

# EWB NEWSLETTER

ALSO AVAILABLE AT [WWW.EWB.TJ](http://WWW.EWB.TJ)



## IN THIS ISSUE

### Our Highlights

- Since March 1, 2021, the EWB membership expanded across the country and reached more than **7k English language teachers** and more than **380 students** on the EWB website.
- **59 EWB Thursday webinars** and **10 EWB Chai Talks** have been conducted with the participation of more than 4k people via Zoom and Facebook live.
- The first **EWB National Conference and Expo** was held in Dushanbe with the support of the U.S. Embassy in Tajikistan and the Ministry of Education and Science of RT. *Read more about the conference in the previous volume of the EWB Newsletter issued December 2021.*
- **12 winners of the Master Workshop Summer 2021** and **8 winners of the Master Workshop Winter 2022** have been selected to conduct teacher training sessions in the regions with 304 English teachers embraced.
- EWB Regional Representatives have conducted around 200 informational and training sessions for over 2,5k teachers and students.

#### Our Highlights

Page 01

#### EWB First Anniversary

Page 02

#### EWB Master Workshop Winter 2022

Finalists

Page 03

#### Master Workshop Winter 2021

Participants Feedback

Page 04

#### Digital Storytelling Project

Page 05

#### Teaching Persuasive Essay Strategies in Upper Classes of Secondary Comprehensive Schools

Page 07

#### MIL Integration in EFL Settings

Page 09

#### The Influence of Native Language on the Acquired Language

Page 10

#### Alumni Stories

Page 11

#### Icebreaker Activity

Page 14

#### News and Events

Page 15

# EWB CELEBRATES ITS FIRST ANNIVERSARY

On March 1, 2022, the EWB network in all regions of Tajikistan celebrated its first anniversary. The events were attended by the officials from government entities and educational institutions, PAS from the U.S. Embassy in Tajikistan, and the teachers from public schools and universities.

In Dushanbe, the event was opened by the EWB director Nasiba Mirpochoeva who highlighted the main achievements and accomplishments made during its one-year work.

Darren Ties, the Public Affairs Officer, also delivered a speech in which he thanked the Ministry of Education and Science of RT for their support for the EWB project and underlined the importance of improving the teaching capacity and the quality of education.

The representatives from the Institute of Professional Development, the university professors, and the guests emphasized the EWB's contribution to the promotion of the English language and the enhancement of the teaching quality in Tajikistan.

In the end, the attendees filled out the EWB survey and wrote their wishes to the EWB on the board.

“

**THE EWB NETWORK IS COMMITTED TO BUILDING COMMUNITY, CAPACITIES AND CONNECTIVITY AMONG ENGLISH LANGUAGE TEACHING PROFESSIONALS IN TAJIKISTAN.**



*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. English Without Borders is supported by the Embassy of the United States of America and implemented by the NGO Durakhshi Marifat.*



*The goal of EWB is to improve English language instruction and proficiency in Tajikistan. The network will achieve this goal by creating a community of Tajikistan's English teachers and learners, providing resources and programs for professional development, and facilitating connections both within Tajikistan and with the greater English-speaking world.*



# EWB MASTER WORKSHOP WINTER 2022 GRANT FINALISTS

EWB Master Workshops Grant is an opportunity to receive a \$500 grant to conduct professional development workshops for diverse groups of English language teaching professionals in all regions of Tajikistan.

For many young English teachers participating in EWB Master Workshops, it is their first experience engaging with peers and collaborating through the EWB network to support English teaching in their communities.

For Winter 2022, EWB received 26 applications for the EWB Master Workshops. Based on selection criteria, eight winners were selected: *Alfiya Maqbulshoeva, Mehriqul Saradova, Shahriyor Mazabshoev, Ulfatmo Odinamamadova* from GBAO; *Alisher Aliqulov* from Khatlon; *Alisher Saburov, Gulorokhon Turaeva, Parvina Rizoeva* from Sughd. The finalists conducted teacher training sessions in their regions in January-February, 2022.



