



PANEL: Uzbekistan Education for Excellence Program: Supporting Sustainable Educational Reforms in the Republic of Uzbekistan



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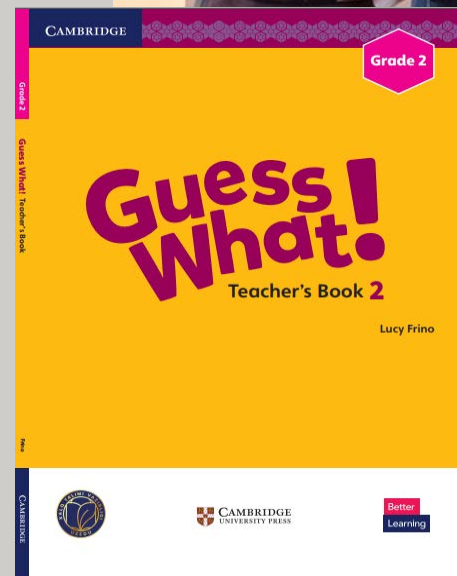


Status of Instruction Study: A snapshot of in-service English teaching preparation and innovation in Uzbekistan

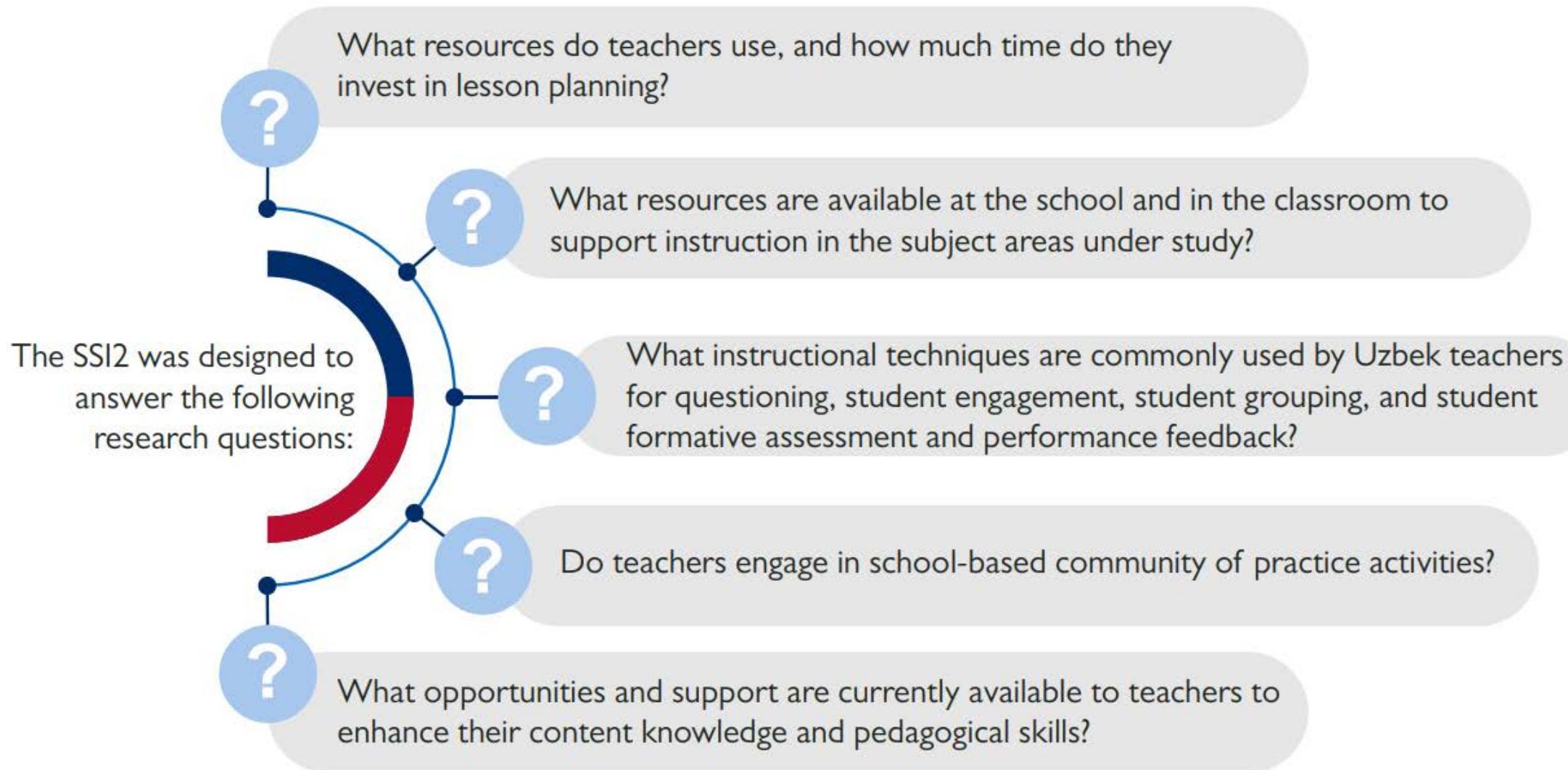
Introduction

Two phased Status of Instruction Study (SIS) aimed to research on:

