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## REPORT

### EVALUATING THE IMPLEMENTATION AND ADOPTION OF NEW ENGLISH LANGUAGE TEACHING TEXTBOOKS: A STUDY OF ENGLISH TEACHERS IN GRADES 1-11 IN UZBEKISTAN'S PUBLIC SCHOOLS (2022-2023)

#### UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

JUNE/2023



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## ABSTRACT

### **EVALUATING THE IMPLEMENTATION AND ADOPTION OF NEW ENGLISH LANGUAGE TEACHING TEXTBOOKS: A STUDY OF ENGLISH TEACHERS IN GRADES 1-11 IN UZBEKISTAN'S PUBLIC SCHOOLS (2022-2023)**

This report presents the findings of a survey conducted as part of the Uzbekistan Education for Excellence Program. The survey aimed to assess the adoption and use of new English as a Foreign Language (EFL) teaching and learning materials (Grades 1-11) in public schools throughout Uzbekistan during the 2022-2023 academic year. The evaluation focused on the implementation and adoption of the Cambridge series *Guess What!* and *Prepare*, as well as their impact on student learning, as perceived by teachers. An approach, involving qualitative and quantitative data analysis, was employed.

As part of this study, an online survey was conducted using Qualtrics and administered from April 25 to May 20, 2023. It targeted English teachers across all regions in Uzbekistan who had been using the *Guess What!* and *Prepare* series by Cambridge University Press in their classrooms from September 2022 to May 2023. The goal of the study was to collect data on current teaching practices and instructional approaches, with a focus on the utilization of new materials and digital resources across different grade levels.

Key findings indicate that the adoption of the new textbooks has had a positive influence on teaching practices and perceived student performance in EFL instruction. However, challenges related to limited textbook availability and the need for teacher training were identified. Based on these findings, recommendations and implications for stakeholders are provided to improve the textbook adoption process and enhance its impact on EFL instruction in Uzbekistan.

The study was conducted in collaboration with the Ministry of Preschool and School Education (MoPSE) and led by a team of technical advisors from Florida State University (FSU) under the Uzbekistan Education for Excellence Program, which is funded by the United States Agency for International Development. The program implementation is carried out by RTI International in partnership with Florida State University and Mississippi State University.

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We also extend our deep appreciation to the members of the Product Review Group (PRG) from the Republic of Uzbekistan who actively participated in a series of virtual review workshops led by the FSU-EFL team. Their valuable insights and feedback have significantly influenced the enhancement and refinement of the educational materials used in this program.

We would like to express our sincere gratitude to all individuals and organizations involved in this collaborative effort. Their dedication and expertise have made significant contributions to the advancement of English language education in Uzbekistan, paving the way for a brighter future for the nation's students.

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The Uzbekistan Education for Excellence Program Team  
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# EVALUATING THE IMPLEMENTATION AND ADOPTION OF NEW ENGLISH LANGUAGE TEACHING TEXTBOOKS: A STUDY OF ENGLISH TEACHERS IN GRADES I-III IN UZBEKISTAN'S PUBLIC SCHOOLS (2022-2023)