*We are pleased to announce a Request for Proposals for  
EWB Master Workshops Summer 2022!*

## THEMES OF THE EWB MASTER WORKSHOPS:

- Innovative Teaching in English
- Enhancing Teaching skills
- Leadership in Teaching English
- Capacity building of teachers: using technology and digital tools
- Student-centered or competency-based learning
- Interactive teaching in elementary schools
- Teaching English in vulnerable communities
- Activities related to improving teaching English at all levels

## WHO'S ELIGIBLE?

- English language teachers (at least 50% teaching workload) who are currently working in secondary school, university, or private educational institution in Tajikistan
- Applicants must have prior teacher training experience
- Applicants must have a minimum of three (3) years of teaching experience. English language teachers from remote areas of Tajikistan are encouraged to apply

# Master Workshop Winter 2022

## Participants Feedback

### QURBONDAWLAT TOSHBKOVA, SCHOOL #4, SHUGNAN DISTRICT, GBAO



During 3 years of experience, I have attended several workshops and seminars on capacity building of English language teachers. My impression of the Master workshop is very different in comparison to the prior seminars and workshops. Within two days I got acquainted with English teachers of Shugnan jamoats to learn from their teaching experiences and established a network with English teachers. The workshop was conducted in a practical way by using games and interactive activities. Additionally, this workshop made participants confident, and changed their attitude and behavior toward teaching English to secondary students.

### MAZABSHOEV ERAJ, SCHOOL #36, SHUGNAN DISTRICT, GBAO

The training on Effective Reading Strategies introduced us to a range of reading skills and activities that can be adapted and used in teaching students of various ages. Multiple choice questions, true/false questions, writing based on the main topic of the reading, and critical thinking exercises made the sessions particularly interesting to me. Also, it was learned during the training that teacher creativity is an important factor in teaching so I will use the knowledge obtained through the training to motivate my students. It would be helpful to have similar sessions on teaching writing skills in the future.



### ARAL NOMOZOV, DOKKI, KUBODION DISTRICT, KHATLON



I have been teaching at school since 1981. This year, on the 21, 22, and 23 of January Alisher Alikulov conducted training for English teachers. I learned a lot from this training. I got acquainted with many useful websites, on one of them I found more than 2000 video lessons. In addition, I learned much about American and British pronunciation. Such knowledge is very useful in the age of technology.

### JUMAEVA QURBONKHOTUN, KHOROG, GBAO

I am one of the participants in this training organized by Alfiya. Our training consisted of three goals, how to teach vocabulary, grammar, and listening to students. As we work with the community we really need such kind of training. I am so thankful for the teacher and EWB that we learned a lot of new methods and activities. I think we need this kind of training available for teachers and students too. Therefore, I hope that in the near future we will have more opportunities from EWB.

I use the teacher's advice, methods, and activities in my lessons. Thanks a lot!



### GANJINA ZIYOVADDIN, PANJAKENT, SUGHD

We are surrounded by all categories of information as mass media, social media, banners, brochures, magazines, etc. But, we can not classify or analyze them when we do not have the specific ability or understanding. Thus, media literacy skills are essential to our safety and full participation in economic and civic life. During the two-day training, I realized that media literacy encourages young people to question, evaluate, understand, and appreciate their multimedia culture. It teaches us to become active, engaged media consumers and users.

I would like to express my gratitude to Gulorokhon Turaeva, the trainer, as well as EWB project the resources and opportunities they provided to me.

# Digital Storytelling Project



*Zeboniso Murodova*

Using technology in the English classroom can motivate and help students learn the target language in a more fun and accessible way as well as develop their digital and thinking skills. Nowadays, students are very comfortable with using technology and they explore different ways to utilize the tools on their smartphones, cameras, computers etc. Technology can boost students' creativity and push them to become more independent learners. Many of us like listening to and telling stories whether they be personal or fictional. In the past, we used to tell stories through writing and images, but with the emergence of new technology, there have been developed new ways of storytelling. One of the recent inventions which is now widely used by English teachers, particularly in the West, is called digital storytelling (DST).

Integrating technology in storytelling moves students from working on traditional skills to preparing them for the 21st century (Kervin & Mantei, 2011; Malita & Martin, 2010).

DST is defined as "short multimedia stories that combine voice, image, and music" (Benmayor, 2008). It is an engaging approach where young learners create identities as agents of change, a positive outcome of the storytelling process (Davis, 2005).