- teachers' knowledge, attitudes and beliefs, skills and behaviors,
- available resources at the school and for the targeted subjects,
- how these resources are used



Research questions



Conceptual Framework

1

Planning and
Preparation

- Lesson planning
- Subject knowledge and pedagogy
- Teachers' knowledge of students
- Setting and communicating instructional outcomes and activities
- Components of assessments

2

Learning
Environment

- 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

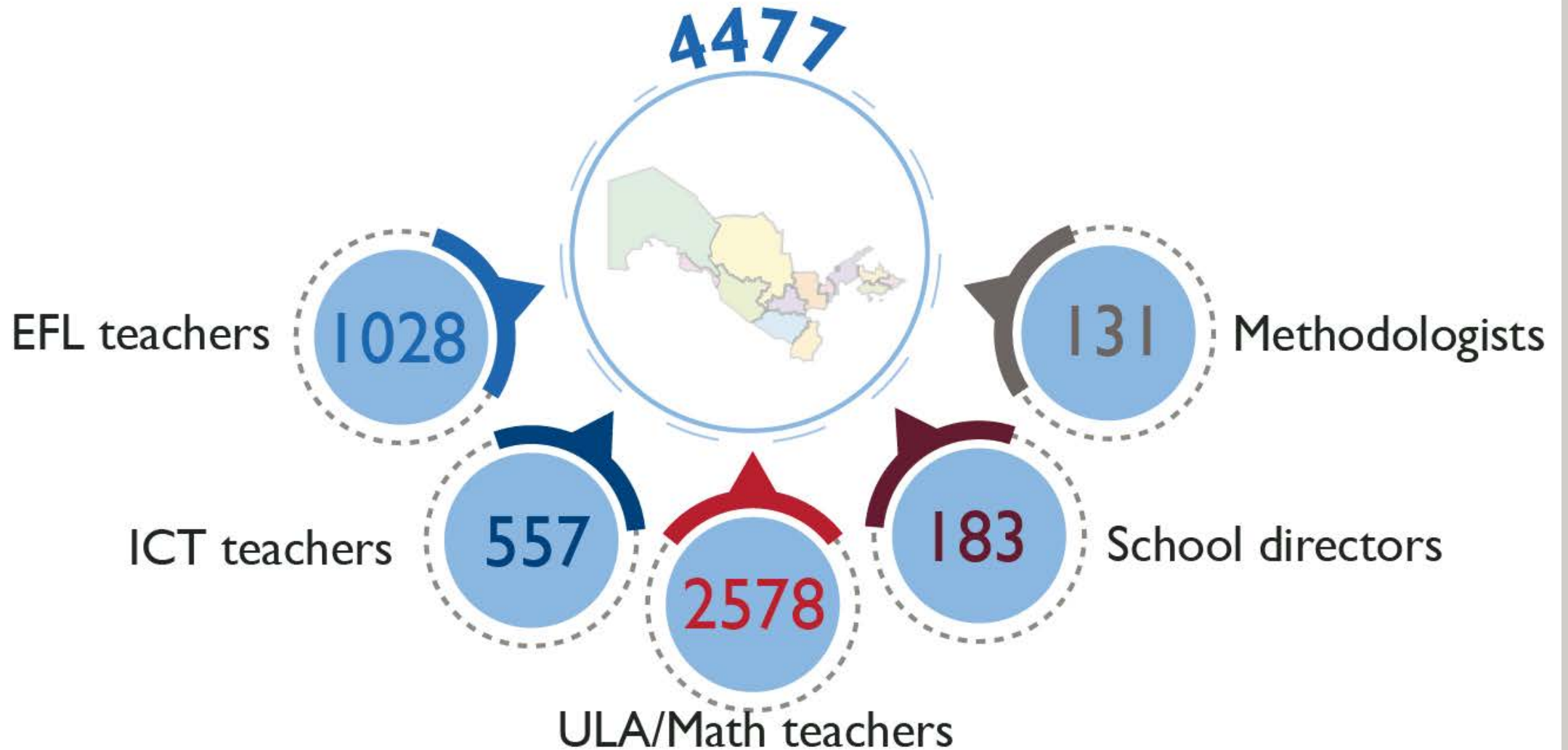
- Lesson time spent on group work
- Lesson time spent on student independent work
- Lesson time spent on lecturing or whole class instruction
- Typical lesson activities
- Techniques to engage students in discussions
- Assessment practices

