

EWB NEWSLETTER

ALSO AVAILABLE AT WWW.EWB.TJ

Welcome to the English Without Borders Network

English Without Borders (EWB), a network created to support English language teachers and learners in Tajik universities, schools, and educational institutions, had an official online and in-person launch on March 1, 2021. The event was organized by the U.S. Embassy in Tajikistan and Public Organization Durakhshi Marifat with the support of the Ministry of Education and Science of Tajikistan. Over a two-week campaign, EWB was sponsoring events for English language teachers and students featuring the U.S. and local experts in the sphere of TESOL through American Spaces Social Media platforms. The official launch ceremony took place in American Spaces in Dushanbe, Khujand, Bokhtar, Kulob, Gharm, Panjakent, Isfara, and Khorog, and there were over 2000 participants attending the ceremony both online and offline.

IN THIS ISSUE

Our Highlights

Page 01

Alumni Stories

Page 03

Project Work in ELT Classrooms

Page 04

English Opens New Horizons

Page 05

Come CLIMB with Us

Page 06

Bloom's Taxonomy for Expanding upon Textbook Activities

Page 07

Universal Design for Learning for Students with Disabilities

Page 08

Icebreaker Activity:

Page 09

News and Events

Page 10

EWB seeks to identify the needs of secondary and university level English language teachers through the NAS (Needs Assessment Survey) and FGD (Focus group discussions) to better tailor project activities based on teachers' needs and provides them with the opportunities to receive small grants to conduct training workshops in their communities. Over a three month period, between March and May 2021, EWB, with the help of its regional representatives, reached out to over 60 secondary schools, universities, and English learning centers across Tajikistan and conducted informational sessions as well as training for the teachers of English in Khatlon, Sughd, GBAO, and DRS. Nearly 1120 English teachers have registered on the EWB website and gained the EWB membership.

The EWB Master Workshops 2021 and the Innovative English Teacher of the Year Award 2021 have been announced recently to encourage all English teachers to participate, to share, and enhance their teaching and training skills as well as become an active part of their community, and make a positive contribution to the development and improvement of English language teaching in Tajikistan.

EWB holds weekly webinars on Thursday delivered by outstanding American English language specialists and local English teachers. The webinars embrace a wide range of methodological topics and are attended not only by the English teachers from Tajikistan but also by the participants from various countries such as Pakistan, Uzbekistan, Kyrgyzstan, Russia, Belarus, Georgia, Nepal, Myanmar, Philippines, and others.



[Learning about EWB benefits](#)



[Becoming an EWB member](#)



[English Through Cooking](#)

Recently, EWB launched Chai Talk and English Through Cooking online programs. EWB Chai Talk is a live stream program that features outstanding Tajik people who make contributions to the development of culture and education through English. The English Through Cooking program, a series of monthly recorded videos, was created to help learn English in a fun and motivating way as well as to learn about worldwide cooking recipes.

Join the EWB Network to become part of the growing community and enjoy membership and professional development opportunities!



Alumni Stories: Ismoilova Mutriba

ETM-2016, SUSI-2019

Life is going so fast and we cannot notice that we have become older and our life full of dreams has been left behind. But I never regret that once I decided to be an English teacher. While studying at the faculty of foreign languages, the Persian language department, I had a chance to participate in Aga Khan Trust for Culture Humanities Project for Central Asia which changed my life greatly. Through this project, we learned the culture of Asian countries and also shared with beautiful traditions of Tajik people. It was then I had a goal to introduce my country with its beautiful nature, national food, and famous people like Umar Khayam, Abu Ali- Ibn- Sino, and Bobojon Gafurov to American and European countries.

To realize my dream I worked hard on improving my professional knowledge and I faced a lot of problems, like a lack of teaching resources, textbooks, and learning materials in order to compare different methods of philological schools in western and eastern literature and the English language became a candle in the dark night for me. I tried not to miss any international training in order to make my English better and to learn new teaching methods to be aware of the latest and modern scientific discoveries in philological studies. I participated in a short-term refresher course, for English teachers, organized by David Sears, the instructor of the University of Toledo, USA. The courses were held at the Institute of Economy and Trade of the Tajik State University of Commerce in Khujand and helped me to understand the modern American language.