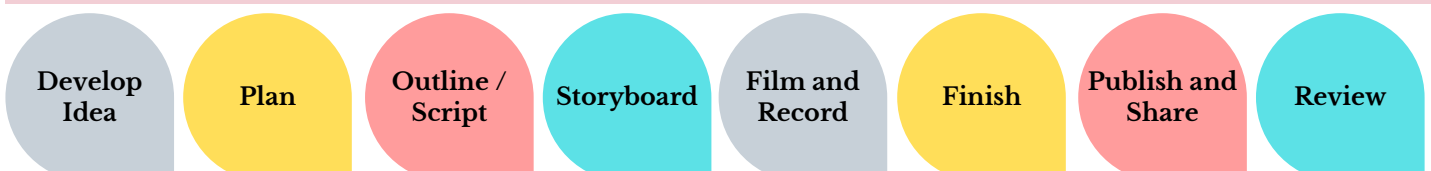
There are 8 steps for creating digital storytelling:

- **Develop an idea and plan** – think about your purpose and who you'd like to reach. Choose the topic of your story and brainstorm your thoughts and use a mind map.
- Sequence the events, **write a simple script/narrative** with 350 words, and practice reading the script before recording.
- Use **storyboard** to help you organize your thoughts and presentation.
- **Create your digital story** using simple tools like your mobile phone, a digital camera, and free apps. The story should be short, about 2 minutes long, with no more than 20 images. It is better to have original photos as a storyteller.
- **Upload your story to the web** and share it with your network. You can invite students' parents, friends, and family members to watch the digital story and share their feedback.

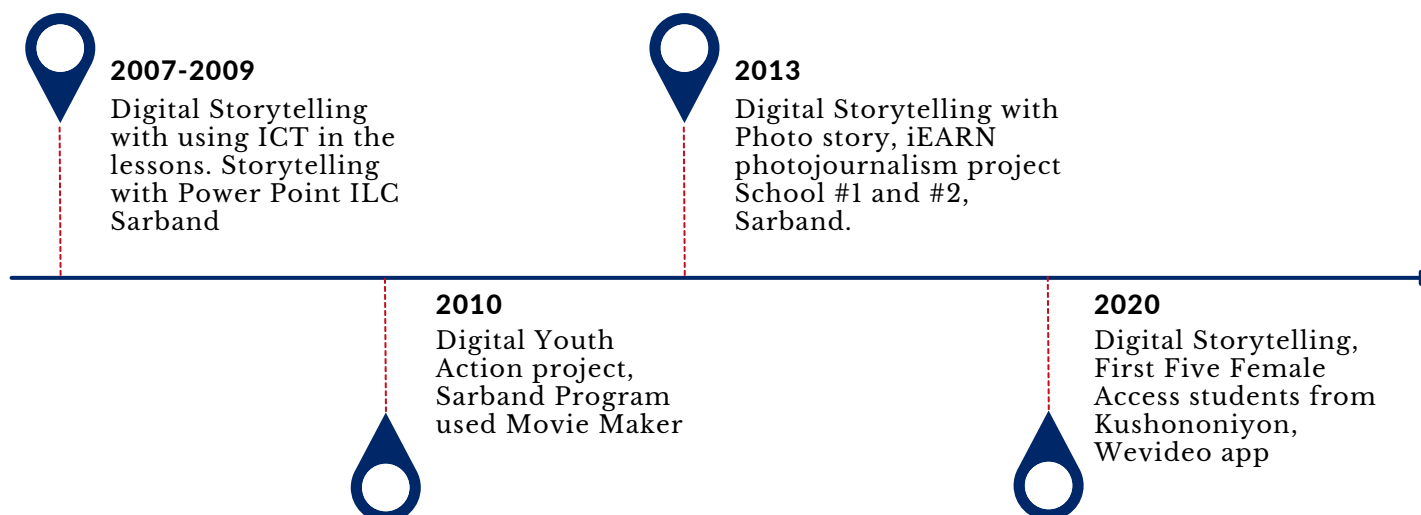
DST is something anyone can do no matter what level of experience they have in telling stories or using technology. It is a way for people to share their experiences in creative ways. My experience with DST started in 2007 when I started to work with my students to create stories in Microsoft PowerPoint. Seeing the effectiveness of DST as an instructional method and approach to create a safe space for my students to improve their English language skills through expressing their thoughts, ideas, concerns, challenges, and success in their stories, I continued to explore this domain more. In 2013, I had a training and became a trainer with iEARN Photojournalism 2.0 Images of Social Change project at the same school #1 and #2 in Sarband town. We launched a photojournalism club at both schools and taught students about photojournalism and taught how to write articles, take good photos, and create school newsletters. As a result of this project, the students learned to take photos of the events taken place at their schools and created their digital stories.