*STATUS OF INSTRUCTION: ENGLISH AS A FOREIGN LANGUAGE STUDY REPORT*

## UZBEKISTAN EDUCATION FOR EXCELLENCE PROGRAM

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## ACRONYMS

|        |  |
|--------|--|
| ACTFL  | American Councils on the Teaching of Foreign Languages |
| ADS    | Automated Directives System                            |
| AY     | Academic Year  |
| CEFR   | Common European Framework of Reference for Languages   |
| DEC    | Development Experience Clearinghouse                   |
| EFL    | English as a Foreign Language                          |
| EL     | English Language                                       |
| ELL    | English Language Learners                              |
| ELT    | English Language Teaching                              |
| EMIS   | Education Management and Information Systems           |
| ERSG   | English Reform Steering Group                          |
| ESL    | English as a Second Language                           |
| ESN    | English-Speaking Nation                                |
| FSU    | Florida State University                               |
| FY     | Fiscal Year  |
| GESI   | Gender Equality and Social Inclusion                   |
| GOU    | Government of Uzbekistan                               |
| ICT    | Information and Communications Technology              |
| LMS    | Learning Management System                             |
| LOI    | Language of Instruction                                |
| LSI    | Learning Systems Institute                             |
| MEL    | Monitoring, Evaluation, and Learning                   |
| MELC   | Monitoring, Evaluation, Learning, and Communications   |
| MOODLE | Modular Object-Oriented Dynamic Learning Environment   |
| MoPSE  | Ministry of Preschool and School Education             |
| MSU    | Mississippi State University                           |
| O'BSD  | O'zbekiston Barkamollik uchun Ta'lim Dasturi           |
| PRG    | Product Review Group                                   |
| REC    | Republican Education Center                            |
| RTI    | Research Triangle Institute International              |
| SB     | Student's Book   |
| SES    | State Education Standards                              |
| SIS    | Status of Instruction Study                            |
| SOW    | Statement of Work                                      |
| TB     | Teacher's Book   |
| TEFL   | Teaching English as a Foreign Language                 |
| TESOL  | Teaching English to Speakers of Other Languages        |
| TGs    | Teacher's Guides                                       |
| TGUS   | Teacher Guide Uptake Study                             |
| TLM    | Teaching and Learning Materials                        |
| TPD    | Teacher Professional Development                       |
| TSSS   | Teacher Support System Study                           |
| UEEP   | Uzbekistan Education for Excellence Program            |
| ULA    | Uzbek Language Arts                                    |
| UNICEF | United Nations Children's Fund                         |
| US     | United States  |
| USAID  | United States Agency for International Development     |

## EXECUTIVE SUMMARY

### Evaluation of the Implementation and Adoption of New English Language Teaching Textbooks: A Study of English Teachers in Grades I-II in Uzbekistan's Public Schools (2022-2023)

#### BACKGROUND

The Ministry of Preschool and School Education (MoPSE) in the Republic of Uzbekistan is committed to implementing comprehensive and systematic educational reforms to equip graduates with critical thinking, problem-solving, and practical skills for success in a globalized world. The Uzbekistan Education for Excellence Program (the Program), funded by USAID and launched in December 2019, aimed to support the sustainable improvement of Uzbek Language Arts (ULA), Mathematics, Information and Communication Technology (ICT), and English as a Foreign Language (EFL) skills among students in public schools. Implemented by RTI International in partnership with Florida State University (FSU) and Mississippi State University (MSU), the Program brings together the expertise and experience required to assist the Ministry in achieving its educational goals.

The Program and MoPSE collaborated on activities focusing on enhancing ULA and math outcomes in grades I-4, improving ICT instruction for grades 5-II, and advancing English language instruction in grades I-II. Additionally, the Program fostered collaboration with international donors, local government entities, policymakers, and teachers to assess current practices and design desired changes, promoting innovation in teaching, learning, and technological infrastructure for continuous improvement in education. In partnership with MoPSE, the Program developed student learning standards, that define the learning goals for each subject, textbooks, workbooks, and teachers' guides for ULA, Math, ICT, and EFL. Furthermore, the Program has supported the development of an educational digital platform hosted by the Republican Education Center (REC) at the MoPSE, serving as a repository for teaching and learning materials and supplementary resources.

Strengthening English instruction in Uzbekistan's public schools was a key objective, and the development of EFL learning standards based on the Common European Framework of Reference for Languages (CEFR) supported Uzbekistan's vision of becoming an English-speaking nation by 2030. As part of the Program, approximately 800 teachers received training, and 33 English books customized for grades I-II were distributed nationwide for the 2022-2023 academic year. These materials ensure that over six million students in Uzbekistan have access to quality textbooks, and comprehensive teacher's guides support tens of thousands of teachers in high-quality EFL instruction.

The Program selected, reviewed, and customized two Cambridge series of student's books, teacher's books, and workbooks for EFL in grades I-II and aligned them with the pedagogical, content, and cultural expectations of the Uzbekistan educational system. The customization process included establishing a timetable for lessons, adding relevant content to the teacher's books, making culturally appropriate and other necessary changes to the books, and developing professional development videos to support teachers in utilizing the new books effectively.

