RECOMMENDATIONS

▶ **Develop more project-based lesson plans for ICT, taking into consideration the following:**

– Develop at least one series of lessons for each grade level where a topic or project runs across a series of lessons. This will guide teachers on how to check-in with students at different stages of a longer project and how to support students working at different speeds or levels.
– Check the balance between teacher talking and student activities in the model lessons to best represent the chosen instructional methods.
– Include detailed formative assessment needs in the model daily lessons.
– Provide guidance on how to select activities from among the different resources available.
– Provide guidance on monitoring learning:
  • Include specific formative assessment techniques in training, such as exit cards or traffic lights.
  • Include instructions on how to alter teaching based on the results of formative assessments, including differentiation.
  • Develop and share a framework for developing summative assessment questions, perhaps based on Bloom's taxonomy[6].
  • Include more explicit guidance and examples of how to create tasks that can be assessed using the rubrics and criteria provided.
  • Promote peer and self-assessment through the use of the rubrics and criteria.
– Include development of daily lesson plans as part of teacher professional development and communities of practice.

▶ **Establish an ICT teacher professional learning community:**

– This will support teachers in understanding, using, and going beyond the TGs. A professional learning community has at least two important roles: to develop, support, and continue sharing specific expertise with regard to particular topics and to provide a structure where teachers can access ongoing in-school support.
– Existing methodological teacher support sessions and Telegram channels should be strengthened to continue to develop current teachers' use of the materials and provide support to new and re-turning teachers as follows:
  • Encourage teachers to develop and share their lesson plans so that teachers have choices and are encouraged to develop their own plans.
  • Support teachers to develop and apply multi-objective and multi-topic lessons, especially ones where objectives and topics span several lessons.
  • Support the lesson planning process, including the selection of resources.
  • Promote student-centered and project-based learning approaches and communication-based learning and oracy for EFL.

▶ **Increase ICT lesson time:**

– The Ministry of Public Education should ensure students have access to a computer lab with sufficient working computers every week, not every other week.

▶ **Support EFL teachers:**

– EFL teachers need to more actively embrace the instructional communicative philosophy of the materials; in particular, they need to move away from explicit grammar and translation.
– Teachers should use the resources available on the Digital Platform, such as the test generator, and most importantly, they should focus on developing their understanding of using the communicative approach to language learning, developing oracy through pair and group work, and using formative assessment to inform teaching, including differentiation.
– Lastly, school administrators should encourage teachers to use the TGs rather than create new lesson plans.

6 A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Complete ed. New York: Longman, 2001. Anderson, Lorin W., et al.
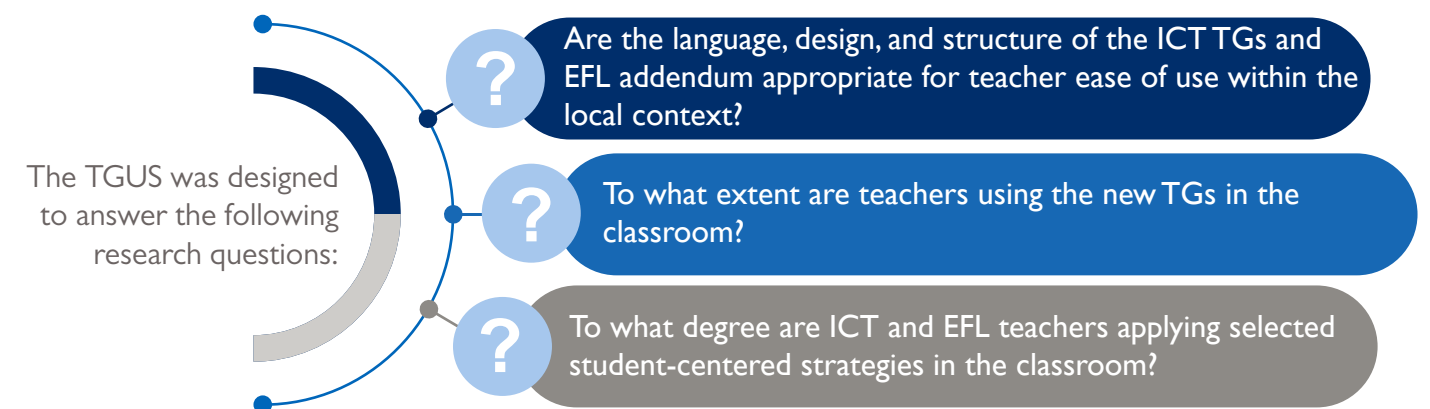

BRIEFER
ICT AND EFL TEACHER GUIDE UPTAKE STUDY

Uzbekistan Education for Excellence Program   August 2022

INTRODUCTION AND BACKGROUND

The Uzbekistan Education for Excellence Program (the Program), funded by the United States Agency for International Development (USAID), designed the Information and Communication Technology (ICT) and English as a Foreign Language (EFL) Teacher Guide Uptake Study (TGUS) to determine teachers' uptake of new teacher guides (TGs), teachers' application of student-centered strategies, and the appropriateness of the design of the TGs themselves. The Program used the results and ensuing recommendations to inform the development and finalization of its teacher professional development efforts and TGs, respectively.

The TGUS was designed to answer the following research questions:

? Are the language, design, and structure of the ICT TGs and EFL addendum appropriate for teacher ease of use within the local context?

? To what extent are teachers using the new TGs in the classroom?

? To what degree are ICT and EFL teachers applying selected student-centered strategies in the classroom?