In 2019, Jode Brexa, an American English language specialist, and I were applying to the Alumni Grant.

## 8 Steps for Creating Digital Storytelling







After we had received the grant, Jode Brexa started to work with the Access Microscholarship students to introduce them to the new format of DST.

The given project had embraced five female students who were practicing to create a digital story on the topic “Resilience”. I, as a teacher, along with my students created my own digital story because it really helped me better understand and analyze DST from different angles. The five stories that were written and presented by my five Access students titled as “Loss”, “Loneliness”, “Perseverance”, “Reconnected”, and “Winning” were shared and presented in the Community Screening Program where their peers and family members were invited. The work in DST project allowed these students not only to develop their writing, speaking, creative thinking, and digital skills, but it also helped them voice their emotions, challenges, and hopes they had not shared publicly before. Moreover, the involvement of the five female students in the DST project 2020 boosted their confidence and motivation to become mentors for their peers.

As DST Mentors, these students worked and helped another 10 Access students create their stories, present them in their English classes, and publish them. Incorporating DST in English lessons provides students with unique opportunities to practice and master a number of skills salient for the 21st century. I hope the information provided in this article will help you to make a compelling digital story that can be shared with family, friends, and students. It can help them understand that your story is an important part of your life and that it can also be encouraging for others.

**And never forget Digital stories are created for sharing! Sharing is Caring!**

Here are some DST topics you can use in your lessons:

- **Day in the Life:** 5-8 photos/videos that detail and explain daily activities and routines, meals, and responsibilities. Maximum 2 minutes.
- **My Journey Learning the English Language:** 5-10 photos/videos. Share how you started learning the English language.
- **All about Me:** 10 photos/video that share the birthplace, childhood, interests, hobbies, favorite things, likes/dislikes, dreams, and goals.
- **Meet my Family:** 5-10 photos/videos that introduce a student’s family with names/relationships, descriptive adjectives, and comparisons (adapted from: [http://bit.ly/Digital\\_Stories](http://bit.ly/Digital_Stories)).

*Article Written by:*

*Zeboniso Murodova, former Access teacher and teacher trainer, mentor, USG alumni, and currently English Resource Center coordinator in Bokhtar State University, Tajikistan*

# TEACHING PERSUASIVE ESSAY STRATEGIES IN UPPER CLASSES OF SECONDARY COMPREHENSIVE SCHOOLS

By Mirato Komilov, Senior Instructor Pedagogical University

Russian methodologists Svetlana Suchkova and Gulnara Dudnikova in their article “Learning to teach writing through writing” stated that mastering writing skills is crucial not only to students’ success at the university but also for getting a good job after graduation. Acquiring this skill is of paramount importance, especially now, in the internet era.” [2, p. 159-170]. I support this view, and I think that teaching students writing skills should start as early as at high school. Since admission to universities, particularly to foreign colleges, requires students to fill out an application form and submit a personal/study objective statement that outlines their reasons and interests in the program, students should be aware of different forms of writing and given an opportunity to practice writing on a regular basis. Through the essays, the selection committee can see and evaluate the applicant’s ability to express his/her objectives in writing as well as assess the skills such as fluency, content, vocabulary, syntax, and conventions. There are different types of essays, but this article will focus on persuasive essay, which is also called “argumentative essay”, and there will be provided some tips for teachers to consider while teaching writing.

Persuasive essay is important to be taught as it develops in students critical and analytical thinking skills, promotes English language learning, provides an opportunity to prepare students from an early age to engage in research work, and gives students the opportunity to take a maximum score in TOEFL (Test of English as a Foreign Language) and in IELTS (The International English Language Testing System). In a persuasive essay, the writer is required to take a stance on a debatable topic and prove his/her stance by providing reasons and convincing arguments. The position the writer takes on the topic is expressed through a thesis statement, which is usually the last sentence of the introductory paragraph.

