



Lessons Learned from Studies of English as a Foreign Language Teacher Professional Development in Uzbekistan

Uzbekistan Education for Excellence Program



FLORIDA STATE
UNIVERSITY

March 2024



“ More research is needed about current promising practices in early-grade mathematics instruction in the MENA region... (p.14) [View resource](#)

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Uzbekistan Status of Instruction Study Round 1



The Status of Instruction Study (SIS) aims to shed light on teachers' knowledge, attitudes and beliefs, and skills and behaviors; the resources available at the school level and for the targeted subjects; and how these resources are used. The SIS was designed to inform the customization and development of student textbooks, teacher guides, and TPD approaches. Originally, the SIS was to have a school-based data collection component that would include classroom observations and parent and teacher interviews. Given the protracted challenges resulting from the coronavirus disease 2019 (COVID-19) pandemic, data collection was conducted remotely and focused on garnering feedback directly from teachers. As such one limitation of this study is that all data are self-reported without additional means of triangulation or confirmation at this point in time. This report presents the SIS methodology and findings from online surveys administered to more than 9,400 teachers from all regions of Uzbekistan, including the Republic of Karakalpakstan and Tashkent City.

[Download \(4494.8 KB\)](#)

[Preview](#)

Related Resources



[Status of Instruction Study : Phase 2 brief \(UEEP\)](#) The Uzbekistan Education for Excellence Program (the Program) is funded by the United States Agency ...



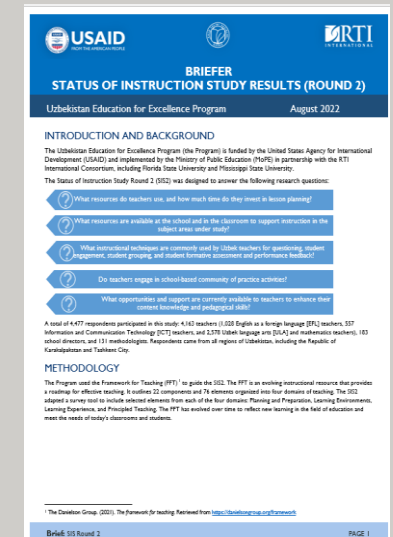
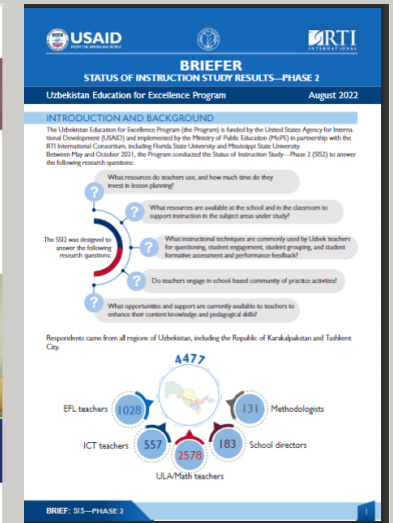
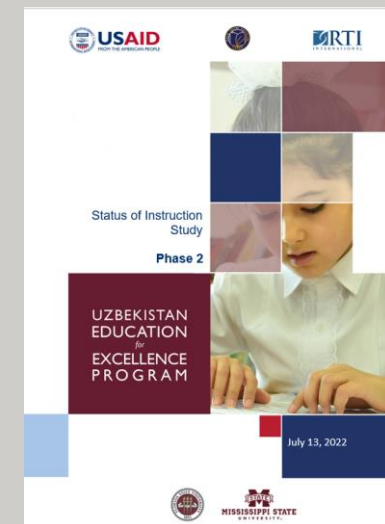
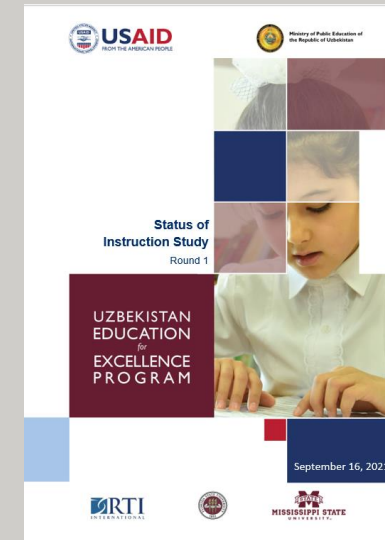
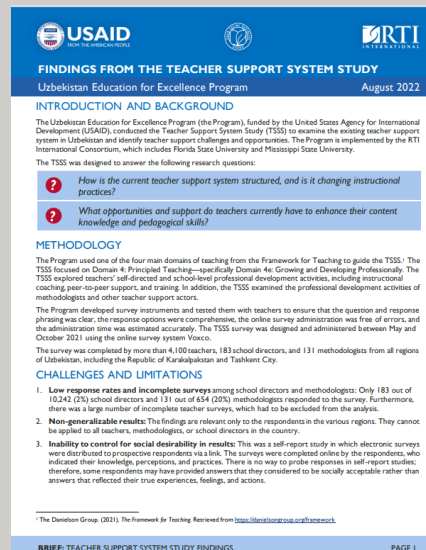
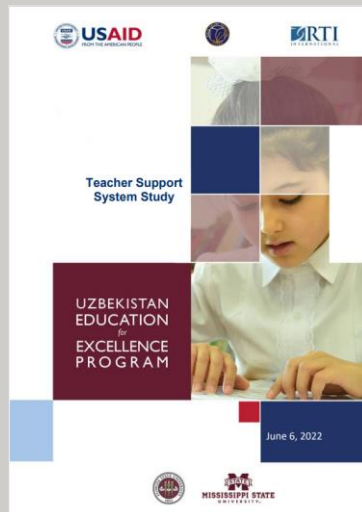
[Teacher Professional Development Effectiveness Study Report](#) The Uzbekistan Ministry of Preschool and School Education (MoPSE) has embarked upon an ambitious ref...



