often stolen, so they no longer could afford to buy them. Therefore, the access to the materials at the education centers offers opportunities for those teachers in the area. Taken as a whole, this organization made it possible for teachers to be re-educated and then apply what they knew to their classrooms. Finally, OB's efforts to reform the Faculty of Education and the Higher Pedagogical School, as mentioned in the OA segment, have contributed to lasting change in teacher education.

Teachers are challenged to learn critical thinking by using those skills to participate in the teacher education program and by applying them to how they teach their classes. Teachers in training reflect on their experiences and determine, through critical thinking, the most appropriate means of dealing with problems and of improving their classes. By engaging the teachers in learner-centered education, OB enables them not only to learn about approaches and methods, but to apply them to their teaching. I did not obtain a training manual for OB; however, I know from my interviews that the content of OB's training material is similar to the content of OA's. Patty mentioned that they taught critical thinking skills; consequently, she thought that it would be good for the training to be mandatory for all teachers in Kosova, because she believed they needed to know how to think analytically about their teaching. In addition, OB has trainers instructing trainers and teachers at different levels where the initial trainers are less involved. All levels model the ideals of the organization, where learners are emphasized. Unlike OA, since OB is made up of Kosovars, this organization's work will have a better chance of sustaining itself once funding from international sources is no longer available. Thus, OB introduces non-local ideas (i.e. innovations) in a local way.

In the same way, OB is interested in empowering the local groups of teachers or school districts to introduce and sustain change. They help schools find financial support for programs for their school as well as identifying educational needs through their education research emphasis. With their research program, they gathered baseline data for the past two years, which has allowed them to conduct training appropriately, because they understand the needs of the teachers at the classroom level. Patty had attended both OA's and OB's training and had used the resources available at the centers run by OB personnel. Additionally, OB is working and instigating reform measures with the MEST that will help higher education programs and recognize teacher-training programs offered by OB and other organizations, such as OA. Overall, its methods are both locally experiential and reflective hence effective in empowering groups of Kosovars to reform education in Kosova.

Criterion Two – Reinterpretation

In regard to reinterpretation of the approach based on the context, one area where reinterpretation would have been appropriate concerned schools. OB did not concede their need to focus on one school at a time, but as was the case with OA, they should consider focusing on a school-by-school basis to educate teachers and administrators simultaneously. For both organizations, this would allow them to be more sensitive to the needs of that school, such as environmental factors (i.e. electricity availability, types of desks, etc.). Nonetheless, OB, unlike OA, has been working with local schools to form school boards, a pre-requisite for obtaining grant money for professional development, after-school, and other educational programs.

Finally, both OA and OB used Albanian as the means of communication; therefore, teachers from the area were able to understand them without depending on English. The choice of Albanian by OA and OB for Albanian teachers signifies an intentional situation choice. Because of the hundreds of years of fighting and dominance of the Serbian language, organizers are not forcing unity among Serbian and Albanian teachers, although these organizations promote unity and equality. The directors have recognized the cultural situation and the still volatile state of relations between ethnic groups. This is very appropriate given the fresh memories of the war and the continuing struggles. One teacher told me that if she saw a Serb, she would kill the Serb right there no matter what. Thus, this sensitivity on the organizations' part is positive; they are promoting education that is best suited to the people that they are serving. In their respective training programs, both organizations promote the ideals of equality among all groups and people; thus, they are sowing the seeds of future change rather than forcing change. A change, if forced, would be short-lived due to the deep tensions among the groups still. This change will take years to transform, but these organizations are setting the foundation of that change.

OB, being a local organization, has a greater chance than OA of sustaining their developmental work in education. Nonetheless, they rely on financial support of primarily foreign investors and could face similar problems to OA. From what the director said, these potential obstacles are not as immediate for OB as they are for OA. Accordingly, the changes in the MEST could take effect by the time OB loses part of its funding. Since OB is working with the MEST, the likelihood of this is great. In conclusion, being a local organization allows them to keep the innovators in the country

regardless of financial backing. As a result, the innovation that is introduced by OB has a good chance of being sustained.

Criterion Three – Expertise diffusion

Local experts are involved in all aspects of the work of OB because it is locally operated. Participative development hinges on the locals involved in this organization, and all levels develop the programs to some extent. Like OA, it appears that OB's teachers lack a strengthened support network once training is complete. Therefore, since continued professional development does not take place, expertise development remains in the hands of those working for the organization, whereas if they offered professional development activities for teachers finished with training on a school based level, then they could continue to share the expertise with all those involved. Nonetheless, trainers and other organizational workers work together in many endeavors.

Criterion Four – Stakeholders Involved in Material Development

Although I did not have access to OB training materials, I know that most of the materials development for training are compiled by the locals who work in OB. Furthermore, the locals are involved nearly exclusively in the other types of materials development for OB.

Criterion Five – Decentralization of Responsibilities

OB distribution of responsibilities includes locals at all levels. Even those working with the MEST are locals and have provided standards of integrity to the MEST. Their teacher-training program and research program also stress the sharing of tasks and local initiative. Collaboration takes place at many levels. Since this is a local organization, those involved are working together and in primarily local ways.

Criterion Six – Teachers as the heart of innovation

Those working with OB in teacher training are sensitive to traditional ways of teaching because they were either teachers themselves or students under that teaching. Thus, the local personnel can get to the core of the matter in a manner that is very appropriate for the culture. OB also has teachers contribute by assessing their classroom experiences and beliefs. Thus, teachers integrate what they know into their own training and can work on adapting it. The research emphasis of OB regards teacher and student needs as a central issue in training and other work of the organization.

Criterion Seven – Innovation in the Classroom and Institution

OB's focus was city wide and not school-based, which meant challenges for innovative teachers. All the same, OB has worked extensively with varying local school administrators, university, and government administrators. OB's work with school boards could open talks between educators, administrators, and students. However, the work with administrators might be more effective if it was in conjunction with the work with teachers. Furthermore, by establishing school boards, the schools will have access to more financial support from the United Nations program.