The Status of Instruction Study (SIS) conducted by the Program focused on the adoption of the new English language teaching textbooks introduced in all public schools in Uzbekistan during the 2022-2023 academic year. The evaluation, led by technical advisors from Florida State University (FSU) in collaboration with MoPSE, assessed the adoption and use of the new teaching and learning materials and their perceived impact on student learning.

### COMPONENT 3: IMPROVED ENGLISH LANGUAGE INSTRUCTION IN GRADES I-III

The FSU-EFL team of technical advisors successfully completed all planned tasks to support the Program, including evaluating the adoption of new teaching and learning materials for EFL in Uzbekistan during the 2022-2023 school year. This evaluation is in line with Uzbekistan's goal of improving English language instruction and marks the culmination of the Program's activities over the past 3.5 years. The Program's support for EFL includes reviewing curricula, developing standards, customizing instructional materials, creating eLearning modules for teacher professional development, designing data collection tools, and conducting monitoring, evaluation, and learning of project activities. These activities demonstrate the Program's commitment to enhancing English language instruction and ensuring the successful implementation of the new textbooks.

### CONDUCTING SIS FOR EFL INSTRUCTION

Between 2020 and 2022, the Program conducted multiple "Status of Instruction Studies" (SIS) focusing on EFL teachers in Uzbekistan. In this SIS, completed in 2023, the Program successfully collected data from an online survey specifically targeting EFL teachers in public schools throughout the country. The survey, titled "Evaluation of the Implementation and Adoption of New English Language Teaching Textbooks: A Study of English Teachers in Grades I-III in Uzbekistan's Public Schools (2022-2023)," had several aims. It sought to assess the efficacy of distributing new textbooks, the availability of these textbooks in public schools across all regions, and the adoption and usage of the new teaching and learning materials by EFL teachers. The survey gathered data from English teachers across all regions who used the *Guess What!* and *Prepare* books from September 2022 to May 2023. The questionnaire was validated through collaboration with MoPSE/REC personnel and EFL teachers.

### PURPOSE OF THE STUDY

This study aimed to examine the adoption of new teaching and learning materials introduced in all schools across the Republic of Uzbekistan during the 2022-2023 academic year. The primary objective was to provide relevant information to the Ministry of Preschool and School Education by collecting pertinent data to guide any future studies or teacher professional development to effectively use the recently introduced English language instructional materials for grades I-III. This endeavor involved a rapid assessment of textbook adoption and implementation, executed by a team of technical advisors from Florida State University (FSU). Through the creation of an online data collection tool, a survey was administered between April 25 and May 20, 2023.

The survey centered on eliciting insights from English teachers across all regions who employed the *Guess What!* and *Prepare* books, published by Cambridge University Press, in their classrooms from September 2022 to May 2023. The survey's focal points encompassed the manner of adoption or utilization of these materials, along with the teachers' observations regarding shifts in student learning when employing these resources. The study sought to procure data on contemporary teaching practices, instructional approaches, particularly in relation to the new materials and digital resources, across various grade levels.

The findings extracted from the survey form the basis of this report. The insights and recommendations derived from this study hold significant value for curriculum designers, teacher trainers, and policymakers engaged in the evaluation, and improvement of the existing English language teaching resources accessible to educators within Uzbekistan's public schools. The *Guess What!* and *Prepare*

books underscore teaching techniques and student-centered methodologies that necessitate the integration of digital resources, communicative language learning strategies for English as a foreign language (EFL), and activities that promote listening, reading, writing, speaking, as well as active student engagement and self-directed learning tasks.

In preparation for the survey's design, the technical advisors conducted an assessment of general studies such as SIS, TSSS, and TGUS. These studies, however, were not directly tailored to the specific utilization of the *Guess What!* (grades 1-6) and *Prepare* (grades 7-11) books. The survey was meticulously constructed to explore the content, activities, and methodologies prescribed in these specific books. The questions guiding the study were formulated to evaluate the lessons, approaches, and instructional methodologies embraced by EFL teachers subsequent to the adoption of the new materials, including technical terms introduced in the Teacher's Books that were not covered in previous studies.