METHODOLOGY

In developing the observation and survey instruments, the Program used RTI International's best practices for developing TGs[1] as the guiding conceptual framework to evaluate the quality of the ICT TGs. The Program selected four high-impact teaching strategies that reliably increase student learning based on their effect size[2] to evaluate teachers' application of student-centered strategies.

Phase I of the TGUS consisted of a desk review of ICT TGs, EFL and ICT materials, in-depth interviews with ICT master trainers, and teacher observations that took place in December 2021. As part of Phase II, the Program conducted a survey in April 2022 and teacher observations in May 2022.

A total of **683** teachers completed the survey

Researchers observed **110** teachers (90 in Phase I and 20 in Phase II) in their classrooms in the pilot target regions of Sirdaryo and Namangan.

1 Piper, B., Sitabkhan, Y., Mejía, J., & Betts, K. (2018). Effectiveness of teachers' guides in the global south: Scripting, learning outcomes, and classroom utilization. RTI Press Publication No. OP-0053-1805. Research Triangle Park, NC: RTI Press.
2 Department of Education and Training, Victoria State Government. (2022). High Impact Teaching Strategies: Excellence in Teaching and Learning. https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
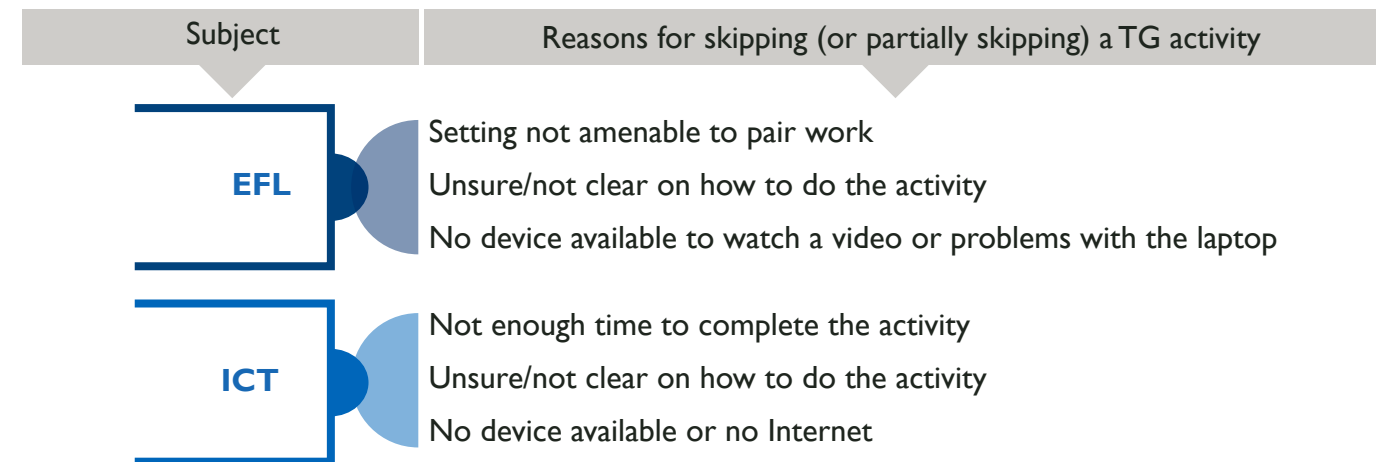
The findings of the TGUS from December 2021 to May 2022 (Phase 1 and Phase II, respectively) are presented below.

TEACHER GUIDE DESIGN, USE AND LESSON PLANNING

ICT TG design: The intended aim of the ICT TGs is to support student-centered and project-based learning instructional methods. However, in Phase I, these methods were not consistently apparent in the TGs when evaluated using RTI's best practice criteria. During Phase II, the Program revised the ICT TGs to address these and other desk review findings, as follows[3]:

Phase I ICT TG Desk Review Findings	Adaptations to the ICT TGs Based on Phase I Findings
Teachers struggled with understanding the approach and theory of the new curriculum.	An Introduction section was added to each TG to explain the relationship between the TG and corresponding student text book (STB), project-based and inquiry-based learning, student-centered design, the benefits of the new TG, the interconnectedness of topics, the spiraling curriculum, and the project-based learning cycle.
Teachers lacked understanding of how to use TGs effectively.	Descriptions of each TG section and a detailed table of contents were provided.
Teachers lacked understanding of the importance and role of student standards.	Student standards were added to and emphasized at the beginning of the lesson guides for each topic to give teachers a primary point of reference for what students should learn when they complete the objectives.
Teachers lacked understanding of how to develop a lesson plan.	A lesson planning template and guidelines were provided.
Teachers lacked understanding of how to plan a multi-day lesson with multiple topics.	A sample model lesson covering multiple topics across multiple days was included.
Teachers struggled with how to teach evolving ICT subject matter and use the STB as primary source.	The lesson guides i.e., a part of the TG that guides teaching approach, were reorganized with an emphasis on student activities and external resources.
Needed better explanations of the topics in the TGs.	The Topic Overviews in the TGs for all grades were rewritten to include connections to prior learning and real-life applications.
ICT teachers struggled with the new teaching strategies.	A strategy list with explanations was included in the TG.
Teachers struggled with how to allocate time for each topic during lessons in the new TGs, which were designed to teach multiple topics in one lesson and/or over multiple days.	Time suggestions were added for each topic and, when needed, at the objective level. An explanation of the time allocations was added.
Insufficient student activities were included in the pilot TGs for the grades 5 and 6.	Additional student activities were included in the lesson guides for grades 5 and 6.
Available ICT resources in Uzbek lacked sufficient breadth; content and descriptions in most resources are provided in English.	Resource descriptions were translated into Uzbek, and instructions on how to translate online content and videos from English to Uzbek were provided.
Teachers lacked understanding on how to develop and use formative and summative assessments.	Suggested assessments were added to the lesson guides and model lessons. Definitions and descriptions of formative and summative assessments were incorporated into the how-to guide.
Teachers needed to learn about rubrics.	An overview of rubrics was added to the how-to guide, accompanied by generic rubrics that teachers can fill in and use in their classrooms.
Textbook facsimiles in the ICT TG were too small to read.	The size of the facsimiles in the TGs was increased.

