

# ENGLISH AS A FOREIGN LANGUAGE DEVELOPMENT OF SCOPE AND SEQUENCE

July, 2023

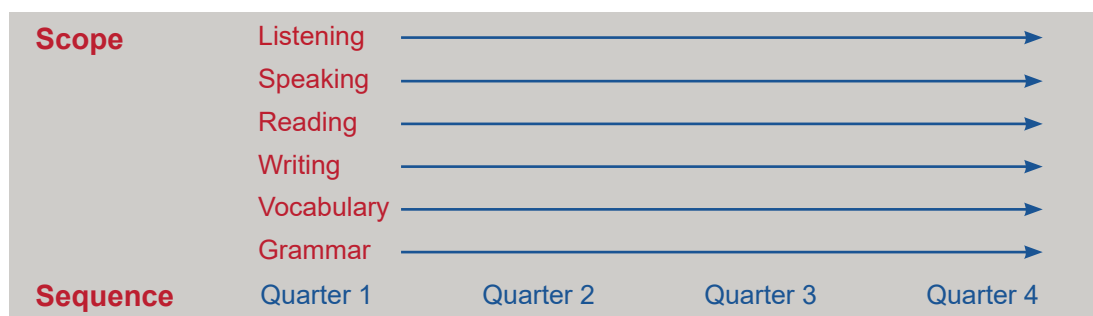
## THE CHALLENGE

Under the umbrella of the English Speaking Nation initiative, the Ministry of Preschool and School Education (MoPSE) envisions a transformative educational system. By 2030, this system aims to foster grade 11 graduates who possess at least a B1 level proficiency in English as measured by the Common European Framework of Reference (CEFR) for languages.

To realize this ambitious goal, MoPSE acknowledges the importance of enhancing both the language proficiency of English educators and the effectiveness of their teaching methods. Additionally, the Ministry is committed to providing students and teachers with a comprehensive, high-quality suite of English teaching and learning materials. These materials will be meticulously interconnected across different grades and levels, providing a cohesive learning experience aligned with national standards. Leveraging the significant contributions made by MoPSE partners, the USAID Uzbekistan Education for Excellence Program (UEEP) was strategically designed to enhance and support current initiatives.

## THE SOLUTION

Uzbekistan's education reform envisions a competency-based curriculum consisting of standards, a scope and sequence (S&S), textbooks, and teacher guides that align with an assessment system. The scope is the vocabulary, grammar, and skills that are taught over the course of a school year, and the sequence is the order in which those skills and content are presented. The S&S is an important element of a national curriculum and serves two primary purposes. First, it elucidates the curriculum, detailing the constituent elements of the standards or competencies, thus breathing life into the national curriculum framework. Second, it provides a blueprint for national textbooks, detailing content and its order. As a blueprint for the textbook, the S&S becomes the assessment framework as it identifies the skills, grammar, and vocabulary taught at any point in the academic year.



The role of an S&S in a national teaching curriculum cannot be underestimated. General practice is to first develop a curriculum and S&S upon which the textbooks will then be based. Uzbekistan's decision to adopt an existing international series of textbooks before identifying a curriculum resulted in a complex situation. As a result, the curriculum design was essentially reverse engineered after the textbooks were adopted, which rendered them the de facto curriculum for Uzbekistan. These textbooks became the foundation for the curriculum as well as for the S&S.



Competency-based

**Curriculum!**



**Curriculum Components:**

- Student Standards
- Scope and Sequence for each grade
- Textbooks
- Teacher Guides



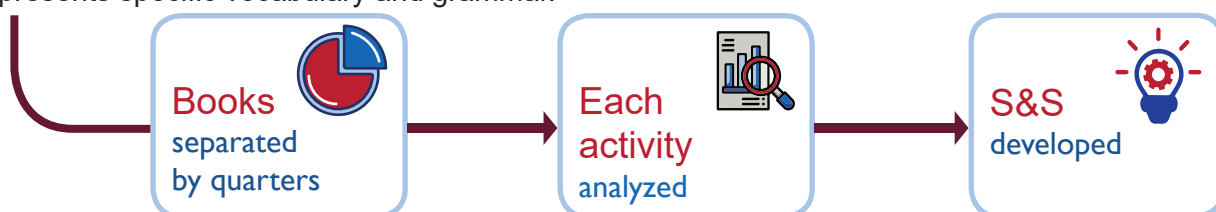
**Scope=**  
the skills and content



**Sequence=**  
the order in which the skills and content are presented.

## THE PROCESS OF DEVELOPING THE SCOPE AND SEQUENCE

The MoPSE and the Program developed the S&S by combining the standards developed by the Program and the contents in the Cambridge University Press' *Guess What!* and *Prepare* series, which were adopted by the Ministry. The contents of the books were separated by quarters according to the timetable based on the Uzbekistan academic calendar year. After the content was divided by quarters, each activity was analyzed to identify which standard each activity supported. The standards are divided into five domains: listening, speaking, reading, writing, and linguistic. The first four domains represent the four major skills included in language instruction, and the fifth domain, linguistic, represents specific vocabulary and grammar.