The collected data provides valuable insights into the challenges, obstacles, or ease of integration encountered by EFL teachers during their initial use of the *Guess What!* and *Prepare* books. The findings offer guidance on the nature of assistance and professional development required by EFL teachers to optimize their implementation over time. In the context of this study, "adoption" denotes alterations in user behavior upon the acceptance of new products or services, as delineated in social marketing research. Elements such as location, access, timing, cost, prior knowledge, influencers, and demographics may influence the pace of adoption. The information thus gathered can be harnessed by MoPSE to enrich their future teacher professional development initiatives.

## SURVEY QUESTIONS

The survey's objective was twofold: to solicit demographic and general information from all respondents, and to gather feedback regarding the use of the *Guess What!* and *Prepare* series in relation to the Student's Book, Workbook, and Teacher's Book for their respective grade levels.

It is important to note that the survey comprised an array of questions that pertained to specific activities featured in the *Guess What!* and *Prepare* books, organized by grade levels. For a comprehensive list of survey questions, including multiple-choice options and scales, please consult **Annex III: Data Collection Tool** (English Language Textbooks Questionnaire). These questions were meticulously crafted to gather insights from teachers concerning their methods of teaching English as a foreign language (EFL) using the *Guess What!* and *Prepare* books.

## METHODOLOGY

This section describes the study preparation (selection of the online data collection tool and devising and pre-testing a questionnaire), survey distribution, methodological challenges, and data analysis.

**Data collection tool:** Qualtrics (<https://www.qualtrics.com/>) was selected for data collection online.

**Devising and pre-testing a questionnaire:** The FSU team devised the questions in English and organized them into two groups: (1) general questions for all survey participants and (2) grade-specific questions. The latter was divided into three sub-groups to capture usage of Cambridge series in grades 1-6 (*Guess What!*), grades 7-8 (*Prepare*), and grades 9-11 (*Prepare*). The questionnaire included single choice, multiple choice, and options for free responses/comments. After completing the pre-testing of

the survey on multiple devices and platforms, the FSU team proceeded with formative evaluation of the study instrument.

**One-to-one and small-group formative evaluations:** The evaluations were conducted in two stages with active participation of Product Review Group (PRG) members (EFL teachers from the Republic of Uzbekistan). The FSU team followed the structured protocol and received feedback regarding questions, their wording, simplification of responses, and shortening the survey. Getting the survey ready for distribution and data collection: Based on PRG feedback, the survey was modified, formatted, and made ready for distribution. Per agreement with the FSU team, REC sent survey invitations and reminders via Telegram. The survey was available online from April 25 to May 20, 2023.

**Methodological challenges:** Methodological challenges might include coverage bias related to unstable Internet or access to computers. Experience and comfort level with Internet-based data collection tools also could be considered a potential source of bias both in response rate and the way people responded to the questionnaire. After the initial data analysis of responses to open-ended questions, it became obvious that some survey participants more likely had limited experience with online surveys. As the target audience were EFL teachers, it was decided not to translate the survey into other native languages, however it presented certain challenges that could be attributed to limited English proficiency of survey participants. In addition, the questionnaire collected self-reported data which might include social-desirability bias, where the person desired to present themselves in the “best light”, even if survey responses were anonymous. These challenges impacted the survey process, and it is important to consider them when interpreting the results. Despite these challenges, the survey provided valuable data for evaluation purposes.

**Data analysis:** The data were analyzed in May-June 2023. The larger part of the questionnaire data collected from the EFL teachers was analyzed using quantitative techniques. Questionnaire responses were analyzed via counts/frequencies and are reported in terms of percentage, using descriptive statistics. Tables and figures were constructed to facilitate data analysis, interpretation, and presentation. Built-in data and analysis in Qualtrics were used to assist in analyzing and presenting all quantitative data.

A qualitative analysis of the questionnaire involved content analysis of several open-ended questions where no predetermined answers were given. All provided comments were subjected to content analysis through the identifying categories they seemed to fall into. Responses in each category were interpreted and analyzed. Several open-ended questions generated large amounts of qualitative data (up to 786 individual comments). At preliminary stages, ChatGPT (<https://openai.com/chatgpt>) was used to formulate the most frequent themes, which were then checked by the FSU team for accuracy. The most representative quotes in each category were selected and included in the report.