[3] The adaptations made to the ICT TGs during Phase II include and address additional findings that emerged during field visits and observations conducted in November 2021.

Subject	Reasons for skipping (or partially skipping) a TG activity
EFL	Setting not amenable to pair work
	Unsure/not clear on how to do the activity
	No device available to watch a video or problems with the laptop
ICT	Not enough time to complete the activity
	Unsure/not clear on how to do the activity
	No device available or no Internet

CONCLUSIONS AND RECOMMENDATIONS

The Phase I and Phase II findings reported above yielded the following conclusions and recommendations:

SUMMARY CONCLUSIONS

The proportion of EFL teachers who used only the TGs for their lesson planning increased by 8 percentage points.

– In contrast, the proportion of ICT teachers who used the TGs for lesson planning increased by 61 percentage points, but they reported difficulty in developing project-based lesson plans and felt less confident.

Teachers increased the number of activities per lesson in both subjects—between Phase 1 and Phase II, the number doubled for EFL and quadrupled for ICT.

EFL teachers increased group work and pair work considerably, but no improvement was observed among ICT teachers.

– However, the proportion of time spent on group work (on average, 12% of lesson time) remained too low among EFL teachers.
– Teachers who reported using the TGs for all their lessons tended to spend more lesson time on group work activities across both subjects.

ICT teachers spent too much time lecturing, but teachers who used the TGs for all their lesson spent relatively less time lecturing.

The time EFL teachers spent lecturing decreased, but a significant proportion of lesson time continued to consist of lecture or whole class Q&A.
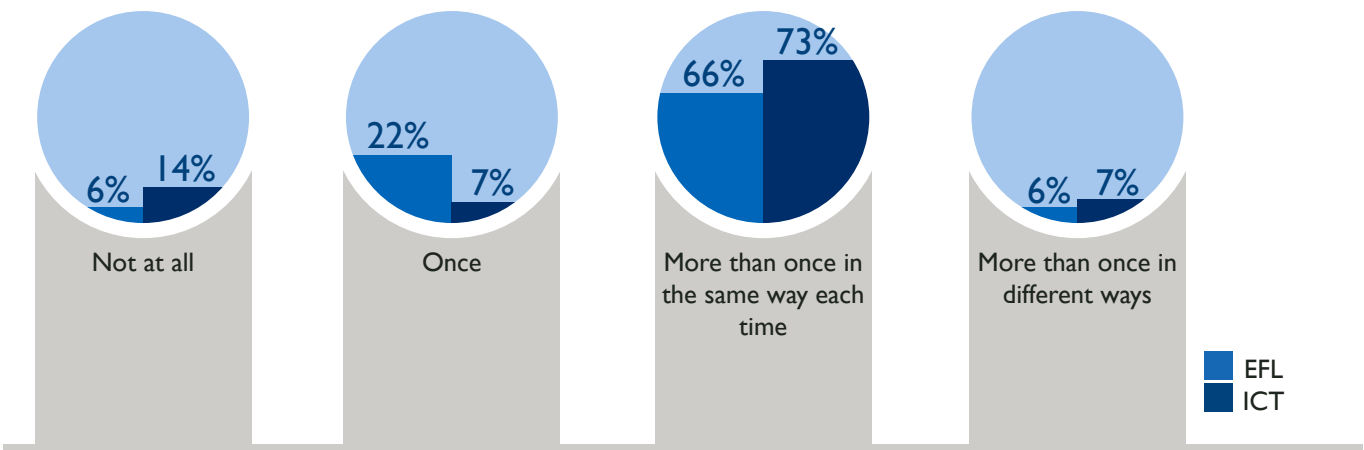
EFL teachers who used the TGs regularly tended to include more collaborative activities but also spent more time lecturing and asking questions to students.

EFL teachers who used the TGs for all of their lessons engaged a larger proportion of students when checking for understanding. This was not observed among ICT teachers.