In 2012 I become the winner of the Erasmus Mundus Program for Academe Staff and had a three-month internship at Johannes Kepler University in Austria where I attended the courses of Communicative and Intercultural Skills in English for Sociologists. There I had a great opportunity to realize my dream to be an ambassador and present the lifestyle and culture of my country to representatives of European university teachers. Thanks to the ETM (English Teaching Mentor) program of 2016 I could gain huge teaching experience from American mentors and which was also a good platform to find new friends and colleagues with the same ideas and goals and strengthen collaborations between us. After coming back to my home university I organized many seminars and demo lessons where I shared obtained skills and experience with our colleagues from Khujand State University, Tajik State University of Law, Business and Politics.

My attempt to participate in the SUSI program was unsuccessful for some years but I never stopped applying. Finally, in 2019 I was chosen as a finalist of the SUSI program for scholars and spent 6 weeks at Seattle University in Seattle, USA.

The main aim of this program was to introduce the twentieth and twenty-first century US contemporary literature, art, and culture, to provide participants with up-to-date materials for our research and teaching. This program was a complete mental blast for me and I started to rethink my research and teaching methods in my activity. During my visit to the US, I had a great opportunity to meet with a wide range of US professors, visit amazing cities like Seattle, Los Angeles, San Francisco, Berkeley, and Washington DC great city libraries and museums.

Today, I can proudly say that all these educational programs caused me to realize that I have become a leader and have changed the life of my students so that they have learned to overcome difficulties which they meet and always go ahead to realize their dreams.

*"Never turn back, when you are just at the goal" -
Ismoilova Mutriba*

Project work in ELT Classrooms



Marhabo Kholmurodova

English Language Instructor, SPCE UCA

In recent teaching practices project work has become an increasingly popular approach within English Language Teaching. The gained popularity is due to needs analysis done at various educational institutions. A good example can be a study which was done at the University of the Basque Country which showed that students in the English for Specific Purposes (ESP) course were particularly interested in improving their so-called productive skills [cf. García Mayo & Núñez Antón (1995).] The students taking the course with an intermediate-high level of English wanted to become familiar with oral presentation and research writing which are a part of project-based learning.

Since many learners get more motivated and excited about group work and wish to explore and learn together, we-educators-are responsible for providing such kind of a learning environment to involve our students with various tasks to enhance their knowledge. Indeed, project work may provide many opportunities to meet a variety of learning aims although it requires strong classroom management skills. A project involves students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role. Even though learners need independence in planning and realizing the work, they still need the teacher to act as a driver to ensure they are meeting the learning aims of the project work.

There is a variety of project work that can be implemented in ELT classrooms. Examples of some are projects like a class magazine, a project based on readers, a music project, a food project, a fashion project, digital storytelling, conferences, research time, video exchange projects, surveys/interviews, newspaper project, film-making project, and many more. The mentioned examples of project work can carry numerous benefits for ELT. Project work can boost an increased motivation-learners become personally involved in the project. It can also develop all four skills (reading, writing, listening, and speaking), and autonomous learning which enables students to become more responsible for their own learning. Moreover, there are always learning outcomes-learners have a product. In other words, by the end of the project work, students produce something, and when they see their product they become more motivated and confident in using different ways to learn a language. What is more important, students enhance their interpersonal and social skills while working as a group. Teamwork boosts their confidence and increases their team spirit in decision-making and problem-solving skills.

It is important to note that besides the many advantages to doing project work in the ELT classroom, there are some possible challenges too. While students are involved in work they very often switch to their own language. If the class is monolingual, they may use their L1 a lot (it often happens anyway in EL classes), so you should decide whether the benefits of doing project work outweigh this factor. It can also be observed that some learners do nothing when given freedom during the project work, but if the project is planned carefully and roles decided at the proposal stage this is less likely to happen. In addition, groups may be working at different speeds. One group may have 'finished' the project after a couple of hours and say they have nothing to do. Remind them it is their responsibility to fill the time allocated to project work and discuss ways they could extend the work they have already completed.