Summary

For the most part, OB was the most sensitive to local needs and methods of approaching matters in education because it was a locally operated organization. Because of the similar backgrounds, OB's workers were able to communicate with educators at all levels with a depth of insight other organizations did not have. In addition, they were able to communicate with ease because of their shared native language. With the advantage of Western-educated personnel and foreign investment, it will most likely sustain its work in

Kosova for many years. Like OA, it did not meet the needs of continued professional development of teachers although it is working with school boards, which could eliminate part of the obstacles that innovative teachers face. Overall, this organization exemplifies in most regards how a local organization can be involved in education reform and how locals can change their system in order to bring more benefits to themselves and their children. Furthermore, teachers, such as Patty, felt that the training was useful and commented on its helpfulness. Based on the reports of two teachers participating in their training, OB seems to be introducing new ideas in a manner that teachers understand and enjoy.

Evaluation of Organization C

Criterion One – Experiential and Reflective

Unlike the training conducted by OA and OB, Organization C (OC) trained the Kosovar teachers outside of Kosova. The teachers were taken to a nearby country where they observed classes and were trained to teach in a more teacher-centered approach. The problems with this approach became evident soon after the teachers returned home. Although the principal of one local school reported that the teachers were changed and able to introduce some of the methods into their classroom, the principal also stated his frustration with the lack of materials because they were not able to do some of the things that they had been trained to do. This is because the approach of taking the teachers out of the country for training did not give these teachers the opportunity to experience their training in their context. Even though the teachers were trained in reflective and critical thinking methods for teaching, they were unable to completely adapt either their views of teaching or their understanding of how to use the new methods in their classes. For

instance, an English language teacher (not described earlier) whom I observed at this school did not exhibit a complete change from the translation roots that the teacher had used before. On the other hand, one of the other teachers whom I observed did employ a hands-on approach for a technical class. In conclusion, this type of training does not create the best scenario for experiential and reflective training; it exhibits more transmissive qualities.

OC's approach of taking the teachers from a local school to another country to be trained facilitated the teachers' re-learning of how to educate students by giving the teachers an opportunity to see the difference that this style of teaching made and by allowing them to learn how to teach their students in the same manner as the teachers that they observed. First, by allowing the teachers to see the difference in the classroom firsthand, the teachers recognized the differences and thus, saw their own need to change. One of the teachers reporting on this training stated that the teachers became convinced that their old ways were not the best ways. Thus, this exposure helped break down the barrier that teacher educators sometimes face when the teachers with whom they are working cannot see the end result of their training. In addition, this opportunity allowed the Kosovar teachers to experience an education where theory and practice were both emphasized. The principal of this school said that the teachers are more specialized and able to give their students a more quality education, evaluation of the students' performance is more fair and informative for the teachers, and students now are able to learn how to use the information rather than simply knowing the facts. On the whole, the teaching at this school changed significantly over the two years that the teachers were involved in the training.

Despite the merits of this approach for this school, the teachers faced trouble in implementing the same methods for a long period of time because the resources for classroom supplies and material soon became scarcer. The principal said that this was one of its biggest challenges even though this school had considerably more resources available to them on a day-to-day basis than the other schools where I visited. In addition to facing obstacles from lack of supplies, another drawback to this method is that it does not promote sustainable change. Once these teachers leave the school or retire, the innovation will slowly dwindle unless this organization trains new teachers periodically. Clearly, the cost of such an approach quickly surfaces. Thus, this approach to teacher education creates too much of a financial burden to the organization to sustain it, and the local teachers do not have the resources or experience enough to train new teachers coming in. In conclusion, despite the noteworthy re-educative change, this means of teacher education is not sustainable over time, ultimately becoming inefficient at diffusing educational innovation. Thus, the OC trainers did not apply the same sustainable training for the Kosovars that they most likely utilize in their working environment.

Criterion Two – Reinterpretation

Because OC utilized a school-based approach, teachers were able to converse with each other, since the majority of them had been trained. On the other hand, OC's approach of bringing the teachers to observe and then to implement the innovation does not promote reinterpretation in re-education to the extent that the long-term projects, such as those of OA and OB, do. Any significant reinterpretations of teacher education would primarily be introduced for a new group of teachers rather than for the group of teachers

with whom they are working. Since the time is limited to around two weeks, organization trainers would not have extensive time to make significant adaptations to things that they found ineffective. Thus, this is not the most effectual method of innovation in education. The approach of OC does not advocate continued professional development. In general, it offers temporary solutions to the problems in the school with which it works.

Criterion Three – Expertise diffusion

In OC's approach, expertise is very concentrated at the top and does not spread to the adopters. Locals do not play a part in the initial or ongoing development of the project. Thus, it does provide for sustainable innovation diffusion. As for working with locals, OC seems to collaborate the least of any of the organizations examined because the expertise is not decentralized. OC's approach stressed critical thinking and self-assessment, but beyond that offered little guidance in how to continue to grow as teachers. The expertise in OC's approach is concentrated at the top, which does not assist the local teachers who need continual training.

Criterion Four – Stakeholders Involved in Material Development

OC's materials were produced by OC organizers and they did not include local Kosovars with whom they worked. Cooperation in developing materials was not an objective for OC's approach. However, once the teachers returned from training they could share materials with each other because they received similar training. This is an advantage of the school-based approach used by OC.

Criterion Five – Decentralization of Responsibilities

OC's approach has the responsibilities concentrated at the top and does not respond to local needs with the same sensitivity of other organizations.

Criterion Six – Teachers as the heart of innovation

OC's approach does not seek to understand the teachers' beliefs as much as it tries to change them by exposing them to better teaching and better teacher education opportunities.

Criterion Seven – Innovation in the Classroom and Institution

OC involved administrators and teachers in their training. As a result, when the teachers returned from their training, administrators did not oppose them when they wanted to use what they learned and these newly trained teachers found support from other teachers who had not received training.