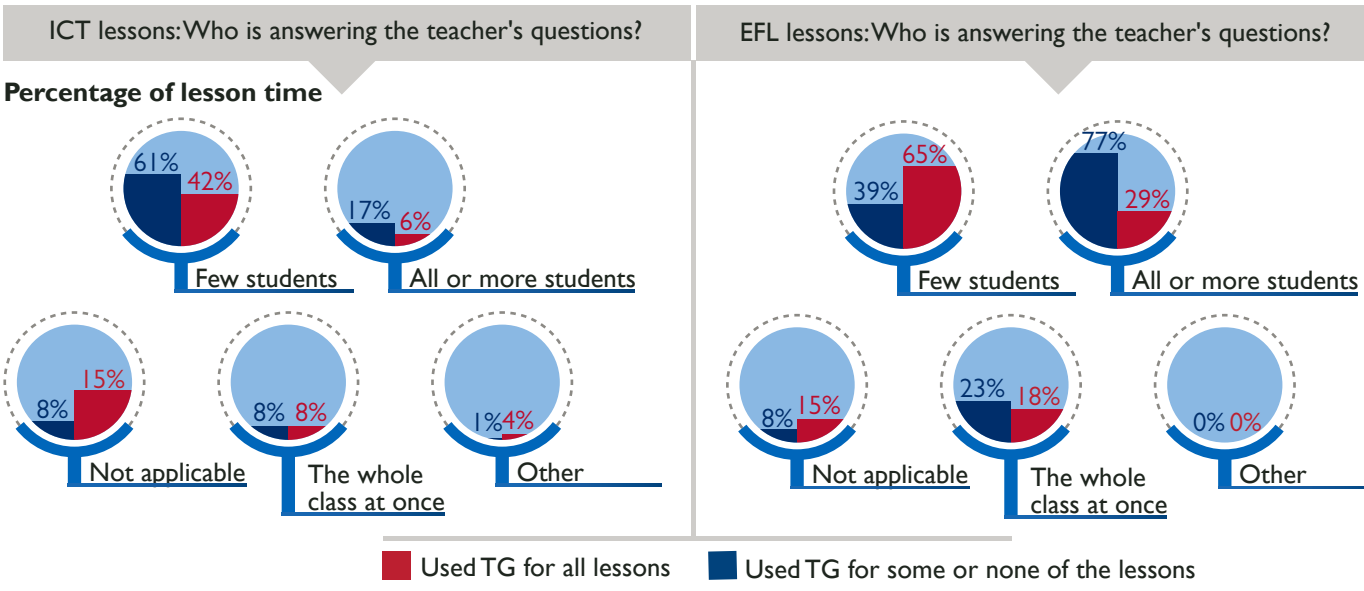ICT teachers skipped more activities than EFL teachers.

MONITORING LEARNING FREQUENCY

TGUS Phase II findings also demonstrate that EFL and ICT teachers checked for student understanding more than once in the same way during 66% and 73% of the activities observed, respectively.

Not at all — 6%, 14%
Once — 22%, 7%
More than once in the same way each time — 66%, 73%
More than once in different ways — 6%, 7%

- EFL
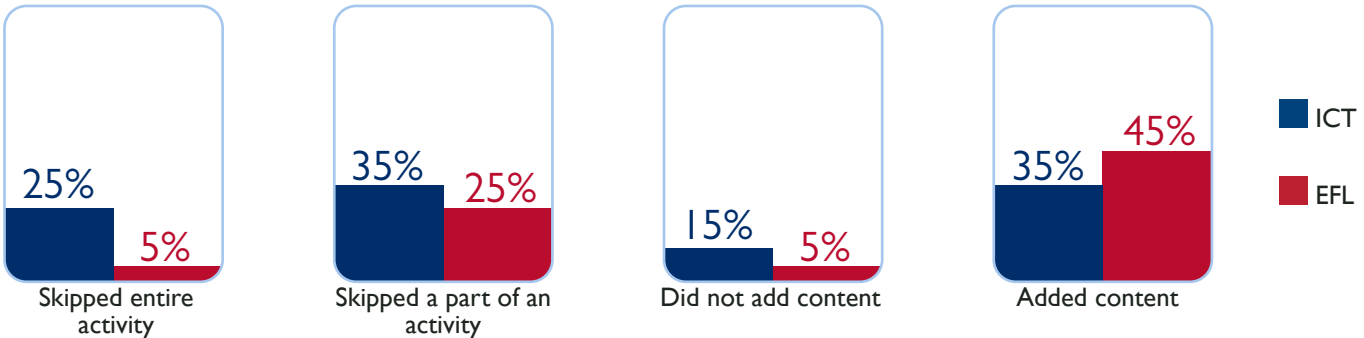- ICT

QUESTIONING AND MONITORING LEARNING

TGUS Phase II findings show that ICT teachers tended to ask questions to few students during their lessons, regardless of whether they reported using the TGs for all lessons. In contrast, the EFL teachers who used the TGs for all their lessons tended to include all or most students in Q&A activities during the majority of their lesson time (77%).

ICT lessons: Who is answering the teacher's questions?

Percentage of lesson time

- Few students — 61%, 42%
- All or more students — 17%, 6%
- Not applicable — 8%, 15%
- The whole class at once — 8%, 8%
- Other — 1%, 4%

EFL lessons: Who is answering the teacher's questions?

- Few students — 39%, 65%
- All or more students — 77%, 29%
- Not applicable — 8%, 15%
- The whole class at once — 23%, 18%
- Other — 0%, 0%

- Used TG for all lessons
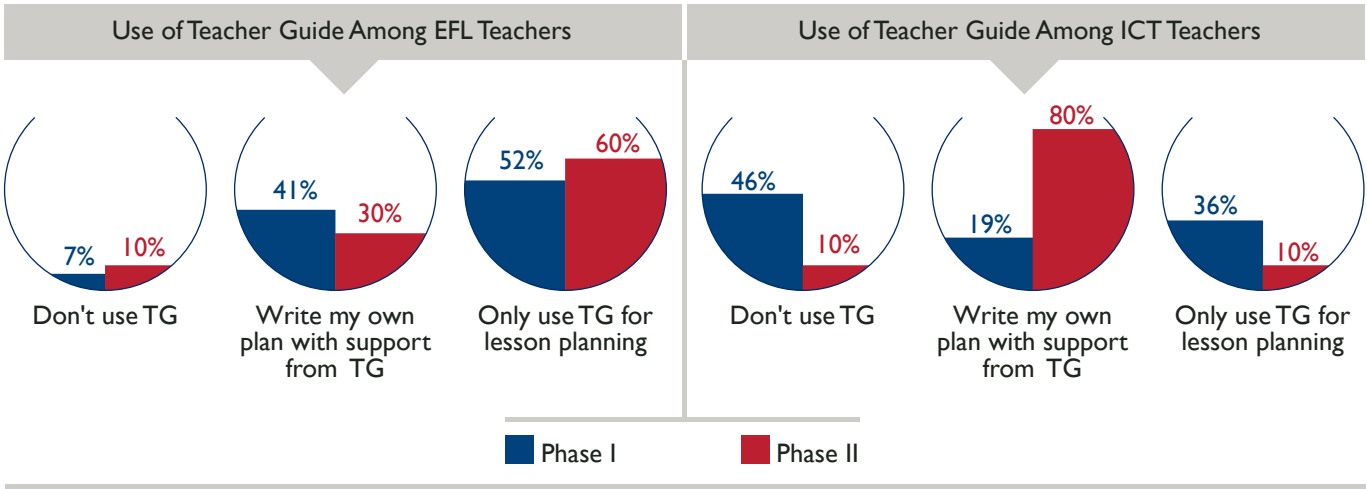- Used TG for some or none of the lessons