The first step in mapping the content into the S&S was to identify what vocabulary and grammar were presented in each quarter. Figure 1 shows the linguistic domains of grammar and vocabulary for quarters 1 and 2 of grade 5.

**Figure 1.** Scope and sequence for grade 5: Linguistic domain for quarters 1 and 2

QUARTER 1		QUARTER 2	
Linguistic vocabulary	<b>5.Ling.2.1., 2.2., 2.3., 2.4.</b> <b>Demonstrate understanding of vocabulary</b> Demonstrate understanding of vocabulary for: <ul style="list-style-type: none"> <li>• country names</li> <li>• family members</li> <li>• personal attributes, e.g., funny, friendly, artistic, etc.</li> <li>• common actions, e.g., cry, jump, hop, etc.</li> <li>• months of the year</li> <li>• colors</li> <li>• compass points</li> </ul>	Linguistic grammar	<b>5.Ling.2.1., 2.2., 2.3., 2.4.</b> <b>Demonstrate understanding of vocabulary</b> Demonstrate understanding of vocabulary for: <ul style="list-style-type: none"> <li>• natural world, e.g., ocean, sea, nest, etc.</li> <li>• animals, e.g., whale, turtle, octopus, dolphin, etc.</li> <li>• common actions, e.g., cry, run, throw, etc.</li> <li>• adjectives to describe animals, e.g., strong, fast, dangerous, etc.</li> <li>• food chain, e.g., producer, primary consumer, secondary consumer, etc.</li> <li>• technology, e.g., laptop, tablet, headphones, etc.</li> </ul>
	<b>5.Ling.1.1., 1.2., 1.3., 1.4.</b> <b>Demonstrate understanding of grammatical structures</b> Demonstrate understanding of: <ul style="list-style-type: none"> <li>• verb be - affirmative/negative statements; yes/no questions; wh - questions</li> <li>• simple present - affirmative/negative statements; yes/no questions; wh - questions</li> <li>• comparative adjectives (long and short forms)</li> <li>• should/shouldn't</li> <li>• imperatives, e.g., Pass him a ruler, please.</li> </ul>		<b>5.Ling.1.1., 1.2., 1.3., 1.4.</b> <b>Demonstrate understanding of grammatical structures</b> Demonstrate understanding of: <ul style="list-style-type: none"> <li>• superlatives (long and short forms)</li> <li>• questions with which</li> <li>• simple past - regular verbs; affirmative/negative statements; yes/no questions</li> <li>• adverbs of time, e.g., yesterday, last (night), this (morning)</li> </ul>