4

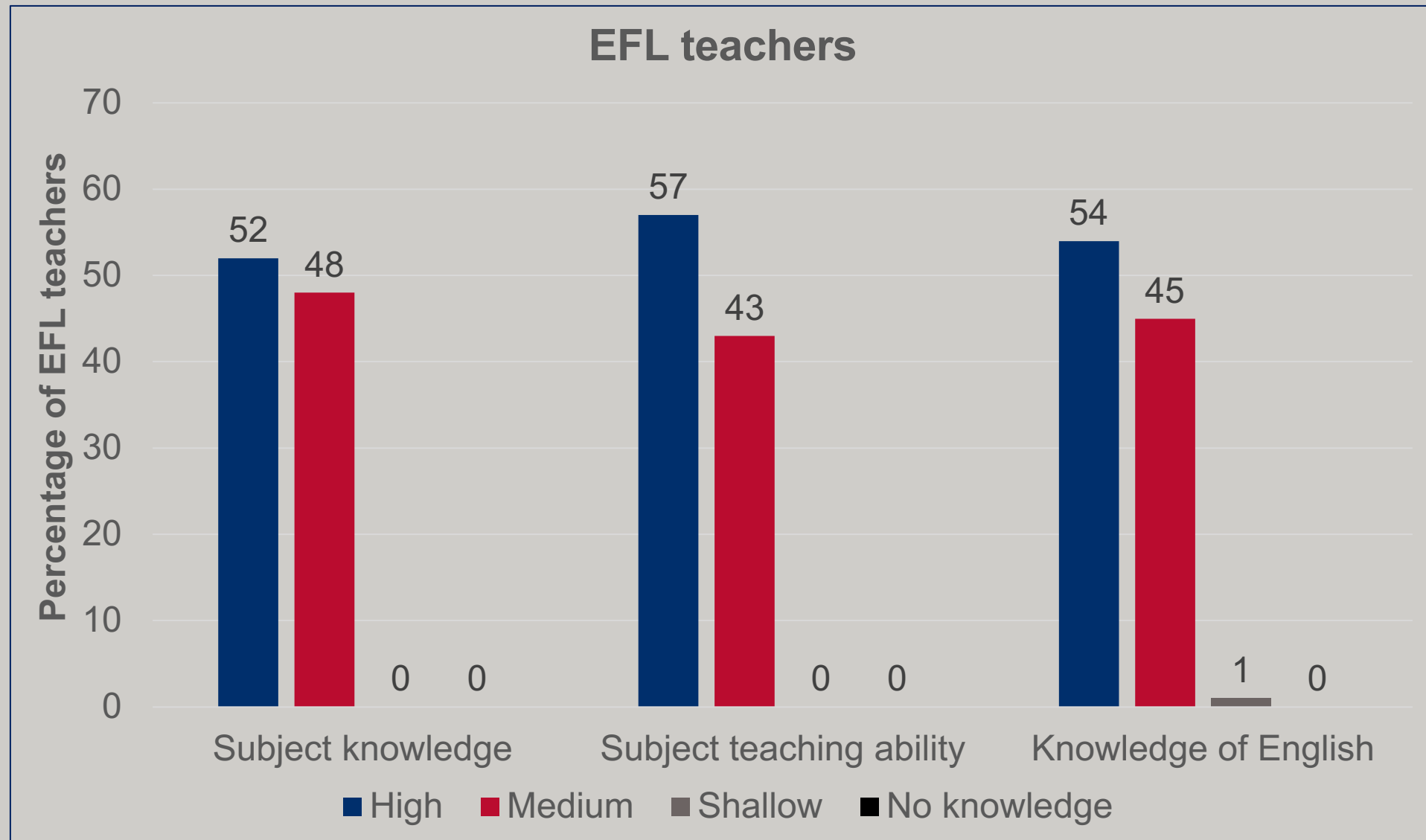
Principled
Teaching

- Teachers' reflective practices and participation in collaborative activities
- Participation in a professional community