Summary

In short, OC's approach offers teacher education in a more transmissive manner that does not promote long-term change. This is due, in part, to the short-term design, which makes it difficult for teachers to interact with trainers after the training and difficult for organizers to adapt the training based on any needs that arise. Based on my research in the Peja area, it appears that OC's approach neither recognizes nor adapts to local needs with as much depth as the organizations that use more long term approaches. On the other hand, its focus being school-based allowed it to encourage change throughout the school and gave teachers the opportunity to share ideas; however, it still did not address the greater institutional needs for change in teacher education at the university and at the Higher Pedagogical Schools. In essence, many of the changes made by OC will likely fade quickly and may have faded already because of their preset method of conducting teacher education.

Evaluation of Organization D and E

Criterion One – Experiential and Reflective

Organization D (OD) and Organization E (OE) collaboratively contributed to the teacher training for English teachers in Peja as well as working together for English teachers at the Higher Pedagogical Schools across the country and at the University of Prishtina. In the data I collected, the two organizations were working together on the projects; thus, they are evaluated together on the criteria.

Although a worker from OD reported that overall they adhere to a reflective model for teacher training, the teacher training in the Peja area did not demonstrate those qualities. According to the teachers, when OD and OE worked with local English teachers, they focused on a few techniques for using games in teaching and on the significance of communication in the classroom. They informed teachers of the benefits of students communicating in the English language class and encouraged them to allow their students to speak. Then, they gave them some ideas of techniques that they could use. The teachers practiced these gaming techniques at the training and reported enjoying the activities. Despite practicing these activities, teachers did not understand how to adapt the method that they were taught for their own classes; therefore, this approach was handing the teachers information with little attention given to reflecting on how the individual teacher could apply what they learned to their own classes. Floyd reported that he enjoyed learning about the games and wanted to use them, but he knew that he could not use the games in his class because he could not move the desks. Thus, once in a different context, Floyd could not adapt what he had learned to his classroom because of a difference in seating. At the educational center in Peja where he had learned about the

use of games, the tables and chairs were mobile and easy to move. However, the bench seating in the school's classroom, in his opinion, obstructed the possibility of any large group work. Furthermore, Barbara reported attending the same conference, and her use of interaction in the classroom allowed the students to participate, but she was ill equipped for how to manage them. Consequently, the teacher training conducted by OD and OE in Peja was not extensive enough in reflecting and giving experiences to English teachers.

As for their involvement in the Higher Pedagogical Schools, Barbara serves as my only example of what has been taught and emphasized in that arena. Barbara was the only teacher that I observed who attended the reformed Higher Pedagogical School. When compared to the other teachers, except for Patty who had extensive training, Barbara had the most student-centered approach. In her classroom, she allowed students to contribute to the learning and communicate in English rather than having them translate discrete utterances or phrases. Although she did not have control over her students for a considerable amount of time, she did allow them to participate, which shows OD's and OE's influence on the teacher education programs at the Higher Pedagogical Schools. Nevertheless, Barbara was unable to contain the students from being disruptive. Hence, the training conducted by OD and OE was not entirely effective in teaching Barbara how to deal with methods in her context for teaching. As a part of the transition period, Barbara and those like her fall between the cracks and are not ever re-educated in the manner they need to be. If OD and OE focused on teacher training in the Peja area more, then this problem could be partially alleviated. Nonetheless, OD and OE provide teachers at the pedagogical school the opportunity to engage in an educational process that will allow them to teach in learning centered ways in the future.

OD's and OE's work with local teachers to form KETA modeled to the local organizers how to organize a conference and how to form an organization on the local and national levels. Local teachers were able to experience how to work with conferences by working with the OD and OE workers. Furthermore, at the end of the conference, there was a reflection period for locals and internationals who stayed behind as well as a survey given at the conference to get feedback about the conference and interest for future programs. Overall, the experience and reflection were modeled in the steps taken to hold the KETA conference. In conclusion, their teacher training at the Higher Pedagogical Schools seems to be changing the focus of the English language program to a more communicative approach using reflective methods, but the teachers in transition from the old system to the new system, like Barbara, are not offered further training and thus, have to make do with the fragments they know of the different methods.

Criterion Two – Reinterpretation

For their training in Peja, the approach of OD and OE did not take the context into consideration. Furthermore, in their training, the trainers spoke only English. While interviewing some of the teachers and talking with English teachers in the teacher lounges, I had difficulty sustaining a conversation because of barriers with listening comprehension. Thus, an all-English approach would not be the most effective means of communicating with teachers who admitted that their English abilities were sub-par and stated that they had a hard time understanding English at times.

For the KETA conference, teachers faced similar struggles. Those attending did not follow the activities well at times. When put into groups, the teachers did not know how to participate. Furthermore, some of the programs given by internationals, including

my presentation, were hard for the teachers to follow because they did not have enough experience participating in such activities. Furthermore, the use of English as the medium of communication inhibited some of the teachers from understanding what presenters were saying. Some of the presentations were more transmission-oriented than experience-oriented. In general, it was a good experience for teachers to be exposed to a teachers' conference and the activities involved in conferences. In their work with the pedagogical schools, OD and OE have long-term approaches to working with teachers. In contrast to their work in higher education, the training for English teachers in Peja was too short-lived to allow for reinterpretation to any measurable extent.

OD and OE's work will likely continue over a longer period of time than OA's. However, their projects could stop relatively abruptly because they are supported through governmental funding. Thus, if the political situation in Kosova were to change to where the governments of OD, OE, or Kosova found it unfavorable, those projects could be terminated. Because OD and OE are working with faculty at the pedagogical schools, they are creating an environment where pre-service training for English teachers should continue to be innovative over time. Nonetheless, their English teacher-training program, similar to OA's, may not be sustainable if the organizations leave Kosova before the MEST makes changes to support continual professional development. KETA, organized by OD and OE personnel with local workers, has a strong opportunity to continue no matter what; however, it will likely depend on how well the local organizers are able to raise funds in future years. This program has the possibility to improve continuing education opportunities for local teachers in local ways. At the KETA conference this year, most of the presenters were internationals. So, for the conference to continue, the

locals will need to become more invested, which is within the realm of possibility, considering the initial interest.