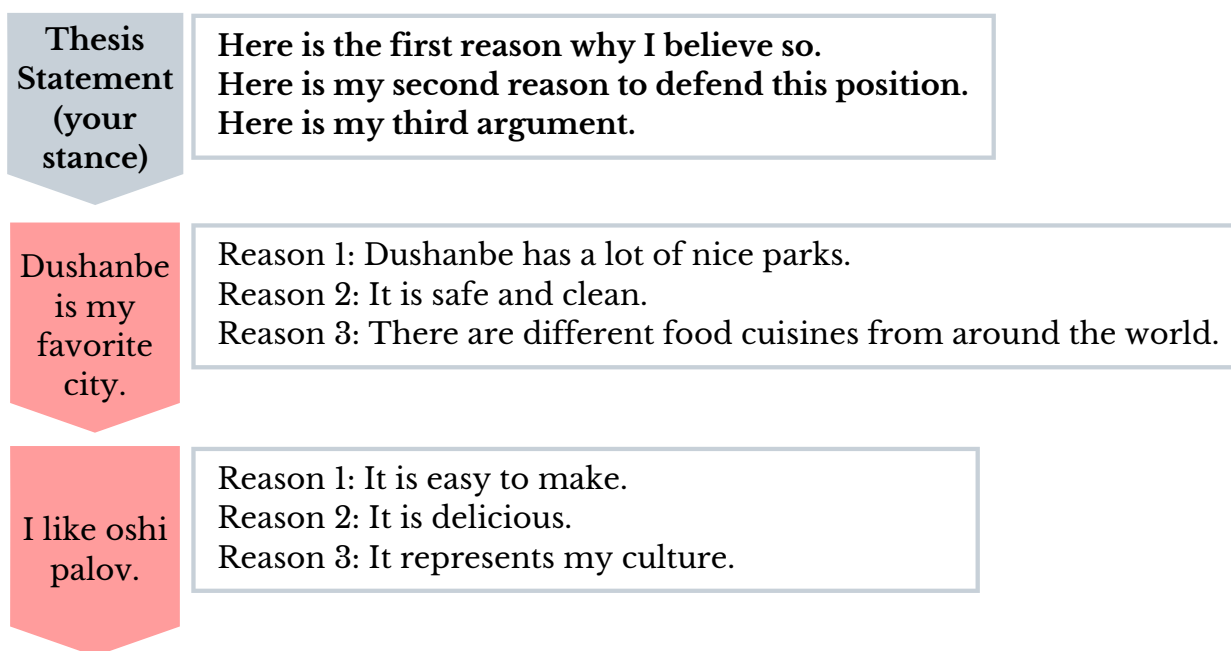


*Mirato Komilov*

A thesis statement is like a map to help the writer stay focused and the readers understand what they expect to read and learn from the essay. That is why writing a clear thesis statement is important as it supports drafting a good outline for body paragraphs. In each paragraph, after each topic sentence, the author of the essay provides reasons to show that his/her idea or point of view is more valid than someone else’s, and in this way the writer generates ideas in paragraphs.

It should be pointed out that developing writing skills does not happen in one day in upper classes and it takes time for students to understand it. It can be improved by writing several essays or practicing regularly. The structure of a persuasive essay is explained in books in different ways. Most methodologists explain it to students and practice it with them using the easiest way.

The structure of a persuasive essay requires that, in the first stage, easy-to-understand oral exercises need to be conducted for students. Writing an essay takes a lot of time and the following oral exercise takes less time. It also allows readers to quickly understand the structure of a persuasive essay:



It is beneficial if the teacher conducts this oral exercise with students before writing a persuasive essay. By practicing to generate ideas for the topic sentence, students will be able to write a well-structured essay because this technique will help students to stay focused on the main idea of the topic and avoid writing irrelevant information.