[Status of Instruction Study: A snapshot of in-service English teaching preparation and innovation in Uzbekistan \[CIES 2023 Presentation\]](#) The Uzbekistan Education for Excellence Program conducted a multi-phased Status of Instruction Study...

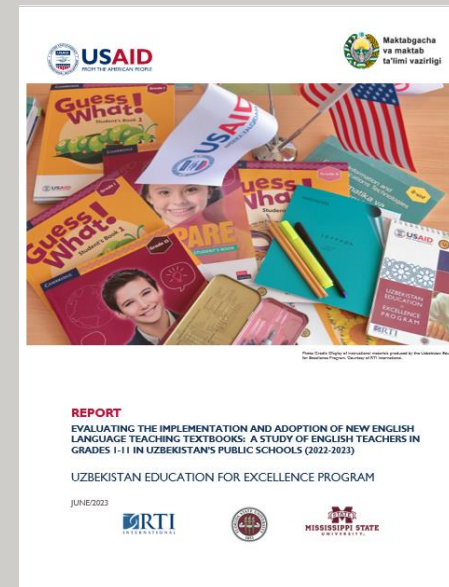
Pre-Intervention Studies

- Status of Instruction Study
 - Phase I- May 2021
 - Phase II – July 2022
- Teacher Support System Study-2021



During and Post Intervention Studies

- Teacher Guide Uptake Study
 - Phase I – November 2021- March 2022
 - Phase II – May - September 2022
- SIS Phase 3 – May 2023



Framework

1 Planning and Preparation	<ul style="list-style-type: none">• Lesson planning• Subject knowledge and pedagogy• Teachers' knowledge of students• Setting and communicating instructional outcomes and activities• Components of assessments
2 Learning Environment	<ul style="list-style-type: none">• Motivating students and nurturing an environment of respect and rapport• Expectations for learning and achievement• Student access to computers, mobile devices and Internet• Teacher resources in schools
3 Learning Experience	<ul style="list-style-type: none">• Lesson time spent on group work• Lesson time spent on student independent work• Lesson time spent on lecturing or whole class instruction• Typical lesson activities• Techniques to engage students in discussions• Assessment practices
4 Principled Teaching	<ul style="list-style-type: none">• Teachers' reflective practices and participation in collaborative activities• Participation in a professional community