Criterion Three – Expertise Diffusion

In their teacher training, OD and OE are spreading the expertise as a means of diffusing the innovations. They are working with Kosovars in developing training courses to assist and further educate teachers. In addition to teacher training, OD and OE initiated the development of the KETA, involving two Kosovar teachers in the development of this organization and conference. Due to the creation and development of KETA, local groups are being formed to meet regularly, and the national group plans to work together to meet local and national needs. The national KETA is made up of representatives from all of the regions who will meet bi-monthly to discuss needs and prepare for the conference.

To a somewhat lesser extent, the work with the Higher Pedagogical Schools seeks to diffuse the expertise. The OD's and OE's personnel still maintain a considerable amount of the expertise that they then share with the students and some with the teachers, which does allow for the spread of expertise. Despite these efforts, programs such as the one in Peja do not promote participative development with local teachers.

Criterion Four – Stakeholders Involved in Material Development

For training, the initial materials were created by OD and OE for their respective programs. Over time as more teachers became involved, they started modifying and creating their own materials. For their work with KETA, locals worked with OD and OE personnel to create and distribute new material. OD and OE personnel and local teachers cooperatively compiled the KETA conference materials.

Criterion Five – Decentralization of Responsibilities

OD's and OE's teacher training shares the responsibilities among locals and trainers as a means of creating local and sustainable teacher training. Similarly, the work with KETA promotes the same ideals; however, it only spread the responsibilities to a few teachers rather than to a group of people. Some of these responsibilities should be spread out further in order to allow more people to contribute ideas and work for the program. The training with the Higher Pedagogical Schools disperses the expertise to a lesser extent than does the English teacher-training program. Hence, in order to further prepare and empower the faculty at the Higher Pedagogical Schools, OD and OE should distribute the expertise more extensively. Finally, the training in Peja did not decentralize responsibilities, so there was no follow-up or response to local needs.

Criterion Six – Teachers as the Heart of Innovation

In their training, OD and OE seek to have teachers reflect and compare their beliefs with the new things that have been presented to them and contribute from their own experiences. OD did some initial research to determine the needs of the learners. This research helped them prepare their initial training courses. Through thinking critically, OD and OE encourage teachers to choose the new methods of ELT by recognizing that translation does not lead to proficiency in all four skills. With the work with KETA, it seemed that much of the structure and ideas originated with OD and OE workers, but that OD and OE personnel encouraged teachers to express themselves within that structure. Similarly, the training in Peja presented teachers with the advantages of OD's and OE's approach without extensively drawing from the teachers' points of view.

Criterion Seven – Innovation in the Classroom and Institution

OD and OE did not work with administrators directly. They focused on English teachers only. Thus, their approach is more removed from the schools and does not accentuate discussion between teachers and administrators.

Summary

In their long-term teacher-training program, such as their reforms at the pedagogical schools and at the university, OD and OE used a reflective approach. This approach appears to have aided them in spreading the innovation to a variety of teachers in the two areas where they have focused their training. Some of these trained teachers were at the KETA conference and gave a presentation on innovations that they had learned from OD and OE. On the other hand, Barbara, who was trained during the initial reform stages at the pedagogical schools, was not able to implement the new ideas in her classroom in an effective manner. She stated that she was insecure and uncomfortable at times with teaching. Although the intended effects of the conference may not have reached every teacher to the fullest extent, my observations of the teachers at the conference and conversations with OD and OE workers lead me to believe that these long term approaches are diffusing innovation. Also, the work with KETA offered the Kosovar English teachers great opportunities for professional development and future collaboration, thereby creating an environment rich for sustainable change.

However, in the short-term training in Peja, the material or innovation was the focus and contextual needs were not accounted for as extensively as they need to be. Thus, their short-term training in Peja did not diffuse as widely. For example, Floyd said that he could not implement games in his English classes because he could not move the

desks. When I later observed his class and the desks in his classroom, it seemed that this was more of a mental obstacle, possibly he did not understand how or did not want to implement games.

CONTEXTUAL CONSIDERATIONS FOR ELT PROJECTS

Overview

In the previous chapter, I described contextual factors that could influence teacher education. In this chapter, I will explain what considerations I feel should be made by future teacher education projects for ELT in Kosova, based on my observations and interviews.

Cultural Considerations for Innovation Diffusion

Teacher education has been affected by the years of conflict in Kosova. Albanian teachers and students, in particular, experienced sub-standard learning conditions for nearly a decade. During the 1990s, some Albanian teachers were not trained at all, but became teachers by being willing to teach. Others trained during that time received education under extreme circumstances. Organizations must approach these individuals as teachers with years of experience that can be used, but at the same time, recognize that they have had fewer years of education than their trained counterparts have.

This time of conflict has also caused deep resentment between ethnic groups in Kosova. When international organizations have worked to promote relations between the two groups, by resettling some of the displaced people, or protecting a minority, those efforts were seen as favoritism and provoked protests. Although these measures are a prerequisite for peacekeepers to leave Kosova and to give the nationals complete control, Kosovars are in need of more time for all of the citizens to show that they are a tolerant

and diverse society. For teacher education, this means that Kosovar teachers need more time for their wounds to heal as well. Teacher education projects should not force tolerance, but encourage it while being attentive to the needs of the teachers with whom they are working.

When considering men and women's different roles in society, teacher-training sessions should neither force interaction between the two gender groups nor allow one group to overshadow the contributions of the other. By allowing the participants from both groups to participate and cooperate, organizations may be able to change how these groups interact in the school districts from which they come.

Finally, one of the most important factors to bear in mind when preparing, conducting, or following up on training is the intense economic pressure that teachers and students are under. Teacher education programs need to recognize this aspect of Kosovar life, by working with teachers so that they can attend the training, so that they do not feel overwhelmed, and so that they can be rewarded in some way for their participation. In addition, teacher education should prepare teachers to be sensitive to the students' needs in ways that encourage teachers to help students educationally and socially overcome the obstacles in their lives. Many students, such as those in rural areas, are in less fortunate circumstances that offer little hope, but teachers need to educate them in the same way they educate their other students.