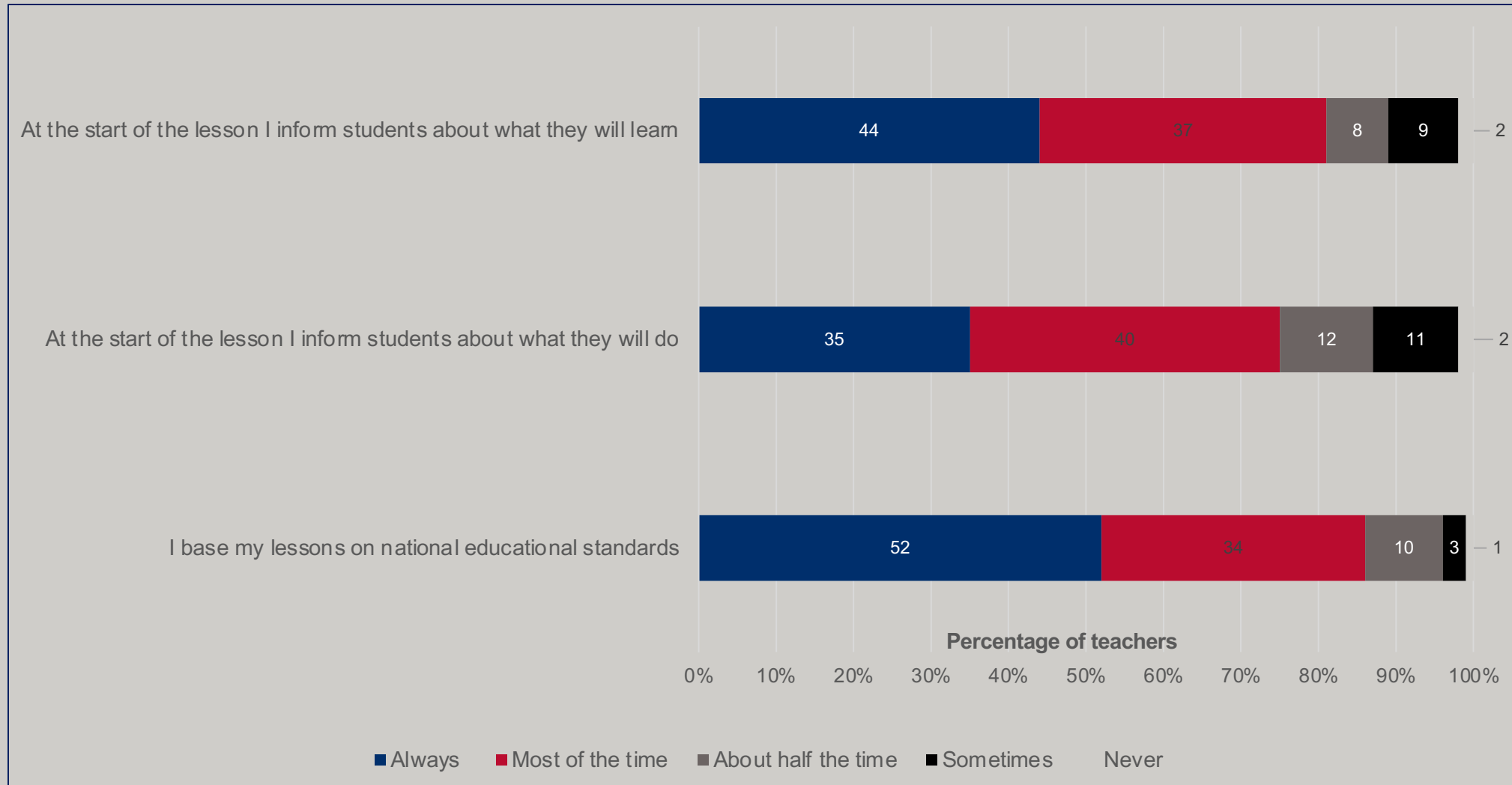
Round 2 Participants



EFL Teachers' Subject Knowledge, Teaching Ability, and English Knowledge

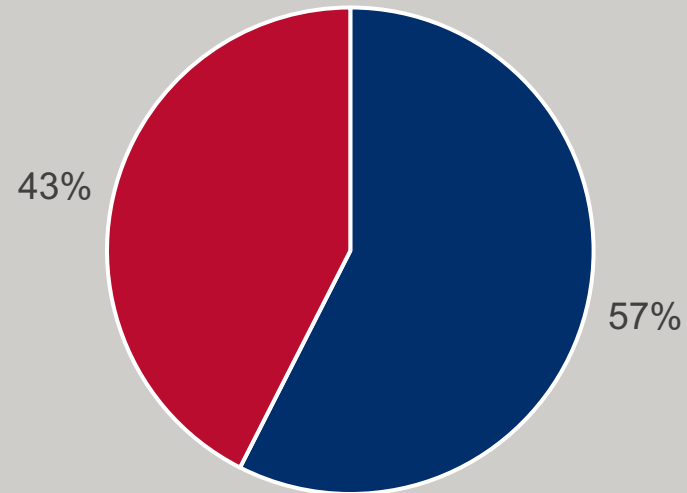


EFL Teachers' Expectation-Setting and Use of Standards



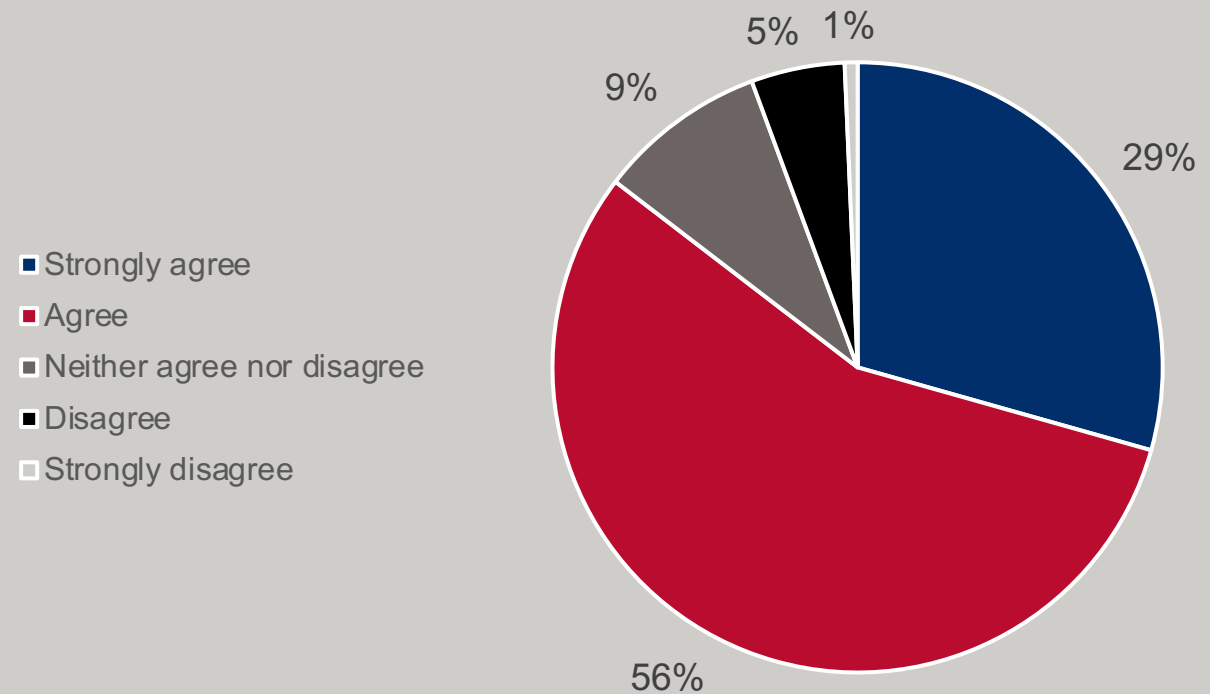