References:

Phillips D, S Burwood & H Dunford (1999) *Projects with Young Learners* Oxford: OUP
Fried-Booth, D. L. 1987. *Project Work*. Oxford: Oxford University Press.



English opens new horizons

Written by Zebuniso Rasulzade

A Muse...she inspires poets, writers, and artists to create. She encourages creative people to learn, to develop, to improve his/her skills and she doesn't like lazy people. I have been writing poems since my early childhood. My first book "Pandname" was published in 2019. "Pandname" is a poem that consists of 27 poetic tales. These tales were written on the basis of Tajik and Eastern legends, fairytales, and paroemia. I have decided to translate these poetic tales into English and put my first steps into English poetry. Actually, my first attempts were not successful. As a matter of fact, English poetry is quite different from Russian and Tajik poetry. So, I never surrendered and I found interesting articles about English poetry rules and features. I learned a lot from them. I have bought books of William Shakespeare, George Gordon Byron, and Rudyard Kipling in English with translation and read them all. Afterward, the verses of these outstanding people inspired me to write a new poem of mine.

What is the youth? It's only moment; it's like a flash in the darkest night.

*And human's life if we compare it with an eternity, its light,
It's only star beam in the dark, it's only wing beat of the bird.
It's like the smallest fire spark; it's like a rain drop falling the earth.*

Later I translated my new fairytale called "Adventures of Firuz" from Russian into English. This fairytale was written in both: poetic and prose forms for children aged 10+. It was published in 2020. As a result, I was invited to participate in UN Women "Awake not sleeping" workshop that was held in January 2021.

The workshop was conducted in English and there were nearly 10 children's writers from different countries. We worked on reforming fairytales in order to change the representation of women and girls' roles in them as submissive, weak, passive, and dependent. It was an amazing energy, learning, and creative process. We still continue our collaboration.

These all have become possible owing to my knowledge of English. English opens new horizons for creative, cultural, business, learning activities, and cooperation. I am blessed to be a member of the EWB network because it is a wonderful opportunity to experience intercultural relations as well as learning to enhance my skills, abilities, and potentials.

"A woman"

*A woman, you are soft and strong,
You are a secret deep inside,
You are the nature's rhythm and song,
You can create, you can inspire.
You give the life and educate,
You are the source of hope and light,
You change the world around, fate.
You can be painter of your life.
Please don't forget you are the best,
Your shine is brighting like a star,
You are the beauty, you are blessed,
You are the source of love by far!*

©Zebuniso Rasulzade

Come CLIMB with Us

by Linda Marie Chu

TESOL Career Path Development Leadership Team
Tucson, Arizona, USA

TESOL Career Path Development Mentorship Program

C.L.I.M.B.

Collaborate **Learn** **Inspire** **Motivate** **Build**

Let's C.L.I.M.B. Together



The TESOL Career Path Development Professional Learning Network has just launched its first-ever mentor/mentee program, called CLIMB. This program matches mentors with mentees to address topics of importance at all stages of our TESOL careers. The program is designed to address professional career interests.

We chose the name CLIMB as it represents many of the aspirations we have for this mentoring program.

C.L.I.M.B.

Collaborate Learn Inspire Motivate Build

The program intends to foment a sense of engagement, impact, and enjoyment with the mentor experience. Participants will create at least two specific goals that they hope to achieve together during the year that runs from May 2021 to May 2022. They will meet and report bi-monthly to work on their goals. The program is primarily driven by the needs of the mentee, although the aim is for both participants to benefit from the experience.

Possible Goals include: working on research, developing a strategy for change, working on a presentation together, developing a program/course or initiative

together, designing an online presence such as a website or a blog, and attending and engaging in a virtual conference or webinar. Of course, the participants are welcome to come up with their own goals according to their interests. Mentors and mentees are then matched according to goals, experience, teaching context, and other factors.