CONTENT MODIFICATION AND OMISSION

Substantial proportions of ICT and EFL teachers—35% and 45%, respectively—added content, such as warm up exercises for EFL and additional resources for ICT. Qualitative findings show that teachers of both subjects demonstrated creativity in their approach to modifying content. Skipping an entire activity was very common among ICT teachers but less so among EFL teachers.
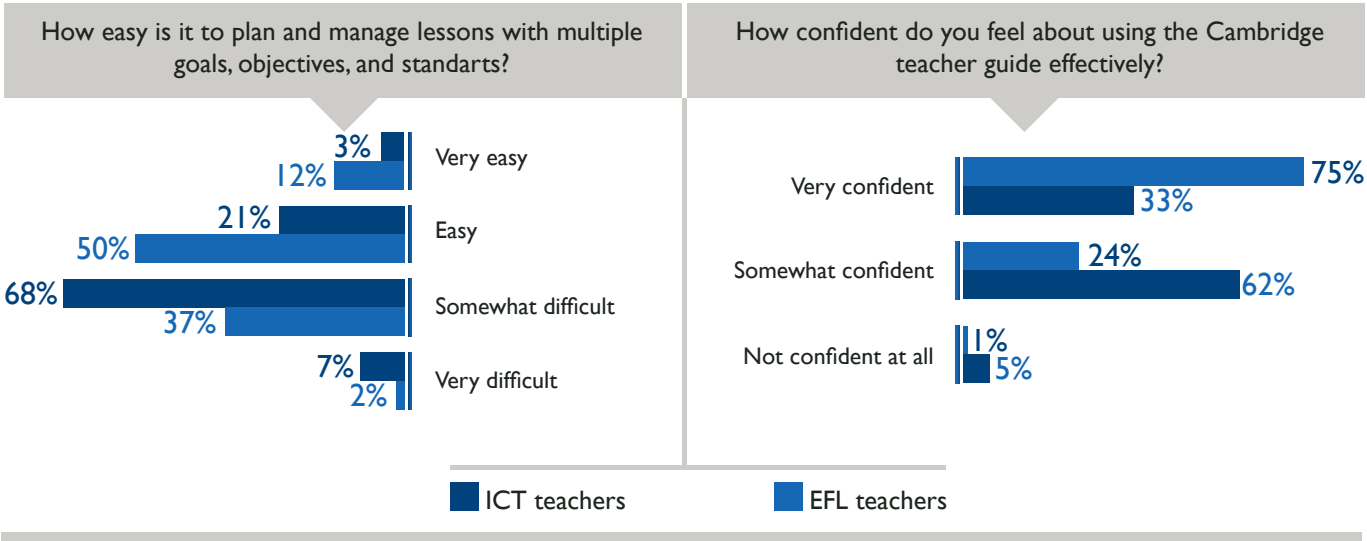
Content modification or skipping, TGUS II

- **Skipped entire activity** — 25%, 5%
- **Skipped a part of an activity** — 35%, 25%
- **Did not add content** — 15%, 5%
- **Added content** — 35%, 45%

- ICT
- EFL

TG use and lesson planning:

Between Phase I and Phase II, there was an 8 percentage point increase (from 52% to 60%) in the number of EFL teachers who reported relying only on the TG for their lesson planning. The proportion of ICT teachers who reported using the TG as a supporting resource for their lesson planning increased by 61 percentage points (from 19% to 80%). The number of teachers who did not use the TG and the number of teachers who relied exclusively on the TG decreased. Because the ICT TGs were designed to support teachers in writing their own lesson plans, the Program considers the teachers' shift from relying only on the TGs to using the TGs as supports for their own lesson planning as following the right trajectory.

Use of Teacher Guide Among EFL Teachers

- Don't use TG — 7%, 10%
- Write my own plan with support from TG — 41%, 30%
- Only use TG for lesson planning — 52%, 60%

Use of Teacher Guide Among ICT Teachers

- Don't use TG — 46%, 10%
- Write my own plan with support from TG — 19%, 80%
- Only use TG for lesson planning — 36%, 10%

- Phase I
- Phase II

Most ICT teachers (68%) indicated that it is difficult for them to plan and manage lessons with multiple goals, objectives, and standards in accordance with the new TGs. Only half as many EFL teachers (37%) gave the same answer. Regarding teachers' self-efficacy to use the new TGs, EFL teachers were more likely to state that they felt very confident about using the TGs compared to their ICT counterparts (75% vs. 33%). These findings imply that most ICT teachers do not have a strong conviction that they can effectively utilize the new TGs in their lessons.