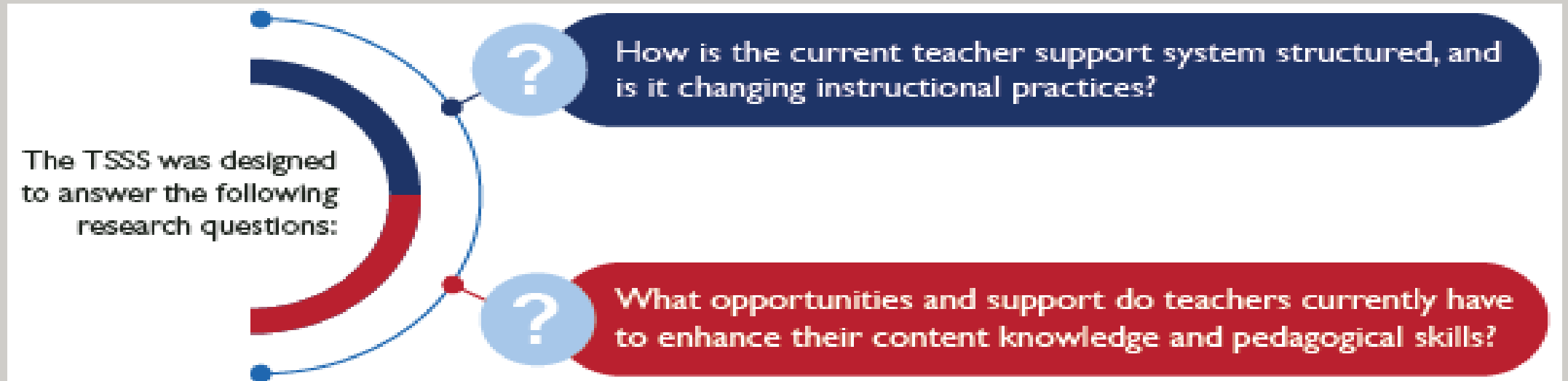
Status of Instruction Study (SIS) – Phases I and 2

- Purpose
 - Explore teachers' knowledge, attitudes, beliefs, skills, and behaviors, available resources and how these resources are used for the targeted subjects.
- Overview
 - (1) 9,470 teachers only, (2) 4,000 teachers, 183 school directors and 131 methodologists from all regions of Uzbekistan.
 - The survey focused on four subjects: Language Arts, Mathematics, ICT, and EFL.



Teacher Support System Study 2021

- Purpose



- Overview

- 4,100 Teachers, 138 school directors, 131 methodologist
- Online national survey

What was different?

Highlight of SIS – Phases 1 and 2 and TSSS

Key Takeaways

- Informed the customization and development of student textbooks, teacher guides, and teacher professional development approaches.
- Identification of TPD system structure and teacher willingness to participate

Repeatable Methods

- Online national survey
- SIS Phase I explored framework themes and SIS Phase 2 elaborated on them