We have had a large, global response to our CLIMB program and have initially selected 50 participants for our first group. We plan to launch a second program later this year. Please join the next cohort of mentors and mentees. Here's the link to the TESOL Career Path: <https://forms.gle/LCz26XrbnJkzbhvb9>

Look for news about the program on our Facebook page, and on our TESOL CPD site: <https://bit.ly/3x7ihiZ>

Any questions may be directed to:
CPDPLN21@gmail.com

Universal Design for Learning (UDL) for Students with Disabilities

The World Health Organization estimates approximately 15% of the world's population live with some form of disability (2017). They include both physical disabilities affecting vision, hearing, and mobility, as well as nonapparent disabilities that affect cognitive aspects such as learning and remembering.

How, then, can we make our classrooms more accessible for all our students? One effective approach is the Universal Design of Learning (UDL), a framework that can improve teaching and learning for all and offers specific guidelines (CAST, 2021).

According to CAST (2021), one of the three UDL tenets is Multiple Means of Representation. When applying this principle, we reflect on how we present learning content. Are students accessing materials in various ways? For example, is new information and content presented only as a lecture, or with visuals, or handouts to follow along? Clearly, this would be necessary for students who are hard-of-hearing. However, it can also help students with learning disabilities, as it is easier to process information when presented via multiple channels.

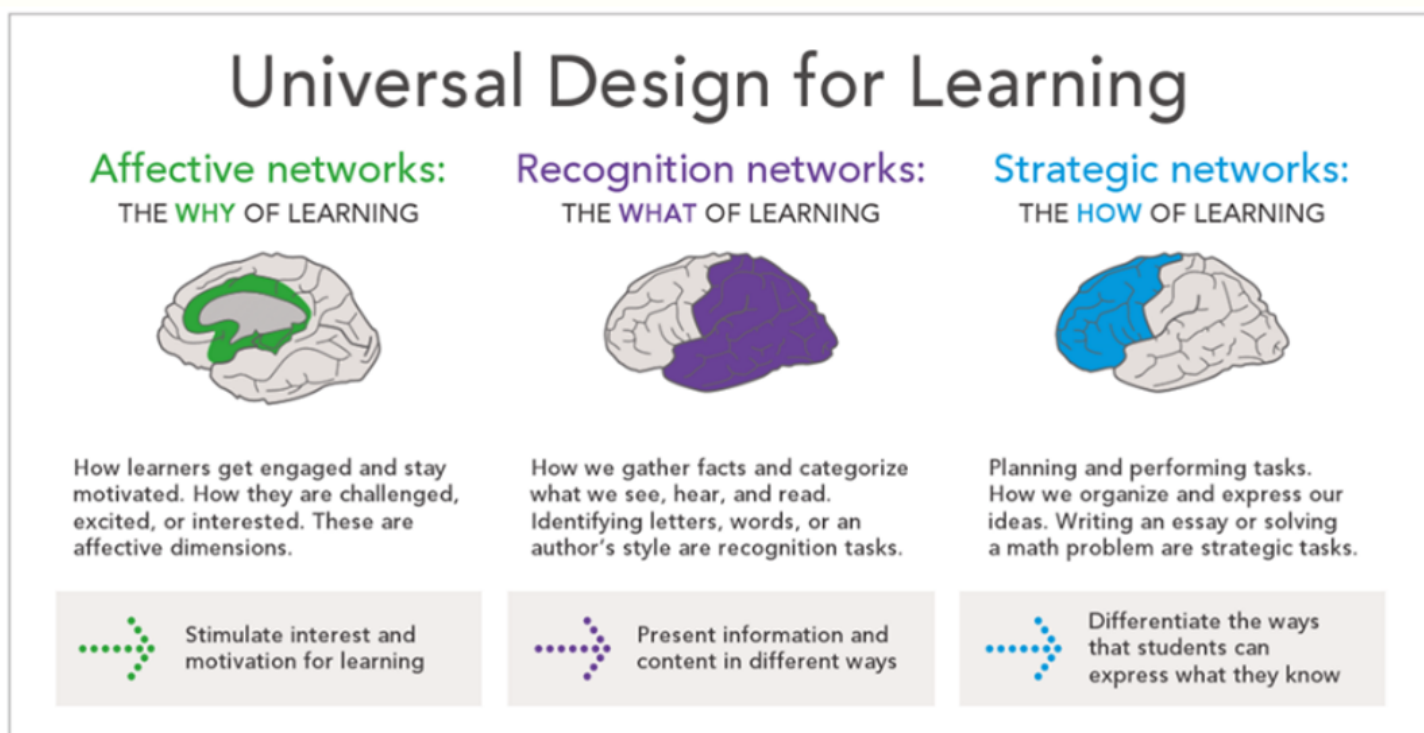
The second is Multiple Means of Action and Expression. Are we allowing students to show what they learned in diverse ways? Oftentimes, we give students written tests to assess their knowledge of grammar. However, what if they are not strong written-test takers due to their nonapparent disability but can explain grammar well orally? We must be mindful of their strengths and challenges.