## MAIN FINDINGS

**Survey Participants:** Teachers of English as a foreign language in Public Schools in the Republic of Uzbekistan

**Geographical Distribution of Survey Respondents:** A total of 2,363 English teachers from the Republic of Uzbekistan participated in the survey and provided their responses regarding their current teaching positions. The level of engagement varied across different regions, with varying levels of participation observed. The Namangan region had the highest level of participation, with 631 respondents (27%). Following closely was the Sirdaryo Region, with 351 respondents (15%),

and Karakalpakstan, with 206 respondents (9%). However, it is worth noting that certain regions, such as Navoiy, had a relatively lower level of participation, with less than 2% of respondents. The reasons behind this discrepancy in participation rates among regions are not evident from the survey data. For a detailed breakdown, refer to Figure 8 and Table 4.

**Textbook Distribution in the 2022-2023 School Year:** During the 2022-2023 school year, the distribution of textbooks to public schools in Uzbekistan was generally successful. Survey responses indicate that the majority of EFL teachers received their printed books in September 2022, with almost all teachers having received their books by December 2022. However, it is important to note that approximately 25% of EFL teachers in various regions had not received their printed copies of textbooks. Nevertheless, some teachers were able to access and utilize electronic versions of the textbooks.

**Satisfaction with the New English Textbooks and Resources:** The major findings of the survey demonstrate that most stakeholders, particularly teachers and students, have a positive opinion about the Cambridge materials. The students' motivation to learn and communicate in English has significantly increased as a result of using the *Guess What!* and *Prepare* books.

**Distribution of Teachers by Grade Levels:** Among the surveyed EFL teachers (n=944), the majority (39%) reported teaching primarily in Grades 1-6, while 32% (n=771) indicated teaching primarily in Grades 9-11. The smallest portion (n=678, 28%) stated that they taught primarily in Grades 7-8.

**Teachers' Usage of *Guess What! (Grades 1-6) Books:*** The survey findings indicate that most teachers using the *Guess What!* series are satisfied with the materials. Most teachers have received printed copies of the books, and a high percentage of teachers use each feature of the Student's Book. Time constraints and student disinterest are the two reasons most frequently reported for not utilizing certain features. There were a few teachers who were unsure how to implement certain activities. Therefore, it is recommended that teachers be given the opportunity to observe and discuss implementation strategies with mentor teachers. Additionally, a significant number of teachers modify activities in the book. To further support teachers in effectively utilizing the *Guess What!* series, it is recommended to provide training on how to modify activities.

**Teachers' Usage of *Prepare (Grades 7-8) Books:*** The survey findings indicate that the majority of EFL teachers (n=495, 77%) received the *Prepare* books for grades 7-8, indicating widespread availability. However, some reported delays in grade 8 textbook delivery, and a small number mentioned not receiving Teacher's Books. Most teachers had access to electronic versions for uninterrupted learning. A significant proportion have their own copies of Student's Books (64%, n=364 out of 571), Workbooks (60%, n=333 out of 559), and Teacher's Books (69%, n=375 out of 542). Teachers use both printed and electronic formats, emphasizing electronic accessibility. The Student's Book is widely used for lesson planning, aligning with grades 7 and 8 standards. Homework requirements and active reading activities vary, indicating a need for professional development. The use of the Workbook raised some questions about time allocation and integration. Further investigation is needed to inform best practices. Despite mixed feedback on difficulty levels, most teachers, students, and other stakeholders expressed satisfaction with the *Prepare* series. Modifications made by teachers and the use of supplementary materials appear successful. In summary, most teachers received their own copies of *Prepare* books, but sharing or insufficient availability have occurred. Both printed and electronic formats were widely used. Understanding practices of teachers who don't rely on the Student's Book is important. Varied homework requirements and Workbook integration require attention. Future research and professional development should address these areas for effective teaching with *Prepare* for grades 7 and 8.