Political Considerations for Innovation Diffusion

Many Kosovars would say that their government needs to be less corrupt. This favoritism affects the teachers and students wishing to study at various institutions. Thus, an organization that has the resources to work on the political aspect of education reform

would benefit from promoting systematic change. Nevertheless, beneficial work can be conducted by organizations not working with the political end of reform. These organizations should keep the political aspect in mind, realizing that change is often contingent on political components in the education system, and working with locals to make policy-driven decisions is beneficial. No matter the scale of the work of an organization, the personnel and objectives must address the political needs of the community and, if possible, of the larger educational system.

Administrative Considerations for Innovation Diffusion

The fluid nature of the government described in the last chapter creates many difficulties for organization personnel and teachers. Teacher education programs need to be able to adapt to the needs of the teachers as they relate to changes from the administration. For example, teachers may need to work more hours for another job to make up for their paychecks being late. Although administrative changes are sometimes abrupt and unexpected, teacher education projects should work with teachers and even the administrations to deal with these obstacles.

Former administrators in school districts have created obstacles for newer administrators trying to introduce and implement change in their schools. For teacher education programs, these administrative factors can influence teachers' willingness to make changes in their own teaching. Teacher education programs can work with these new administrators and teachers in the school to help them with the transitional process. Organizations should encourage them to make the changes despite obstacles and offer advice on how to effectively deal with such issues.

Educational Considerations for Innovation Diffusion

Because teachers until recently were not required to take part in practicum courses, teachers are sometimes put in the classes with little or no teaching experience. If an organization wants to implement pre-service training as a part of teacher education, the organization may face a little resistance. To lessen the intimidation that comes with being observed, trainers in teacher education classes should model self-evaluation and reflection in their training classes continually and even give teachers opportunities to practice as a part of the training class.

All but one of the teachers interviewed mentioned being self-conscious of their English abilities. They noted their own need for more language learning opportunities. Therefore, an organization working with English language education should focus on two components: improving the teachers' English language skills and providing them with a pedagogical foundation for teaching English to their students. Thus, teachers will have a greater understanding of how to use English and of how to teach students how to use English.

Institutional Considerations for Innovation Diffusion

As was mentioned earlier, the schools lack supplies, and the buildings are in disrepair because of the war and the lack of money in the education budget now. Considering this, organizations should work to equip teachers with techniques for overcoming these obstacles in addition to working with the schools to form school boards that can work to improve the conditions of the school. From my experience at the KETA conference, I observed first hand how the temperature of the classroom itself can contribute to the participation in learning and ultimately, to the diffusion of innovation.

Thus, whenever possible, organizations should plan training sessions at times that will lessen the impact of the environmental factors, such as temperature. In addition, training sessions should equip the teachers with an understanding of how to work within their environment: for example, instructing the teachers on how to use the few resources that they have available for a variety of activities or how to keep students' attention in a cold classroom. These measures could assist teachers in overcoming institutional obstacles.

CHAPTER SUMMARY

By evaluating the organizations on the seven criteria for innovation diffusion in teacher projects, the data seems to indicate that some measures employed by education organizations are more effective than others. For example, when OA and OB have worked with systematic changes, they appear to have been successful. On the other hand, the short-term approaches to change, such as the English teacher training in Peja by OD and OE seem to have had less success at implementing the intended changes. The current study is limited in its scope and thus the approaches of these organizations needs more research to determine more long-term outcomes of the measures that they have used. This and other implications for future research are discussed more in the following chapter. In addition, the next chapter further discusses measures that work well at diffusing innovation along with suggestions for future projects.

In this discussion chapter, I suggested to describe how future projects should take particular contextual factors into consideration when working in teacher education now and in future teacher education projects. Through discussing the limitations, preliminarily answering research questions one, two, and three, and suggesting future project

considerations, this chapter sets the stage for the final research question, which is essentially asking what was learned and where research should continue after this study.

CHAPTER VI CONCLUSION

CHAPTER OVERVIEW

In this chapter, a more conclusive viewpoint of the contributions of this research is given and suggestions for future research are presented. In the section, "Conclusion about teacher education in Kosova," I summarize my impression of the abilities of the approaches of education organization to diffuse innovation in the Peja area, as it relates to the seven criteria. Next, I discuss the contributions of the current research, mentioning my analysis of the criteria themselves, the contributions of education organizations, and the input of teachers in my research. In the final section, I propose areas that should be researched in the future for the purposes both of promoting teacher education in Kosova-including English language teaching-and leading to a fuller understanding of innovation diffusion in teacher education as a whole.

CONCLUSIONS ABOUT TEACHER EDUCATION IN KOSOVA

Criterion One – Experiential and Reflective

Organization A and B targeted educational reform in a reflective, needs-based manner, introducing innovation in a way that should allow it to be sustained over time. Approaches such as OA's and OB's, that take into account the need to reform the education system as a whole rather than just segments, should have the most long-term

impact on education in Kosova. By working with the Ministry of Education, Science and Technology (MEST), the Faculty of Education at the university, the Higher Pedagogical Schools, and with in-service teacher training, these organizations were able to modify the whole field of education.

For OA and OB, at the foundation of innovation in Kosova was an awareness of and sensitivity to contextual elements. Their approach to teacher education aimed at an overhaul of the teachers' beliefs by teaching them to evaluate and adapt their own teacher methods in a thoughtful way. Furthermore, these organizations worked with teachers in a systematic and long-term manner that rewarded teachers in a culturally appropriate way.