*Maiko Hata, MA TESOL, MS Special Education,
Early Childhood Special Education Specialist, Early
Childhood CARES, University of Oregon
Email: hata@uoregon.edu*

Last is that of Multiple Means of Engagement. Good teachers know students learn well when they are interested in the content and objectives are clear. Are our lessons interesting and meaningful for them? Reducing the distraction such as loud noises and too many tasks can be helpful as well.

There is no magic pill we can take to make our classes accessible for all. However, UDL can guide us in the journey towards an inclusive classroom.

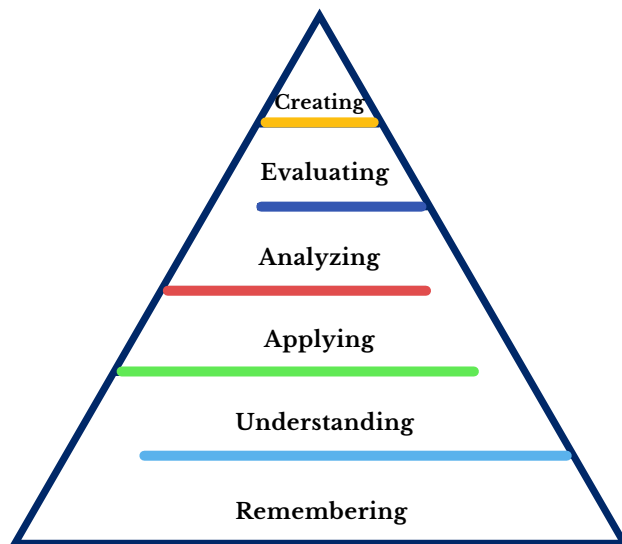


The brain network. CAST, 2013

Using Bloom's Taxonomy as a Roadmap for Expanding upon Textbook Activities

by Lisa Mann
English Language Specialist

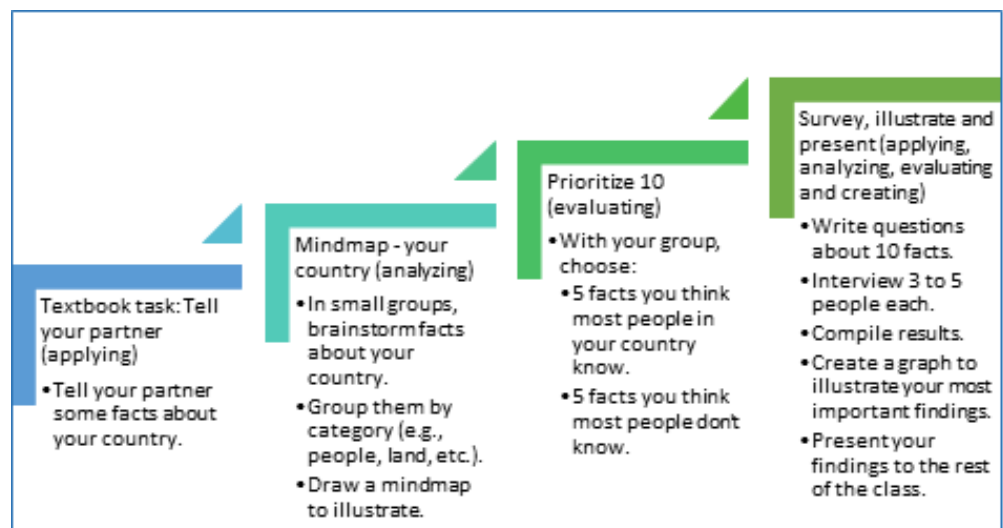
Bloom's taxonomy is a hierarchy of different types of thinking skills that was originally developed by an educator named Benjamin Bloom and his colleagues in the 1950s as a way to conceptualize and classify educational objectives. It is often represented in the form of a pyramid, with lower-order thinking skills at the bottom and higher-order thinking skills at the top. The taxonomy was revised in 2000 by Anderson and colleagues, who changed the order slightly and included *creating* at the apex of the pyramid.



If we classify activities according to the revised taxonomy, those that require learners to repeat, memorize or match fall under the skill at the base of the pyramid: *remembering*. *Understanding* activities require students to demonstrate comprehension through summarizing, paraphrasing or giving examples. In *applying*, students transfer information or knowledge from one situation to another, and these are quite common in the English language classroom because we quite often ask our students to transfer knowledge gained from one language skill, like reading or listening, to another language skill, like speaking or writing. Moving up the pyramid, next is *analyzing*, which means breaking

down information into parts and drawing connections. *Evaluating* activities require students to compare, contrast, judge, and draw conclusions. Finally, *creating* activities include those in which students use information and knowledge to produce something new: a story, a role-play, a design, a plan, etc.