**Teachers' Usage of Prepare (Grades 9-11) Books:** In this survey, 32% of EFL teachers indicated that they primarily taught in Grades 9-11. Most respondents confirmed that they had received printed copies of *Prepare* (Grades 9-11) at their school. However, a significant minority of teachers had not received their printed copies, impacting their ability to instruct their students and prepare them for examinations. Remarkably, many teachers used both printed and electronic formats regularly. Most respondents reported using the various activities in the *Prepare* series, with the Student's Books being frequently used when planning lessons. Some teachers cited time constraints and technological barriers as reasons for not incorporating certain activities regularly. To fully leverage the *Prepare* materials, it is recommended to provide resources, such as technology and training, to address these challenges.

**Perceived Impact of New Textbooks on Student Learning:** Whereas student performance and gains made as a result of the use of the new textbooks lies beyond the scope of this survey, the majority of teachers perceived a positive reception of students towards the new learning materials. According to reported teacher perception, the materials have improved students' language skills, fostered engagement, promoted connection with real-life situations, and encouraged autonomy and independent learning. The overall impact of the new textbooks on student learning has been perceived by teachers as positive.

**Impact of Guess What! and Prepare on EFL Teachers' Performance in Grades 1-11:** The survey responses demonstrate that the new textbooks have brought about positive changes in English teaching practices in Uzbekistan. Teachers have successfully cultivated dynamic and interactive learning environments utilizing the textbooks. The comprehensive and well-structured content has supported effective lesson planning and improved teachers' understanding of language components. The integration of various subjects and real-life contexts has made the learning experience more meaningful for students. The positive outcomes reported by teachers highlight the effectiveness of the new textbooks.

## CONCLUSIONS

The online survey conducted from April 25 to May 20, 2023, was the first study to investigate instructional materials targeting English teachers in the Republic of Uzbekistan. While the collected data cannot be generalized to the entire population of English teachers in the country, selected findings can provide valuable insights for curriculum specialists, instructional designers, professional development specialists, and policymakers. Throughout the report, specific conclusions based on data points were presented. This section summarizes the key findings related to the availability of textbooks at public schools during the 2022-2023 school year, teacher satisfaction levels, changes in teaching practices since the implementation of new instructional materials, and the perceived impact on student learning since the introduction of the *Guess What!* and *Prepare* series.

The survey results shed light on how EFL teachers in Uzbekistan are adopting and utilizing the *Guess What!* and *Prepare* textbooks, including the Teacher's Book, Student's Book, and Workbook. According to the survey participants, the implementation of these new textbooks has positively influenced teaching practices and positively influenced the way students learn and practice English.

**Availability of books:** The survey data revealed that most EFL teachers received their printed textbooks between September and December 2022. However, some teachers experienced delays in receiving their printed copies until May 2022. In grades 7-11, most teachers received their copies of the *Prepare* series, indicating widespread availability by December 2022. Although delays were reported for grade 8 textbook delivery, and some teachers did not receive Teacher's Books, electronic versions of the instructional materials were accessible, ensuring uninterrupted learning and teaching.



**Teacher satisfaction level with Cambridge instructional materials:** The survey indicated that most teachers expressed satisfaction with the Student's books, Workbooks, and Teacher's Books, with Workbooks earning the highest satisfaction level (83%). Overall, teachers reported high levels of satisfaction with the *Guess What!* and *Prepare* series, and increased motivation and engagement were observed among students.

**Changes in teaching practices since using *Guess What!* and *Prepare*:** The survey responses indicated positive changes in teaching practices and a commitment to improving EFL teaching and learning experiences for students. Over 67% of survey participants reported that the new textbooks had changed their approach to teaching English.

**Textbook usage:** The usage of the *Guess What!* and *Prepare* books varied among different grade levels. Most teachers using the *Guess What!* series in grades 1-6 expressed satisfaction with the materials and frequently used the Student's Book for lesson planning. In grades 7-8, the *Prepare* Student's Book was widely used for lesson planning, although challenges such as time constraints and student disinterest were identified in utilizing certain features of the Student's books. Varied homework requirements and integration of the Workbook also raised questions that require further investigation and professional development specifically for grades 7 and 8. However, survey responses indicated that teachers successfully addressed these challenges through modifications and the use of supplementary materials. Both printed and electronic formats were commonly used and the various activities in the *Prepare* series for grades 7-11 were regularly utilized. Time constraints and technological barriers (e.g., access to audio-visual resources, internet connectivity) were identified as challenges, highlighting the need for additional resources and training.