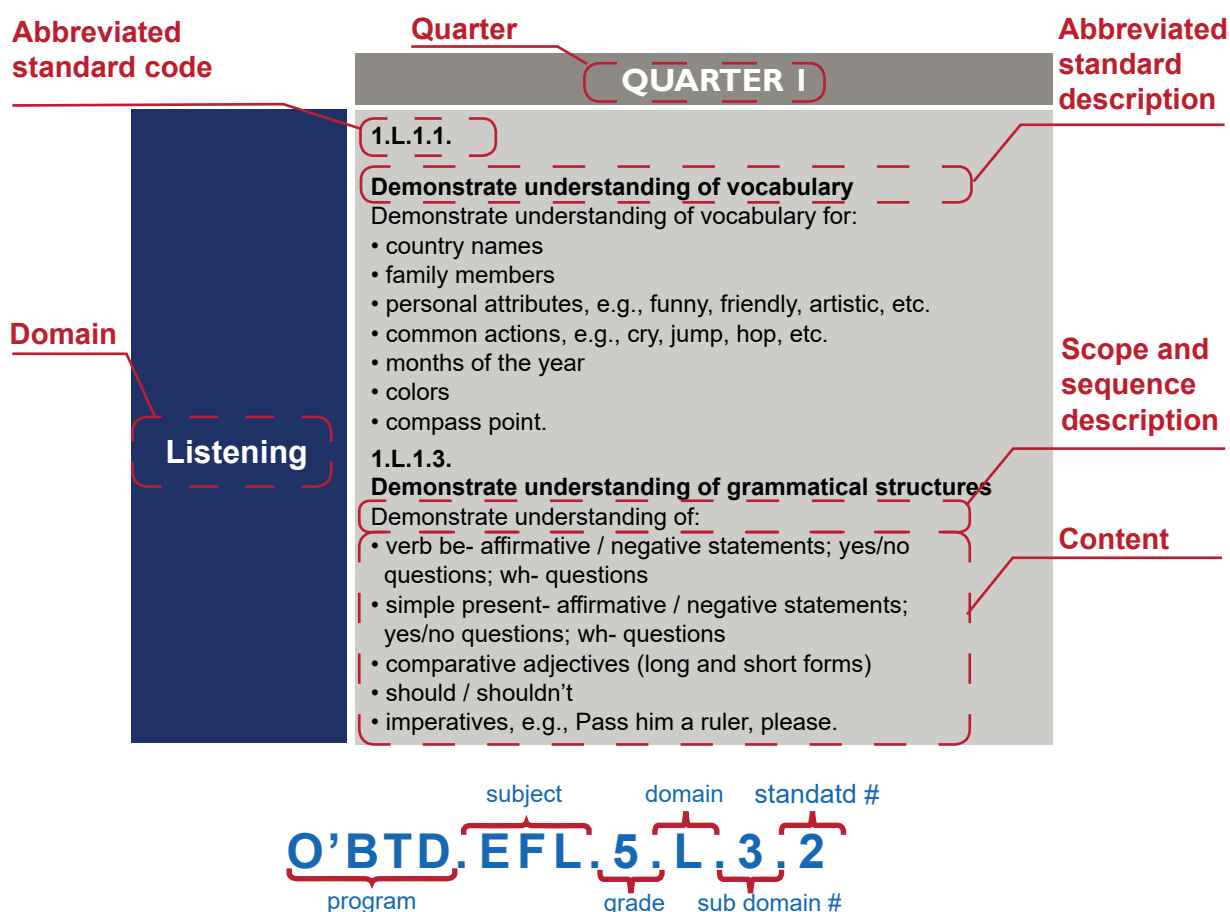
After identifying the specific vocabulary and grammar for each quarter, the Program identified the skills in each activity and aligned it with a specific standard. For example, the skills in each activity and aligned it with a specific standard, in *Guess What!* grade 5, an activity that required learners to identify national flags while listening to a recording of people stating their nationalities would fall under the listening domain and subdomain Demonstrate understanding of words, phrases, and/or sentences (see Figure 2).

**Figure 2.** Scope and sequence for grade 5: Linguistic domain for quarter 1, standard 5.L.1.1

<b>Listening</b>	<b>5.L.1.1.</b> <b>Demonstrate understanding of words, phrases, and sentences</b> Demonstrate understanding of words, phrases, and/or sentences about: <ul style="list-style-type: none"> <li>• countries</li> <li>• colors</li> <li>• family members</li> <li>• personal attributes</li> <li>• common actions (verbs)</li> <li>• materials, e.g. ceramic, marble, etc.</li> <li>• describing people</li> <li>• describing a festival</li> <li>• stating school rules</li> <li>• describing people's actions</li> </ul>
------------------	---

## THE ORGANIZATION OF THE SCOPE AND SEQUENCE

To facilitate navigation of the S&S, the Program developed a key (see Figure 3) that shows how the S&S is divided by quarters and domains. The standard code begins with an abbreviation of the program title, O'BTd. The Program title is followed by the subject, EFL, after which the grade appears, then the domain abbreviation (L for listening, S for speaking, R for reading, W for writing, and Ling for linguistic), the subdomain, and grade-specific standard. Within the S&S, the standard code is abbreviated so that it begins with the grade number. It is then followed by an abbreviated standard description, and finally the content of each item.

**Figure 3.** Scope and sequence key

## THE IMPACT

The S&S is an essential tool for teachers, assessment writers, textbook developers and evaluators. The S&S helps teachers easily see the grammar, vocabulary, and work in the four skills that students should be doing at any point in the academic year across all grade levels. This is important for both formative and summative assessment because teachers need to be able to quickly determine what is relevant and fair for assessment. Similarly, for those individuals setting the content of national exams or high-stakes competitions, it is important to know what students have learned and should reasonably be able to do. In the future, the S&S will serve as a map and blueprint to guide policy-makers when deciding how to evaluate existing textbooks and develop new curricula.

Photos from a collaborative workshop focused on creating materials for teaching English as a foreign language. The workshop was facilitated by expert trainers from Florida State University.



### Program Summary:

USAID partners with the Government of Uzbekistan to enhance student learning in English, information and communication technology, reading and mathematics. The USAID UEEP supports the MoPSE to revise student learning standards, provide new teaching and learning materials and comprehensive teacher training aligned to these standards, and conduct rigorous monitoring and research. Working closely with the Ministry, our consortium – led by RTI International includes Florida State University and Mississippi State University – brings the experience and expertise of international and local experts to drive effective Program implementation. Together, we aim to foster student engagement and improve learning outcomes.