In contrast, from the research I conducted in the Peja area, it seems that organizations such as OC, that used short-term and more technique-focused methods, did not impact teachers with as much success. For example, OD and OE used a short-term approach in Peja to teach how to incorporate games into the English classes. However, teachers like Floyd and Barbara did not adopt the innovation or met obstacles when implementing it. In these organizations' training sessions, teachers received information that was conveyed to them in a short period of time. As a result, teachers were not able to adapt to new situations as effectively and still retained some of the underpinnings of traditional teaching. In general, those approaches that stressed reflection and experience rather than transmission of information seemed to enable teachers to create classrooms that facilitated learning effectively. For instance, Patty went beyond the course curriculum to plan for her classes and tried to present lessons that engaged the students in different manners. This she attributed in part to her training with OA and OB's teacher training programs.

Approaches that foster the training principles in all dimensions of their work appear to be the most effective at promoting change. OA, OB, OD, and OE were reflexive in their training not only for teachers, but also for their trainers and other personnel. If one were to attend an OA training session for an employee or a local teacher, one would be able to see the same learning-centered ideals in practice. By applying these principles at all levels of their approach, organizations seem to prepare the locals working with them to carry on the work, with or without their assistance, in the same manner, allowing teachers to use their new knowledge for critical thinking as a means of change, instead of resorting to their traditional methods out of habit.

Criterion Two – Reinterpretation

Organizations A and B as a whole appeared to exemplify approaches that seek to reinterpret their methods depending on the teachers' objectives and goals rather than pre-determined measures. These organizations worked with the education system at many different levels simultaneously, which, in turn, enabled them to adapt their work to be in accordance with the needs of the local officials and teachers, thus furthering education in general.

Furthermore, by conducting their teacher training in the language of the teachers, whether Serbian or Albanian, these organizations fostered learning without trying to force unity. This is especially important because of the tumultuous history between these two groups. Moreover, by teaching in homogeneous groups, the teachers were able to learn in a natural setting where they did not face communication challenges stemming from language barriers. On the other hand, organizations such as OD and OD that used English as their medium of communication seemed to face obstacles in the teachers'

comprehension and depth of understanding. For instance, Floyd did not feel capable of using games in his classes and did not seem to grasp the purpose of the training, which was to have children interacting in the class. Although organizers thought that conducting teacher training in English might help teachers learn English, the training appears to have suffered because of the use of English only.

None of the organizations except OC used a school-based approach. As a result, these organizations seemed to have more difficulty with sustainability of particular innovations. Individual teachers, such as Patty, who used some of their new methods, reported that they were resented and seen as rebels. If the training were offered as a development project for one school, then teachers could collaborate, support each other, and advance critical thinking in their classes. Not only would it be a more supportive environment, school-based training would create change in a wider sense, thus, making the change more sustainable and reflexive to local needs. In addition, it would allow teachers to be taught in the environment where they would be teaching, thereby giving them the opportunity to apply what they learned immediately to their setting.

Criterion Three – Expertise Diffusion

The ideal situation for distributing expertise throughout an organization is to have an organization similar to OB--that is, a locally operated organization that has trained professionals in leadership and in all capacities and, at the same time, has financial support from international investors who are interested in promoting education in a local fashion. OB does have that as its greatest advantage. Locals have access to the expertise; thus, they can sustain change without relying on international experts to train them. Nonetheless, OB does depend on foreign investors who could at some point decrease or

terminate funding. Organizations such as OA and OB involve local participants in the developmental stages of projects and provide training in a way that spreads expertise and seems to encourage sustainability of the innovations introduced. On the other hand, organizations such as OC, who take the teachers to another locale for training and then do little follow-up training, do not disperse the expertise as widely because of the short-term focus of their training. Thus, when teachers faced obstacles, they reported feeling ill equipped at times to overcome them because the teachers did not feel confident in their own abilities and because the education personnel were no longer available.

Even if organizations have local personnel involved from the beginning, they must encourage collaboration throughout the project and after the project's completion. OA, OB, OD, and OE all had locals cooperatively contribute to the teacher training and materials development to some extent. OA and OB took the work further by working with the government to establish means for recognizing teachers who participated in professional development activities, a much-needed measure for teachers.

OD and OE were successful in a somewhat different area. Only OD and OE worked specifically on a project that would instruct teachers in how to conduct professional development activities independent of the government. As a result, the English teachers who participated in the Kosovo English Teacher Association (KETA) at the national and/or local level appeared to have learned that they can work together in the years to come, independent of their institutions and the government. Therefore, teachers have an outlet to sustain the innovation and further develop and diffuse what they have learned.

Criterion Four – Stakeholders Involved in Materials Development

Cooperation between organization personnel and locals in the initial and continuing development of materials appears essential to sustainability. OC was the only group that did not include locals in the materials development. OA and OB worked with locals in developing training materials. OA, OB, OD and OE trained teachers to develop additional materials for later training. Only OD and OE, by forming KETA, worked with the teachers to create an on-going collaborative network for developing materials for their classes.

Criterion Five – Decentralization of Responsibilities

Criterion five seems to hold the key to meeting criterion three, decentralizing expertise, and criterion four, collaboration in materials development. If responsibilities are shared between locals and organization personnel in all stages and levels of leadership, then there will be collaboration in materials development and more locals will gain more capabilities. Accordingly, the evaluations for criterion five are similar. OA's and OB's approaches do not focus enough on collaboration once teacher training has completed, but in other regards, these organizations share responsibilities in their development and implementation of educational reforms. OC neither involves locals extensively in preparation efforts nor offers a sustainable solution because internationals retain much of the expertise and responsibilities. OD and OE share responsibilities and expertise in many aspects of their training, including an on-going professional development organization; however, some of the training that they have offered, such as the training in Peja, did not share the responsibilities or expertise extensively with the

locals. As a result, that training was less successful in introducing change in the teachers' classes.

Criterion Six – Teachers as the Heart of Innovation

Before initiating their programs, OA, OB, and OD conducted preliminary research. This research enabled them to see the teachers' perspective and needs before deciding the goals of their approach. Furthermore, OA, OB, OD, and OE stressed critical thinking and the importance of learners. According to personnel in the organizations, a byproduct of critical thinking is that teachers express themselves more in the training, and their needs and materials are adapted accordingly. Furthermore, materials that are introduced in the training, such as Patty's poster for her lesson, can be adapted to their needs and the teachers can adapt the innovation to their needs because the teacher is taught the theoretical, methodological, and practical aspects of teaching. By doing this, teachers can remain the heart of the innovation, and their experiences and views are respected and utilized.