It is important to note that all of these skills are important, and the skills at the bottom of the pyramid provide essential scaffolding for those at the top. In some textbooks, the majority of the activities require the skills at the base of the pyramid, so they provide a solid platform on which to build more engaging, thought-provoking, student-centered activities and tasks. The image shows just one example of the kinds of activities that can be developed starting from a very simple textbook task.



References:

1. Anderson, L., Krathwohl, D., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., Raths, J., & Wittrock, M. (2000). *Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Abridged Edition (1st ed.). Pearson.
2. Bloom, B. S. (1971). *Taxonomy of Educational Objectives. The Classification of Educational Goals. Handbook I: Cognitive Domain* (Later printing ed.). David McKay Company, Inc.

Icebreaker Activity: Discussion Starter

This activity is a good controlled speaking activity, which uses a worksheet that can be tailored for the students in the class.

Preparation

Make the student worksheet. Depending on the size of your class, you will have one or more even-numbered groups (at least six per group works best). Write enough questions for all but one group member. (So, if you have groups of six, you will need five different questions.) These can be getting-to-know-you questions or questions related to a specific topic or language point. On the left side of the worksheet, number one through six (or the number of students per group) followed by a blank line. On the right side, write the five questions (for example, if there are six group members) starting across from number two. See sample below.

Procedure

1. Divide the class into groups with equal numbers in each group.
2. Give each student a worksheet that has been folded down the middle (so the students can only see the numbers and the blank lines, not the questions).
3. Each student should write his/her name on line number one, then pass the sheet to his/her left to a group member. That person will write his/her name on line number two. Continue as such until each student receives his/her paperback. (Note: You can play some upbeat music during this paper-passing, as it keeps the flow of the activity.)
4. Students open their papers and mingle in their groups, asking each question to the student whose name is to the left of the question on their sheet.
5. After the students have had a chance to “make the rounds,” ask them to return to their seats for a whole-group discussion, depending on the intent of the exercise. What did you find interesting? What did you learn? What did you want to talk more about? etc.