EFL Teachers' Reflections about Student Learning

Teachers' Opinions about Natural Skill vs. Learning Effort



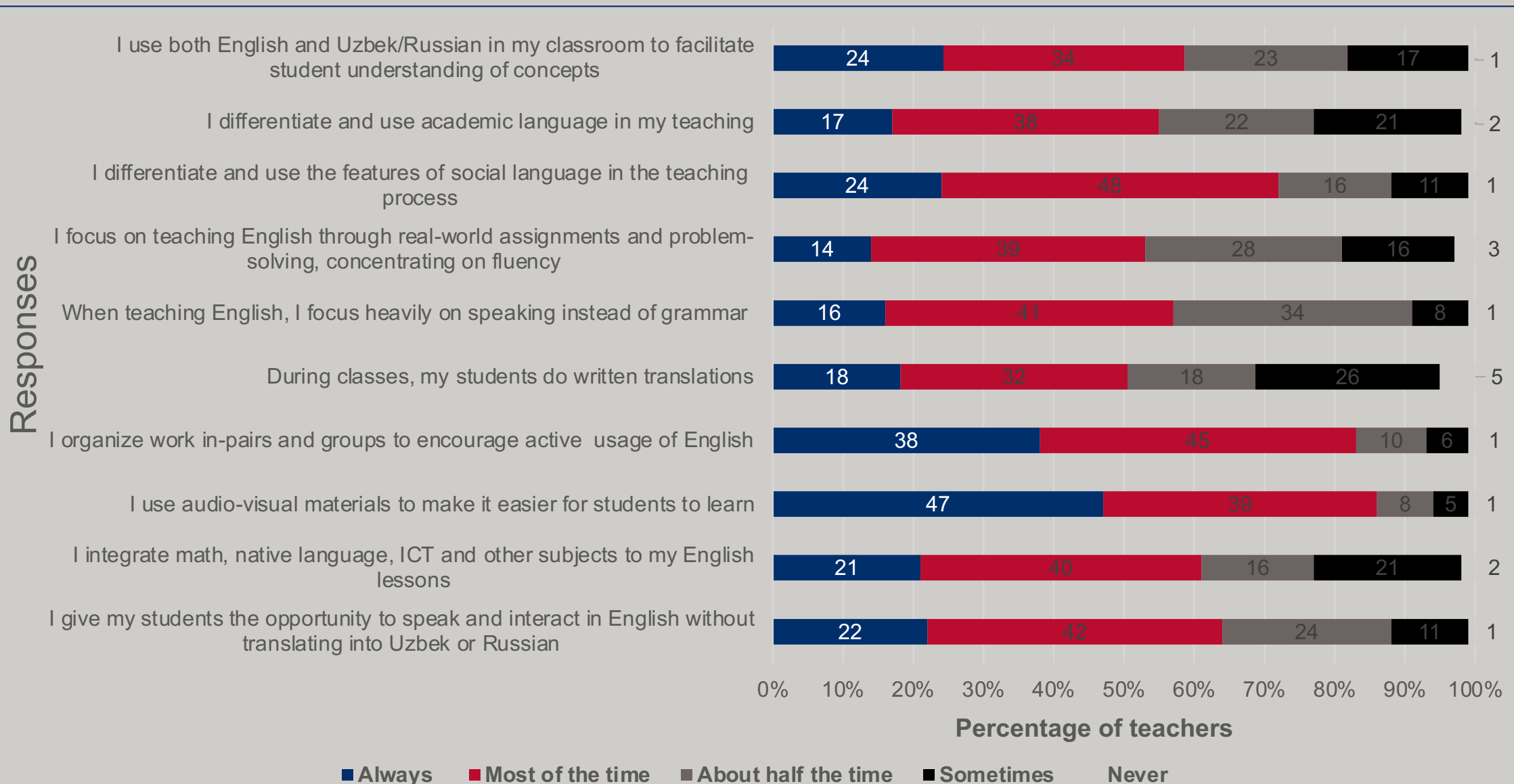
- All children can be good at learning English if they try hard
- Some children are just naturally better than other children at learning foreign languages