Criterion Seven – Innovation in the Classroom and Institution

OA, OB, OD, and OC have made institutional changes by working with the university faculty and the faculty at the higher pedagogical schools, training them and assisting them in reforming their programs. OA and OB have worked more extensively with the MEST to attempt more far-reaching changes, but so far not all of these have taken effect. One of the key considerations not taken into account in the approaches of all of the organizations was the need to work with school administration and teachers together in order to bring school-based change. This institutional factor, if changed, could greatly impact the spread and sustainability of an innovation because it would create a

support network for teachers and administrators, allow teachers to be directly applying what they learned, and eliminate some of the barriers that innovative teachers face.

CONTRIBUTIONS OF PRESENT RESEARCH

Overview

To answer the fourth research question, I reflect on the usefulness of the criteria proposed by Hayes (2000) and Sato and Murphy (1998) for evaluating and creating a project in the section, “Reflections on the Criteria.” I then discuss ways that the projects went beyond the criteria to add to what we know about education organizations working in developing countries in the section, “Contribution of the Education Organizations.” Finally, I will discuss the usefulness of the teacher observations and interviews in the section, “Contributions of the Teachers.”

Reflections on the Criteria

The criteria themselves proved to be a very useful means of analyzing the approaches of organizations. Based on my data, it seemed that the more an organization followed the various criteria, the more effective that organization was at introducing and diffusing the innovation of their organization in a manner that was sustainable. However, further research, particularly of a longitudinal nature, is needed and likely to verify this. The criteria offered by Hayes (2000) and Sato and Murphy (1998) pull together two of the models of educational diffusion discussed in the literature, namely the Problem-Solving and Social-Interaction models. By combining these models, the criteria mandate that the organizations consider the contextual needs of the location rather than just introducing pre-determined goals. In addition, organizations must take into consideration the social relationship involved in the community where they are working. If

organizations do this, they are able to make innovations that meet the needs of the education system and reach the people who will be the adopters of the innovation. Thus, this research showed that theoretical criteria offered by Hayes (2000) and Sato and Murphy (1998) can be applied to a practical setting and be used both as a means of evaluating a project and as a guide for organizations in developing projects.

Contribution of the Education Organizations

By using organizations that have been working in Kosova for a few years, such as Organizations A, B, D, and E, this research is able to evaluate the sustainability of the projects. Approaches like Organization C's, which are short-term training projects, can be evaluated in terms of the acceptance, spread, and sustainability of the innovations that they introduced. By looking at the school where they worked almost three years later, it can be seen that the diffusion is limited mainly to the teachers who were trained and that not all of the innovation has been sustained. Furthermore, the innovation will most likely end when those trained teachers are gone. On the other hand, OA's, OB's, OD's, and OE's work can be seen as more long lasting in most of their efforts because of their continued adjustment to the environment and their situation. At the same time, OA is in the process of leaving, so the work it has done can be evaluated near the end of its projects to see the effect that a preset date has on projects. Thus, the organizations' experiences offered an opportunity to evaluate projects at different stages of their work, which contributed to a broader understanding of the diffusion of innovation. Specifically, these organizations have shown us that in general the longer a project operates in a country, the more likely it is to impact that country in a manner where innovation will be sustained.

Moreover, the work of OB, the local organization, exemplified the advantages of having a locally operated organization. OB showed how trained local personnel can motivate others, even in the government, to make changes in education. It also showed the value of operating a local organization for the obvious benefit of sustainability. Although OB still faces similar obstacles as an internationally run organization, it does not have the preset time constraint that could keep it from overcoming those obstacles, as most international organizations have. In conclusion, these organizations contributed to a better understanding of how time and local approaches affect the adoption, diffusion, and sustainability of education innovations.

Contributions of the Teachers

The use of teacher observations and interviews allowed me to see the presence or absence of innovation in the classroom as well as get information on the state of teacher education as a whole in Kosova. The teachers contributed by giving their responses to training. For example, Floyd's experience with training was fun and enjoyable, but he did not see the benefit of it because he did not understand how to apply it. From his experience, it can be seen that he needed more information on how to adapt such techniques to his class. Barbara's experience with her unruly class can serve as a basis for determining what kind of training the teachers in Kosova need. Based on her experience, organizations could decide to introduce material on controlling the class in a learner-centered classroom. As criterion six states, "Teachers are the heart of the innovation." Likewise, the observations and interviews can serve to show English Language organizations what innovations they can use to meet the needs of the teachers and how the teachers can contribute to the organizations' approaches.

SUGGESTIONS FOR FUTURE RESEARCH

First of all, because as a part of my research, I only observed and interviewed primary school teachers (grades 5-8), further research in other primary schools and in high schools would be beneficial to create a more comprehensive picture of what innovations have taken hold with other teachers and from other organizations. Furthermore, research in other areas of Kosova where these organizations exist would be beneficial for adding to the understanding of how effective these approaches have been.

In addition, research in other countries using these seven criteria would be useful in order to determine the effectiveness for evaluating and guiding organizational work in other contexts. Also, written accounts of how using these criteria assisted or detracted from the work of a project would be useful in understanding how cross-culturally effective these criteria are. At the same time, research using these criteria would further our understanding of their effectiveness in Kosova and in other contexts as a whole. It would allow us to determine whether these are broad principles or if they are specific to particular contexts.

Since the criteria used focused on teacher education, it would be useful to determine if language teaching projects should have additional criteria specific to language teaching. For instance, a criterion could be that the project method should promote linguistic competence in all four skills in a reflective and reflexive manner, such that, the training offers teachers the opportunity to practice the four skills and encourages them to teach these skills to their students. ELT and teacher education projects should take these matters into consideration because the training for language teachers may need

to be longer in order for teachers their own language skills and to instill in the teachers the willingness to promote these skills for their students.