How easy is it to plan and manage lessons with multiple goals, objectives, and standarts?

- Very easy — 3%, 12%
- Easy — 21%, 50%
- Somewhat difficult — 68%, 37%
- Very difficult — 7%, 2%

How confident do you feel about using the Cambridge teacher guide effectively?

- Very confident — 75%, 33%
- Somewhat confident — 24%, 62%
- Not confident at all — 1%, 5%

- ICT teachers
- EFL teachers

LESSON OBJECTIVES

In 73% of EFL and 70% of ICT lessons observed during Phase I, teachers stated a learning objective at the beginning of the lesson. This proportion increased to 100% for both subjects by Phase II. These findings suggest that many teachers now appreciate the importance of setting and communicating learning objectives during the teaching and learning process. However, only approximately half (60% of ICT teachers and 50% of EFL teachers) connected the lesson topic or objective to the real-world context.

NUMBER OF ACTIVITIES
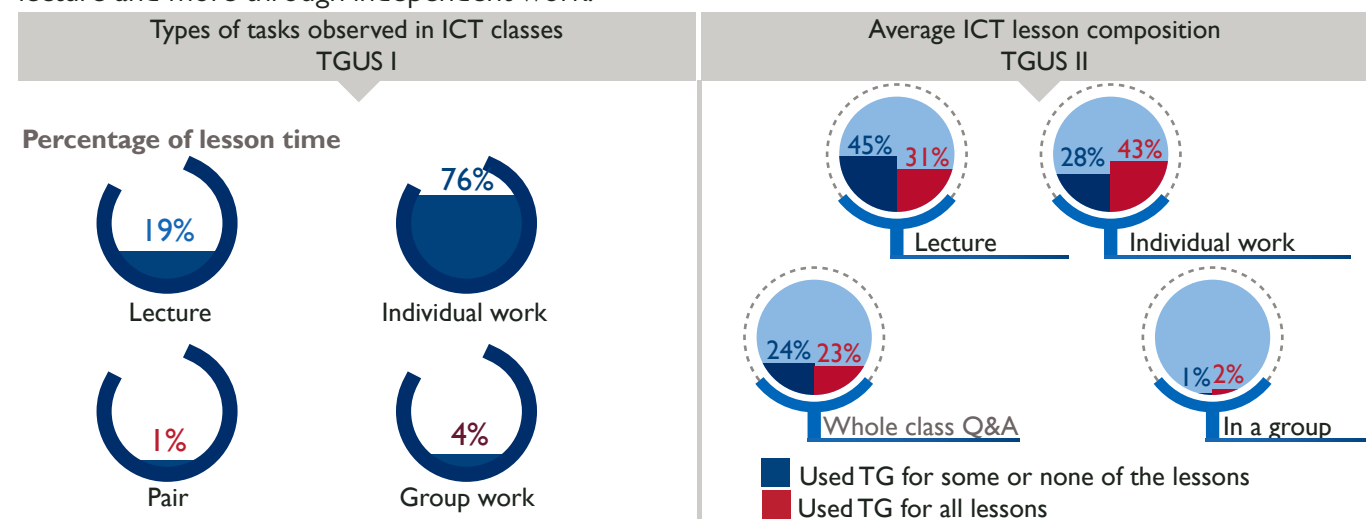
From Phase I to Phase II, the average number of activities per EFL and ICT lesson increased by 3.1 (from 4.6 to 7.7) and 3.7 (from 1.3 to 5), respectively, suggesting that teachers are moving toward more student engagement in class.
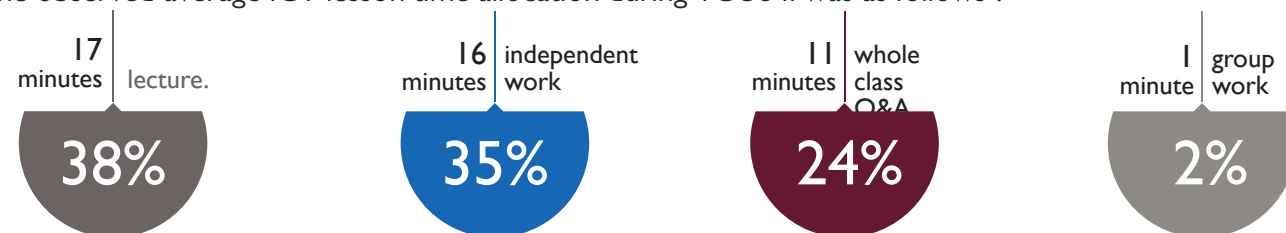
Average number of activities of activities per lesson during Phase I and Phase II