**Perceived changes in student learning:** Over 68% of participating teachers reported that the new textbooks had positively impacted the way their students learn. According to teachers, students demonstrated improvements in language skills, engagement, and autonomy. The integration of various subjects and real-life contexts enhanced the learning experience. Overall, the new textbooks had a positive impact on student learning. Teachers successfully cultivated interactive learning environments and improved their understanding of language teaching. Despite challenges, both teachers and students adapted to the new textbooks and reported positive outcomes. In conclusion, the adoption of the *Guess What!* and *Prepare* series has brought about positive changes in English language instruction in Uzbekistan's public schools. To further enhance the implementation of these textbooks, it is recommended to address challenges related to textbook availability, provide comprehensive teacher training, and continuously review and update the materials. It is crucial to conduct consistent surveys, utilize focus groups, and establish mechanisms for student feedback to ensure ongoing improvement. By implementing these recommendations, Uzbekistan can continue to enhance English language education and achieve its goal of becoming an English-speaking nation by 2030.

## RECOMMENDATIONS

Based on the survey findings, the following recommendations are provided to enhance the impact of the textbook adoption process and improve EFL instruction in Uzbekistan:

1. **Improve textbook distribution:** Efforts should be made to ensure timely and equitable distribution of printed textbooks to all regions, addressing the current issue of availability of books in every classroom in all public schools at the beginning of the school year.

2. **Provide teacher training:** Training programs should be developed to support teachers in effectively modifying activities and utilizing the materials to their full potential. This training should also address logistical challenges and technological barriers such as access to audio-visual equipment.
3. **Address time constraints:** Many teachers reported not having enough time to conduct certain activities recommended by the instructional materials. Therefore, it is recommended to review this feedback, identify the reasons for the lack of time, and implement strategies to help teachers overcome time constraints. Emphasize the importance of prioritizing the incorporation of activities from the textbooks into their teaching.
4. **Enhance technological resources:** Adequate resources should be provided to enable teachers to engage with all activities, including the use of technology for video-related activities, and digital resources. Internet access and necessary hardware should be made available.
5. **Foster collaboration and peer support:** Efforts should be made to leverage the expertise of teachers and promote collaboration among educators. This can be achieved through sharing best practices, creating platforms for knowledge exchange, and facilitating support networks.
6. **Continuously review and update materials:** Conduct consistent and regular evaluations of instructional materials adoption and implement ongoing surveys to gather data on teachers' attitudes, usage, and practices. This will help address identified challenges and provide targeted professional development opportunities. Encouraging EFL teachers to provide feedback will contribute to an improved school culture by empowering teachers, fostering collaboration and open communication, promoting continuous improvement, addressing teacher needs and concerns, enhancing student experiences, and cultivating a culture of reflection and growth. By valuing and acting upon teacher feedback, schools can create a supportive and thriving environment for both educators and students. It is recommended to make surveys available in English, Uzbek, and Russian to maximize response rates and ensure higher-quality responses. The collected longitudinal data can inform decisions regarding the renewal of the license with Cambridge Press. For a full list of recommendations see the "Recommendations" section of this report.

The information and recommendations provided in this report will be valuable for curriculum designers, teacher trainers, and policymakers involved in improving English language instruction in Uzbekistan's public schools. The findings from this survey highlight the positive impact of the new textbooks (*Guess What!* and *Prepare*) and provide guidance for future development and improvement of teaching materials. The subsequent segment of this report will present the Program's background, the process of adapting the *Guess What!* and *Prepare* series to the instructional environments in Uzbekistan, followed by an overview of the study's methodology, an analysis of findings and their implications, any limitations, and recommendations aimed at refining future assessments while furnishing support for EFL educators in Uzbekistan's public schools.