Variations

During the question phase, you can choose to leave the responses oral or have students take notes on the answers to report back. With larger groups, especially, it may be helpful to take notes.

e.g., Unit on Food

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

-----XX-----

What are your three most favorite foods?

Do you know how to cook? If so, what?

What's your favorite restaurant?

Who's the best cook in your family? What does this person like to make?

What food or dish would you recommend to a foreigner? Why?



Beginner



Intermediate



Advanced



Listening



Speaking



Reading



Writing



Grammar



Vocabulary



Critical Thinking



Kinesthetic



Tactile

When to Use it

- To break the ice
- To begin a discussion of a particular topic
- To review material

Level



Depending on questions chosen

Skills



Practice

Materials

Worksheet for each student

Preparation Time

10–20 minutes

Activity Time

15–30 minutes

Contributor

Elizabeth Crockett Hixon, English teacher, Florence RE-2, Florence, Colorado; English Language Fellow, Brazil, 2011

This game was taken from The Monster Book of Language Teaching Activities. page 67.

News and Opportunities

Innovative English Teacher of the Year Award



We are pleased to announce the Innovate English Teacher of the Year 2021 Award and are accepting applications/nominations from all teachers across Tajikistan.

Purpose

The EWB Network recognizes the hard work and dedication required to be an outstanding teacher. The Innovative English Teacher of the Year Award will be an annual event held by the EWB Network and supported by the U.S. Embassy in Tajikistan which recognizes and honors exceptional English language teachers at all levels.

Who's Eligible?

Any English language teacher who:

- is a current teacher (at least 50% FTE) of English Language at a primary school, secondary school, university, or private educational institution in Tajikistan
- has a minimum of three years of teaching experience

Want to become a Speaker at the EWB Chai Talk?

Starting in April, EWB launched a series of EWB Chai Talk with outstanding people who contribute to the development of culture and education through English. The EWB Chai Talk is organized every month and so far we hosted two great speakers: Zebuniso Rasulzade, a young Tajik poet and writer who writes in Tajik, English, and Russian languages; and Parvonakhon Jamshedov, Doctor of Philological Sciences, Professor, Academician of the Academy of Education and Social Studies of the Russian Federation.

If you are interested in becoming our speaker, please contact us via info@ewb.tj

Are you interested in teaching English through Cooking with EWB?

Many of us learn a foreign language faster when we are involved in the real process. English Without Borders started a new program, English through Cooking, to provide a different platform for English learners to improve their pronunciation, vocabulary, listening, and grammar skills. Cooking is fun and learning to and/or teaching others to cook food in English is a very inspiring and engaging process. If you love cooking and have a recipe you want to share as well as teach some English, please reach out to us. We would love to feature you in our program!

American English LIVE: Teacher Development Series 10

Every other Wednesday at 8 a.m. and 1 p.m. Eastern Time from Washington, D.C.
January 27 - April 7, 2021



Enrollment is open for the new "Establishing Academic Writing Centers at International Higher Education Institutions" MOOC!

Participants will explore models for funding a writing center, best practices for hiring and training staff, writing center policies and procedures, and methods of promoting a writing center's services.

This five-week MOOC runs from June 21 - August 5, 2021. Learn more and enroll:

<http://bit.ly/AcademicWritingCentersMOOC>

Become a volunteer

If you are interested in doing volunteer work, join the EWB team and make your contribution to the betterment of teaching and learning of English language in Tajikistan.

To learn more about these opportunities, please visit our website and become a member of EWB:

www.ewb.tj

*All the articles in this newsletter were provided by the authors themselves.
Proofread Lisa Horvath, the co-editor of the TESOL Materials Writers Interest Section (MWIS) newsletter.*

CONNECT WITH US

@EWBTJ • WWW.EWB.TJ

Are you following us on [Facebook](#) and [Instagram](#) yet? Keep up to date with all the news, opportunities, and events, or have your questions answered at info@ewb.tj • pr@ewb.tj