Finally, a teacher education project in Peja, using these criteria and project principles in a school-based approach and taking into account the contextual factors mentioned in the last chapter, would be beneficial. It would provide a basis for further evaluation of the training system as it evolves, of school-based project designs, and of the value of the seven criteria examined here. More than anything, it would be helpful to the teachers, students, and educational system of Kosova.

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APPENDIX A

CULTURAL LANDSCAPE

DAILY LIFE



Hanging wool in a village



Market day in the city center

INDICATIONS OF WAR



Speed limit sign for military vehicles



Land mine warning on a mountain path



Serbian Orthodox Church after 1999 war



Destroyed home from 1999 war

APPENDIX B

List of Interview Questions

Questions for Kosovar Speakers/Learners of English:

- ☐ What languages do you know?
- ☐ What languages can you speak? write? read? understand?
- ☐ When did you learn those languages?
- ☐ Which language is spoken in your home now? Has that always been the case?
- ☐ Do you ever speak English in your home? If so, on what occasions?
- ☐ Which language do you speak with friends?
- ☐ Do you ever speak English with your friends? If so, on what occasions?
- ☐ Which language do you feel most comfortable speaking?
- ☐ Why do you feel most comfortable speaking this language?
- ☐ What are your goals for the next 6 months? for the next year?
- ☐ What are your goals for the next 5 years? 10 years? 25 years?
- ☐ What language do you need to reach your short-term (6 mos-1 yr) goals? Is English a part of these goals? If so, how and why is it a part of your goals?
- ☐ What language do you need to speak in order to achieve your 5-year goals? Is English a part of these goals? If so, how and why is it a part of your goals?
- ☐ What language do you need to speak in order to achieve your 10-year goals? Is English a part of these goals? If so, how and why is it a part of your goals?
- ☐ What language do you need to speak in order to achieve your 25-year goals? Is English a part of these goals? If so, how and why is it a part of your goals?
- ☐ What language did you use before Milošević's time in power? during Milošević's time in power? right after Milošević's time in power? now?
 - (If there is a difference in language use) – Why did you use X language before Milošević's time in power? Y during Milošević's time in power? Z right after Milošević's time in power? W now?
 - Has using different languages changed your life in any way? your beliefs? your social groups? your family life? your job?
 - Has using English affected your life? our beliefs? your social groups? your family life? your job?
 - Why do you use the language you do now instead of the other language(s) you speak?

Questions for Any Adult Participant:

- ☐ Here in Pec, what languages do you think most people want to learn?
- ☐ Why do you think they want to learn it?
- ☐ Does that seem like a good reason to you? Why or why not?
- ☐ Who works as interpreters for English?
- ☐ For whom do they most generally work?

- ☐ How does a person become an interpreter?
- ☐ What is the average education of an interpreter?
- ☐ What obstacles do they face?
- ☐ What language is used on the news?
- ☐ What language is predominant on the television?
- ☐ What language is predominant on the radio?
- ☐ What language is predominant in the newspapers?
- ☐ What language is predominant in school textbooks?
- ☐ What language is predominant for pleasure reading?
- ☐ Who speaks English?
- ☐ Where do they speak it?
- ☐ To whom do they speak?
- ☐ Why do they speak it?

Questions for Teacher/Administrator Participants:

- ☐ At what age do children begin their formal language instruction?
- ☐ What language(s) are they taught first?
- ☐ What language(s) is taught in school?
- ☐ Has that language always been taught in school? If not, what other language(s) was taught? When was it taught? Why was it taught?
- ☐ What are Kosovar students' motivations for learning other languages?
- ☐ What languages do they want to learn?
- ☐ Why do you think they want to learn it?
- ☐ What is the average student's goal for their life now?
- ☐ What is the average student's goal for their life after school?
- ☐ What language(s) do they need to reach their goals?
- ☐ What will most students do when they are finished with school?
- ☐ What language will they use?
- ☐ How would you describe your method of teaching English?
- ☐ Which do you prefer: a student-centered or teacher-centered class?
- ☐ Why do you use (or not use) the one you prefer?
- ☐ How well do you think your method works?
- ☐ Were there any changes you would like to see in the way English and other languages are taught here?
- ☐ How many students learn English well? Why do you think they learn it well when others do not learn it well?
- ☐ What obstacles are there to teaching English? Do you see ways to overcome these obstacles?

APPENDIX C

SCHOOL CONDITIONS*Exterior of school building**Classroom with donated desks**Halls that were refurbished in 1999**Close-up of interior and radiator**School burned during conflict**School burned during conflict*

APPENDIX D

IRB FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 7/1/2004

Date: Wednesday, July 02, 2003

IRB Application No AS0385

Proposal Title: ENGLISH LANGUAGE USE AND INSTRUCTION IN KOSOVO

Principal
Investigator(s):Rachael Newton
205 Morrill
Stillwater, OK 74078Susan Garzon
205 Morrill
Stillwater, OK 74078Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s): Approved

Dear PI :

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 415 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,

Carol Olson, Chair
Institutional Review Board



VITA

Rachael Newton

Candidate for the Degree of

Master of Arts

Thesis: AN ANALYSIS OF TEACHER EDUCATION
AND INNOVATION DIFFUSION IN ENGLISH
LANGUAGE TEACHING IN POST-WAR KOSOVA

Major Field: English

Biographical:

Personal Data: Born in Mooreland, OK, on July 6,
1979, the daughter of Carl and Jacqueline
Newton.

Education: Graduated from Cherokee High School
in 1997. Graduated from Oklahoma State
University with a Bachelor of Science in
Psychology & Honors Degree. Completed
the requirements for the Master of Arts
degree with a major in English, specializing
in Teaching English as a Second Language
and Linguistics in May, 2004.

Experience: Has been active in the campus
TESL/Linguistics club, has taken part in
OKTESOL activities, has taught
composition and a remedial class for
international graduate students, has tutored
non-native speakers of English, and has
taught intensive English courses.