Another tip for writing a strong persuasive/argumentative essay is to read texts and articles about the pros and cons of a certain topic. When students look at both sides of the issue and learn more information they did not know or did not think of before, they will have a better understanding of the topic, thereby acquiring more confidence to claim their position and argue for it. For instance, the text about “Childhood – the best time of your life?” is provided in the textbook of John and Liz Soars. New Headway. Intermediate Student’s Book. Fourth edition. – UK: Oxford University Press - 2013 [1, c.112-113] in which pros and cons of childhood are given with facts. Before starting to write an essay, students can read the text from the book, share the information on pros and cons in pairs, and discuss them in groups or as an open class; thus, they can generate more ideas for their essay.

In conclusion, teaching persuasive essays in upper classes is important and provides an opportunity for students to improve their critical thinking, creative and inference skills, and, in general, enhance their language skills to the extent possible.

#### REFERENCES:

1. Soar, J. and Soar L. New Headway. Intermediate Student’s Book. Fourth edition./ John and Liz Soars. – UK: Oxford University Press – 2013 – 159 p.
2. Suchkova, S., Dudnikova, G. Learning to teach writing through writing/ Svetlana Suchkova, Gulnara Dudnikova//English Review: Journal of English Education -2013 - 1(2). – p 159-170



# MIL Integration in EFL Settings

by Gulorokhon Turaeva, Teacher of English at Khujand State University

Media and information literacy (MIL) is a result of media education. It has been becoming one of the global skills and its integration in EFL settings demands teachers' special approaches, particularly in the countries where MIL is not taught as an independent subject. If we look at the general picture, we can observe how EFL teachers in Tajikistan automatically enhance their students' MIL skills by using innovative means like playing videos on the internet, sharing information from magazines, discussing the latest news or movies, etc. in the class. Moreover, by practicing critical thinking activities teachers provide "fertile soil" for their learners to possess rational, objective, and adequate thinking, which are considered to be crucial skills in the MIL context.

Even though MIL is not included in the curriculum as a separate subject or lesson, teachers can incorporate different activities in their lessons to raise students' awareness of the importance of media literacy. MIL may be integrated into each part of the lesson, and it can be used as a tool for warm-up activities, grammar, vocabulary, writing, reading, listening, and speaking. For example, in the warm-up stage, teachers can implement a "Fake or Reality" activity which can be both useful and fun. Teachers can bring some news to class and ask students to define which news is fake and which is real by asking "wh"-questions or by highlighting the words, phrases, or references that help to tell fake news from real news. This kind of exercise can enrich students' vocabulary, and strengthen reading skills as well as allow them to get useful ideas for their class projects.

In addition, teachers can use different news and advertisements to help students practice grammar skills and improve their writing in general. While developing or consolidating new grammar material, for instance, a teacher may ask students to make sentences in certain (present, perfect, past) tenses about the latest advertisement they have seen on their way to school, college, or university.

Writing essays about students' favorite movies and discussing them in an open class is one of the fun ways to improve writing, speaking, and MIL skills.



By studying the genres, history, and techniques used while making films, students get exposed to listening to a wide range of perspectives which will promote students' critical and analytical thinking skills. Moreover, students will develop a habit of evaluating any news they read, hear, or watch for reliability and accuracy. There are many other ways and activities that teachers can create to teach both content and language, thereby increasing the knowledge of media literacy of their students.

To sum up, by improving students' MIL skills, teachers may curb the spread of misinformation and disinformation and help students spot real and fake news both online and offline, identify and use good quality information, recognize and avoid manipulative information to feel confident in the digital world.



By Shervonshoh Alamshoev,  
English Language Teacher  
and Researcher

## The Influence of Native Language on the Acquired Language (Semantico-Structural Features of Tajik and English Languages)

Language is a system of systems. The level of the system begins with very simple consequences of sounds and phonemes and ends with strong grammatical, semantical, and structural systems, which make a scope of system, which are mostly not considered during language learning and language teaching.

Although it is commonly perceived that learning a new language is new, however in fact native or learned languages plays to some extent a big role, it begins with its phonetical, grammatical, and structural and ends with cultural, personality, philosophical, and other differences. That is why, beside linguistics, all other culturologists, ethnographers, psychologists, historians, and literary critics are interested in language and different aspects of language that can be considered within the framework of sciences.

On the other side, when a child learns language, he or she does not study grammar at all, however, she learns language better than an adult language learner.