Psychological, social, cultural, and political factors shape English learning of my students

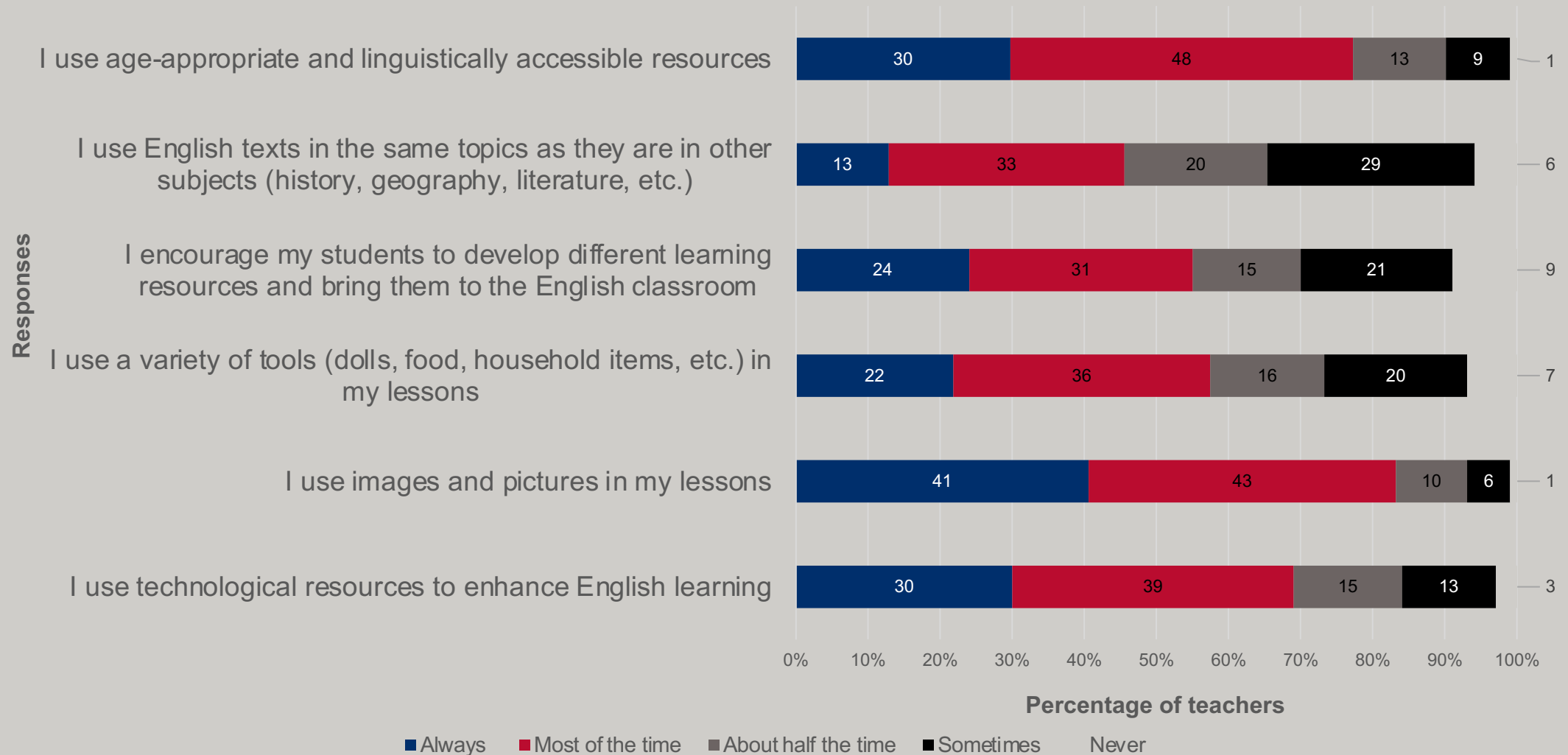


- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

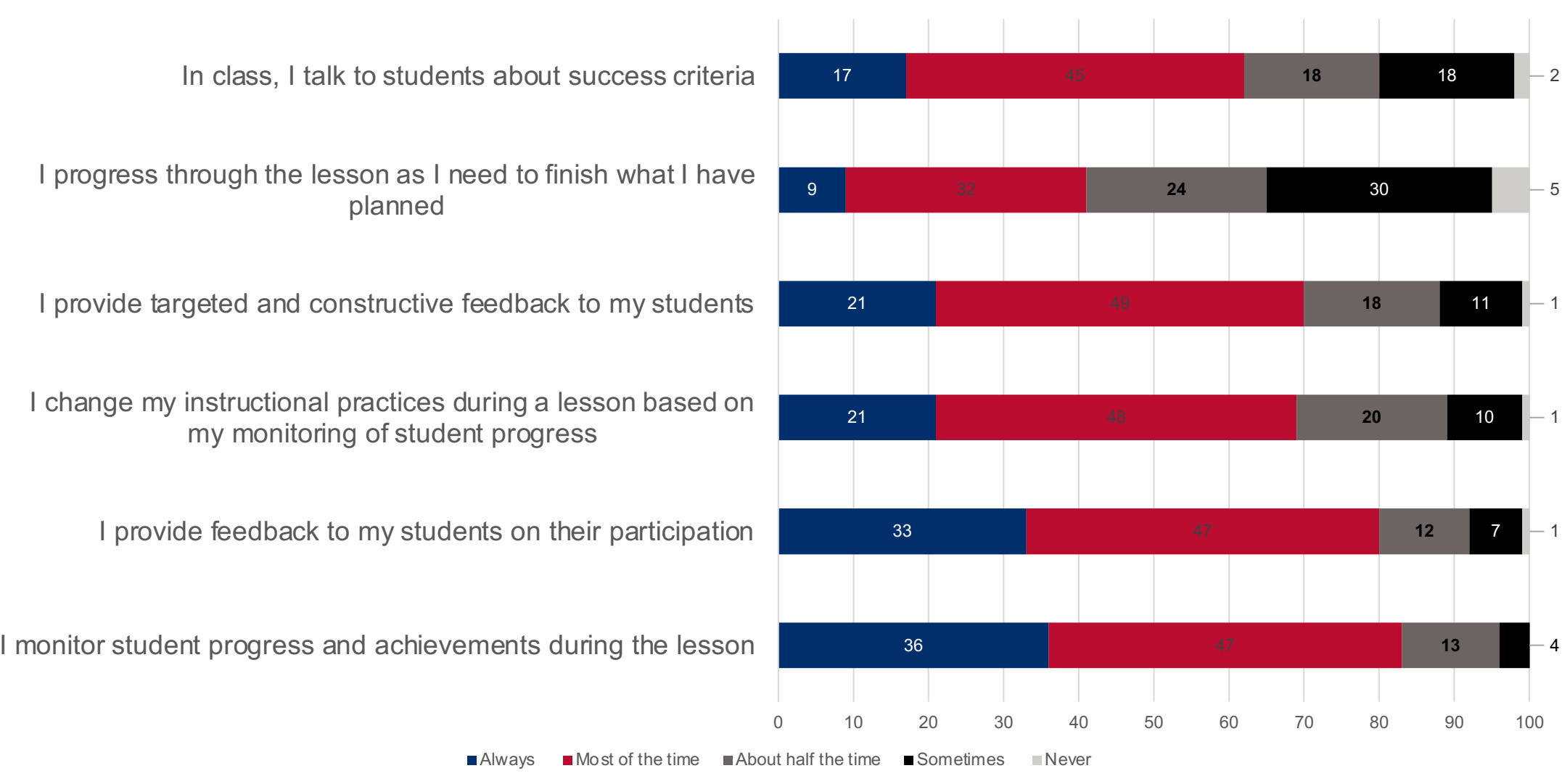
EFL Teachers' Methods to Ensure Students' Learning