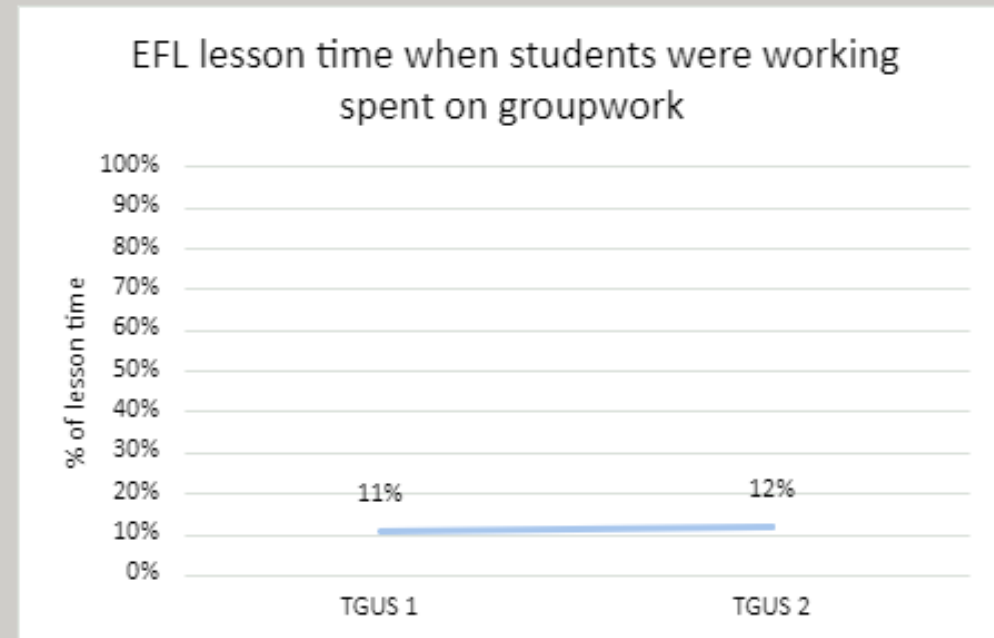
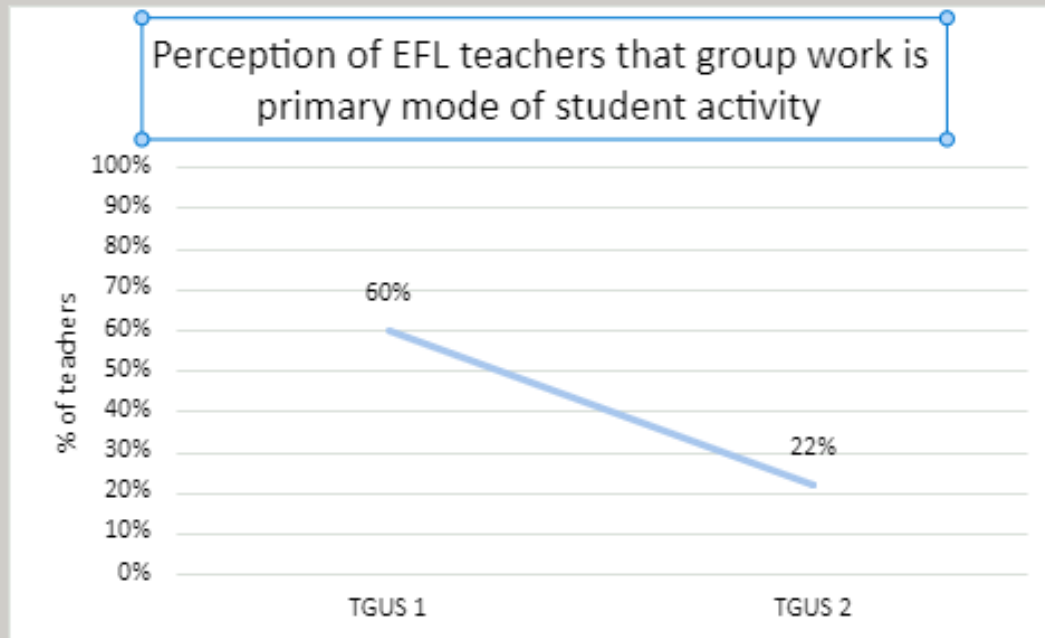
TGUS

Phases I and 2

- **Purpose** – The extent to which teachers used the Teacher Guide (TG) and teachers' application of student-centered strategies.
- **Overview**
 - 683 ICT and EFL teachers surveyed and 110 classroom observations
- **Key Takeaways**
 - Use of TG by EFL teachers increased by 8% between 52% and 60%
 - Teacher using TG showed application of student centered strategies

Example: Methodological Highlights in (TGUS)

Tracked the teacher's perception of the application of teaching practices against observed use of techniques lesson composition



Status of Instruction Study – Phase 3, May 2023



Purpose

- Evaluate the adoption and use of EFL textbooks after national rollout

Overview

Lesson Learned

1. Surveys are great start even more valuable when enriched with classroom observations.
2. Teacher experience varied per subject
3. Reports by subject would have more easily channeled Ministry attention to actionable recommendation.
4. Define targets for certain techniques (talk time, group work, etc.)
5. Pay attention to the analysis plan when comparing over time i.e., when refining or modifying tools
6. Constructs are not easily translatable, stay consistent, find language closest to meaning for teachers, and do cognitive interviewing.





Thank you!

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