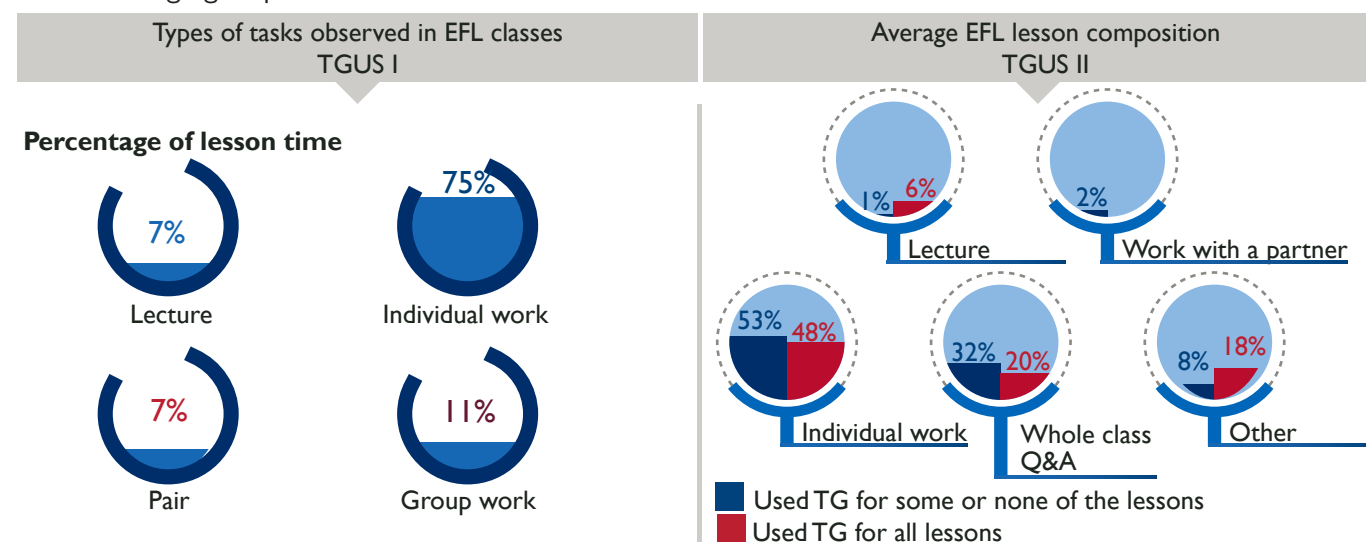EFL: 4.6 → 7.7
ICT: 1.3 → 5
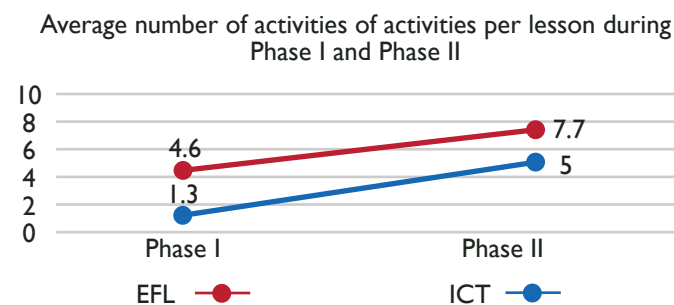
COLLABORATIVE LEARNING

ICT: Lessons are still composed of lecture and individual work, with insufficient collaborative learning. However, teachers who reported using the TGs for every lesson tended to engage students less through lecture and more through independent work.

Types of tasks observed in ICT classes TGUS I

Percentage of lesson time

- Lecture: 19%
- Individual work: 76%
- Pair: 1%
- Group work: 4%

Average ICT lesson composition TGUS II

Lecture: 45% / 31%
Individual work: 28% / 43%
Whole class Q&A: 24% / 23%
In a group: 1% / 2%

■ Used TG for some or none of the lessons
■ Used TG for all lessons

The observed average ICT lesson time allocation during TGUS II was as follows[4]:

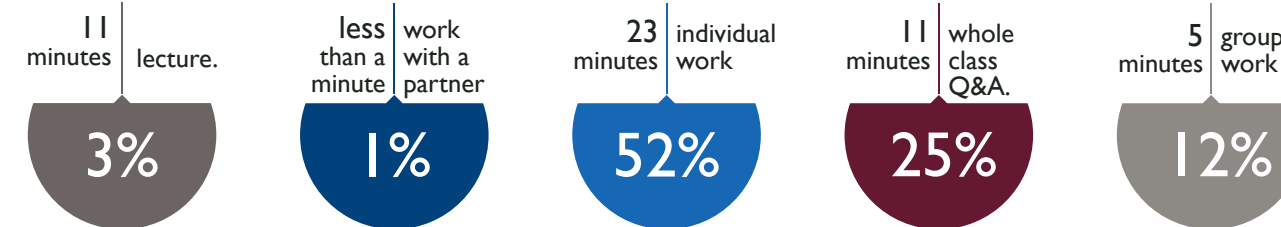| 17 minutes lecture.	16 minutes independent work	11 minutes whole class Q&A	1 minute group work
38%	35%	24%	2%

EFL: EFL lessons were also still mostly composed of individual work. However—and unlike ICT teachers—EFL teachers who reported using the TGs for every lesson tended to engage students more through group work activities.
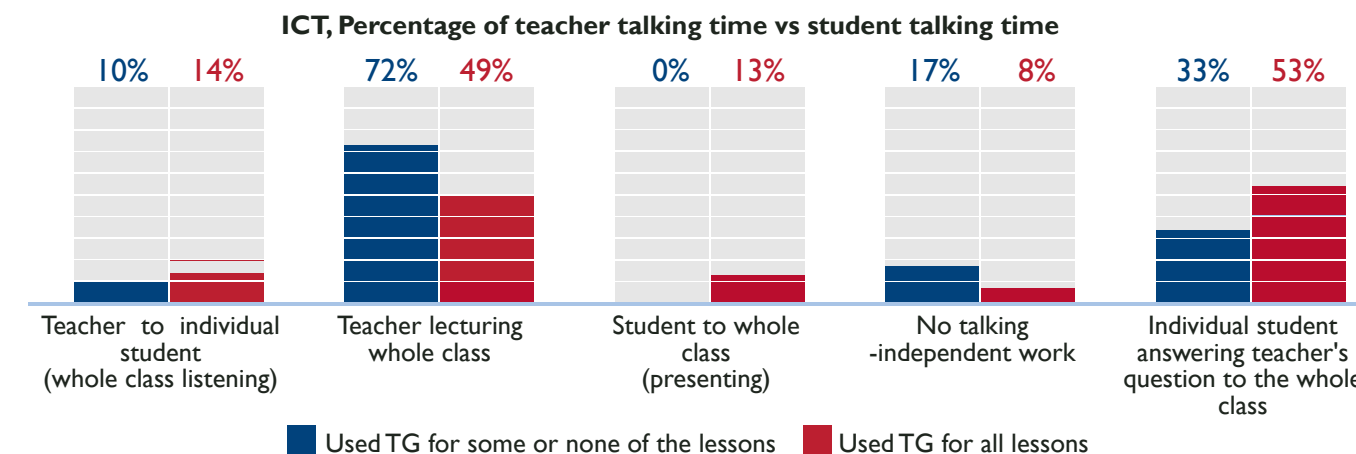
Types of tasks observed in EFL classes TGUS I