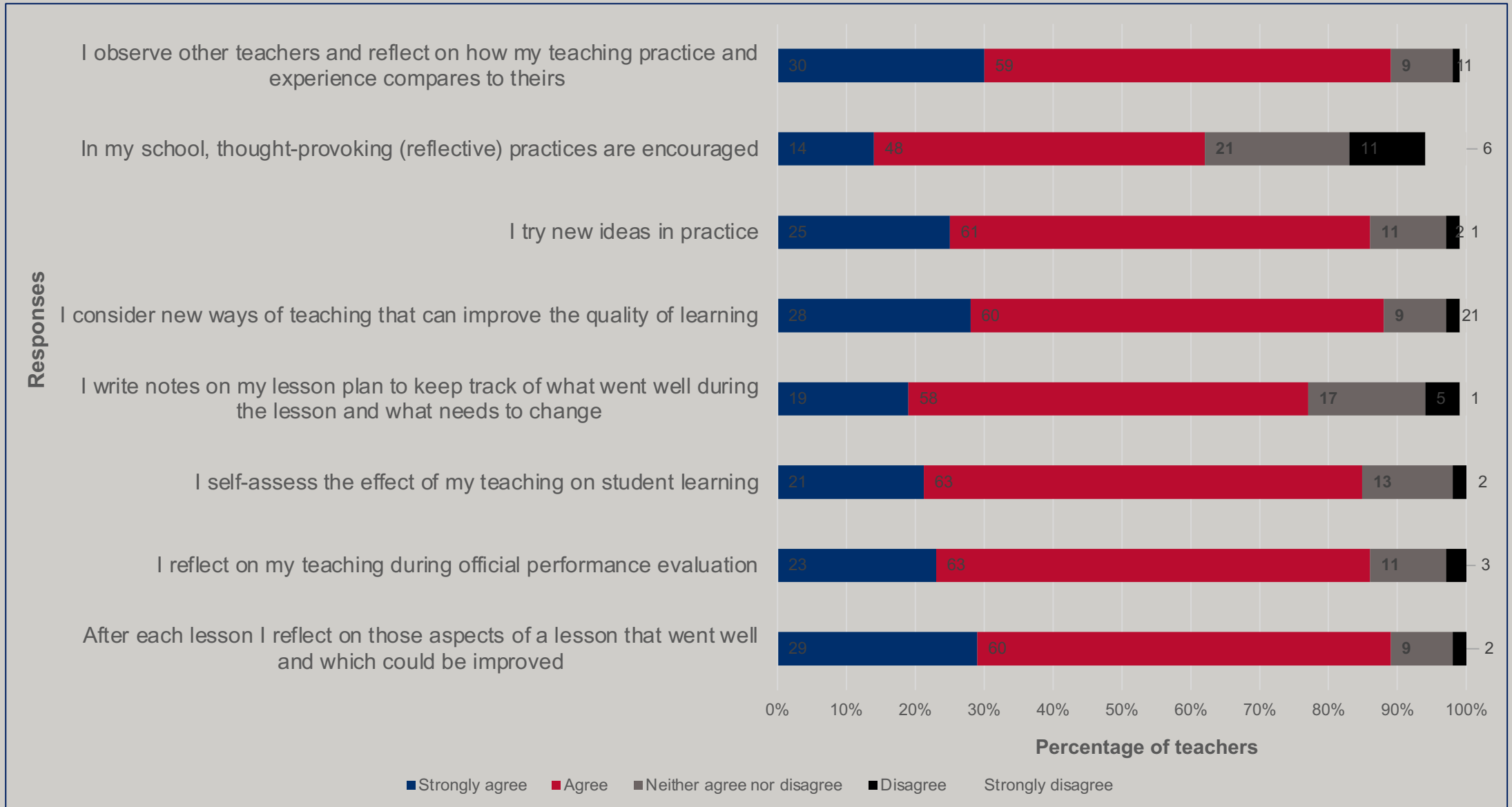
EFL Teachers' Use of Resources



Instructional Practices - EFL Assessment Practices during Class



EFL Teachers' Reflective Teaching Practices



Use of SIS Findings

- Customization of Cambridge University Press Guess What! and Prepare series (Total 33 books)
- Teacher Guide's Addendum
- Development of Digital platform to make it easy to access student standards, resources, audio and video files
- Teacher Professional Development Seminars (30 master, 500 regional trainers)



Ministry Perspectives on How to Use SIS Findings

Development of teacher guides with sample lesson plans and explicit teaching strategies

Upgrading of teachers' content knowledge in selected subjects

Development of online learning courses on teaching strategies and techniques

Enhancing teachers' skills in incorporating meaningful independent and group work

Enhancing guidance on summative and formative assessment

Conducting similar studies to evaluate teaching and learning practices at schools