Still, lots of questions remain unanswered. One thing in language learning is the grammatical structure and semantics. Native language structure always helps if it is close to the learned one or vice versa perplexes the process of learning, when it is too close or too different. When one language is learned, the language learner always tries to follow its structure: first grammatical, phonetical, and semantical.

*For example*

I	go	to	noun
Personal pronoun	verb	preposition	Moscow

English native speakers always follow this structure in simple sentences. Compared to most Tajik languages, the structure is different. In healthy sentences, verbs always come at the end of the sentences.

*For example*

Ман	ба	мактаб	меравам
Personal pronoun	preposition	noun	verb

From these two small sentences, it comes out that even semantically they are the same sentences, yet structurally they are different. Differences vary from language to language. For example, for Chinese students, it is harder to learn English compared to Tajik speaking.

The second, thing is phonetical structures.

Sounds like [δ], [θ], [ə], [æ], do not exist at all in Tajik and other sounds like [iə] do meet in this sound combination and are rarely used in Tajik in longer form. For native Tajik, this might bring structural difficulties.

The next thing is the way of structural expression and the semantics they carry. Thousands of examples are existing not only in morphological structured sentences, but almost in all phrases, phraseologies, some individual expressions, and so on.

For example: “куҳҳои осмонбӯс” - “lit. mountains, which are kissing the sky” – very high mountains.

From these and other differences, it comes out that during language learning curriculum development, mother tongue proficiencies should also be considered accordingly; it means that semantical and structural elements are playing a big role in language acquisition.

### List of literature

1. Chomsky, Noam (2008–2009). "Human nature and the origins of language" (PDF). *Radical Anthropology* (2): 19–23.
2. Tattersall, Ian (2016). "At the Birth of Language". *The New York Review of Books*. Vol. LXIII, no. 13. pp. 27–28.
3. Пименов, М.В. Пименова. Введение в когнитивную лингвистику; Выпуск 4, "Кемерово", 2004. - 146с
4. Маслова В. А. Введение в когнитивную лингвистику: Учебное пособие / В. А. Маслова. — М.: Флинта: Наука, 2004.- 296 с.
5. Режабек Е.Я. Когнитивный подход в науке о культуре / Е.Я. Режабек // Гуманитарные и социальные науки. - 2008. - № 1. - С. 39-46.

# Alumni Stories: Fulbright TEA Program

*by Zarrina Sultonova, English teacher, a Curriculum Lead at NGO TajRupt*

I am Zarrina Sultonova, an alumna of the Fulbright TEA program. I have 15 years of teaching experience at educational institutions, and private schools in Khujand. Aside from being a teacher at school, I am a Curriculum Lead at NGO TajRupt that focuses on preparing students to study abroad and enhancing critical thinking and civic education. I implemented several projects jointly with NGO TajRupt, UNICEF and UNDP in Tajikistan that were centered around competency-based learning and income-generating activities for youth from rural areas of Tajikistan by using English language curriculum. Since then I have always wanted to gain knowledge and practical skills in the curriculum development process. I was really privileged to be selected to participate in the Fulbright TEA program in 2021.

The Fulbright program's rigorous curriculum was organized and implemented by the University of Arkansas's College of Education and Health Professions and Spring International Language Center at University of Arkansas, in Fayetteville, USA. The Program was centered around second language acquisition, EFL methods, and classroom management techniques with evaluation form, micro-teaching demonstration and a professional TEFL conference presentation. It enabled me to reflect on the role of teachers as leaders, mentors and professional educators.



My field experience at public school, George Junior High School, in Springdale enabled me to observe the class sessions of American educators and collaborate with them. I was impressed with the intensity and use of educational technology during the class sessions that provides an enabling environment for students to be engaged into the classes. My partner teacher was an instructor of reading classes and I observed activities and strategies to utilize during reading classes. Even during reading class sessions, high school students were assigned to implement various projects. Moreover, during the cultural event, when I showcased to US high schools about our Tajik culture and traditions, students were really engaged and interested in it. My field experience at a US high school allowed me to develop new pedagogy ideas and assessment methods into my classes and school.

As there were 20 Fulbright teachers from 17 different countries in the program, it paved the way for me to better understand other cultures, exposure to different education systems and to bring international perspectives into my classes.