Percentage of lesson time

- Lecture: 7%
- Individual work: 75%
- Pair: 7%
- Group work: 11%

Average EFL lesson composition TGUS II

Lecture: 1% / 6%
Work with a partner: 2%
Individual work: 53% / 48%
Whole class Q&A: 32% / 20%
Other: 8% / 18%

■ Used TG for some or none of the lessons
■ Used TG for all lessons

4 The proportions listed for different modes of activities do not add up to 100% as any parts of a lesson (activity) can include multiple elements at the same time or none at all.
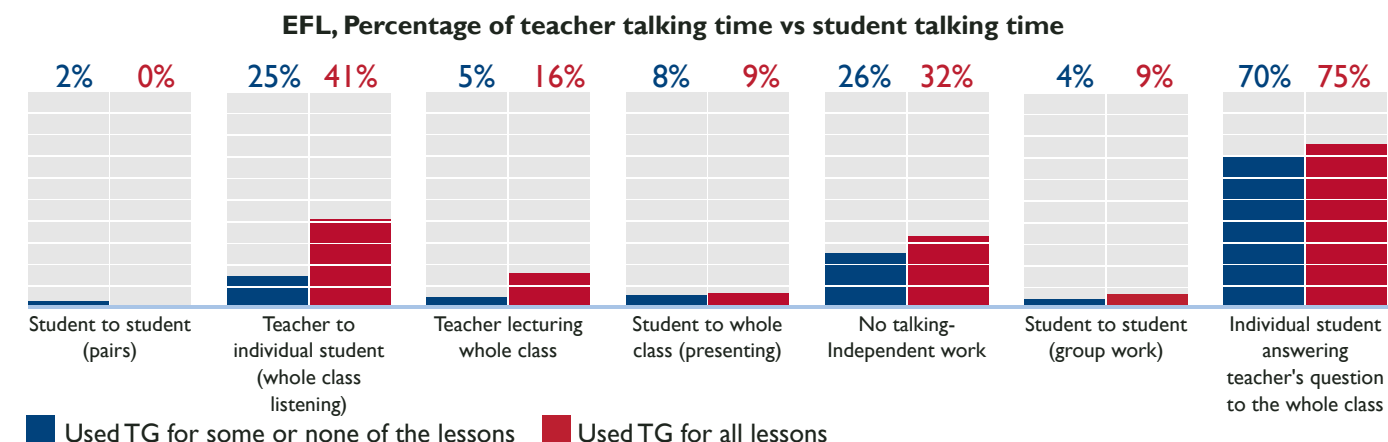

The observed average EFL lesson time allocation during TGUS II was as follows[5]:

11 minutes lecture.	less than a minute work with a partner	23 minutes individual work	11 minutes whole class Q&A.	5 minutes group work
3%	1%	52%	25%	12%

Balance of teacher–student talking during ICT lessons: There was some improvement between Phase I and Phase II observations in terms of the ration of teacher-to-student talking during the lesson time. In Phase I, teachers talked, on average, for 78% of the lesson duration; by Phase II, this proportion decreased to 49% among teachers who regularly use the TGs and 72% among teachers who reported using TGs sometimes or not at all.

ICT, Percentage of teacher talking time vs student talking time

Teacher to individual student (whole class listening)	Teacher lecturing whole class	Student to whole class (presenting)	No talking -independent work	Individual student answering teacher's question to the whole class
10% / 14%	72% / 49%	0% / 13%	17% / 8%	33% / 53%

■ Used TG for some or none of the lessons   ■ Used TG for all lessons

Balance of teacher–student talking during EFL lessons: During Phase I, teachers talked, on average, for 78% of the lesson duration, while students mainly talked for the reminder of the lesson (22%). However, in Phase II, the proportion of the lesson during which teachers were the dominant speakers decreased to 16% among teachers who use the TGs regularly and 5% among those who use the TGs sometimes or not at all.

EFL, Percentage of teacher talking time vs student talking time

Student to student (pairs)	Teacher to individual student (whole class listening)	Teacher lecturing whole class	Student to whole class (presenting)	No talking-Independent work	Student to student (group work)	Individual student answering teacher's question to the whole class
2% / 0%	25% / 41%	5% / 16%	8% / 9%	26% / 32%	4% / 9%	70% / 75%

■ Used TG for some or none of the lessons   ■ Used TG for all lessons

QUESTIONING

TGUS Phase II observations showed that 80% of EFL and 40% of ICT teachers asked open-ended questions that led to discussion during at least one activity. However, the lesson time allocation data reveal that, on average, no more than 20% of EFL and ICT lesson time was spent asking open-ended questions. These findings imply that although most teachers do ask open-ended questions during lessons, they do so for a very short period of time.

5 Ibid