I am very grateful for the professors and educators of the host university for their dedication, energy and commitment.

In addition to demanding academic programs, I participated in numerous additional hours of music and theater events, socio-cultural experiences, and recreational activities with Americans while visiting cultural and historical sites throughout Arkansas state and the USA. For instance, one of the memorable moments was our visit to the Arkansas State Capitol in Little Rock, where I had observed the process of state senate and met in person with the governor of the state. In our official meeting with the governor, we discussed Little Rock Nine, education, and democracy in the USA. I was rather impressed by the openness and modesty of the representatives of the senate. In the past, I was really interested in the system of government of this country and I wouldn't believe that I would participate in the process of the state senate and moreover, I would receive the Arkansas Traveler Certificate from the governor's office of the state of Arkansas.

“

**I AM VERY GRATEFUL FOR THE PROFESSORS AND EDUCATORS OF THE HOST UNIVERSITY FOR THEIR DEDICATION, ENERGY, AND COMMITMENT.**



I was really pleased to meet outstanding, committed educators around the globe and to build an international network.

After completing the program, I was equipped with necessary skills and knowledge to develop and redesign the curriculum for high school students to enhance their English proficiency and critical thinking as extra-curricular classes. My participation in the Fulbright TEA program played a crucial role in laying the foundation of curriculum development and implementation of methods and strategies into my classes and shared with colleagues.

My journey of participation in the Fulbright TEA program was truly an enriching experience that enabled me to expand my teaching skills.



# ALUMNI STORIES: INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO 2022

by **Zeboniso Murodova**, Resource Center Coordinator in Bokhtar State University

TESOL 2020 was my first virtual convention. I was nominated to participate as an Access teacher. I had never participated at any virtual conferences before. I could not visualize myself during Navruz holidays when everyone outside, that I will be in my living room and watching all those great professional presenters.

TESOL 2021, I was co-presenter with Jode Brexa. We presented a presentation "Tajik Voices Through Resilience". It was great to be in two roles as an attendee and a presenter.

TESOL 2022, I was an attendee along with two other English teachers from Bokhtar University. Guchehra Makhmadieva and Bakhtoyor Sobirov.

I believe that the TESOL convention was a great opportunity for me to sharpen and refresh my teaching skills and get the latest methods of teaching English. I know this knowledgeable conference will help me to stand out among other professionals. And it must be mentioned, after the conference we should cascade our knowledge for others who had not this opportunity. And here is my favorite quote to the point: "There is no delight in owning anything unshared." Everything new we get we should share. By sharing you can learn twice. We three, who participated in TESOL 2022, are planning to conduct a workshop for faculty members next month to implement some of the ideas and activities, which we learned from successful experts.

I truly encourage you dear English teachers to participate in this conference next year. Go to its website: [www.tesol.org](http://www.tesol.org) and explore it. And the best news is that TESOL gives scholarships for those who want to participate. You just need write an essay with 500 words about why you are interested in attending TESOL.

This kind of conference will help you to enhance your teaching and make you to come out of your comfort zone and learn not only about teaching but making new friends. TESOL convention will help you to be a more successful teacher for your students. Participation in this conference make your resume shine and give you the chance to be selected to further ELT jobs.



**Zeboniso Murodova on the EWB National Conference and EXPO 2021**

[HTTPS://LYRICSTRAINING.COM/](https://lyricstraining.com/)

This website is a new way to learn English through music and the lyrics of your favorite songs. You can fill the gaps and improve your listening skills. Try that!

[HTTPS://AMERICANENGLISH.STATE.GOV/.../ETF\\_57\\_4\\_PG46-52.PDF](https://americanenglish.state.gov/.../ETF_57_4_pg46-52.pdf)

*Lip Syncs.* I like how the presenter gave an idea about how to work with the refrain. Then students, in pairs, can mouth a line and make gestures for lines. There is an article about Lip Syncs in FORUM journal and how to try it.

# ALUMNI STORIES: INTERNATIONAL CONVENTION & ENGLISH LANGUAGE EXPO 2022

by Parvina Rizoewa, English Instructor at Khujand State University

From the 22nd to the 25th of March I was fortunate to participate in the TESOL Conference in Pittsburgh, Pennsylvania. Being one of the biggest events, it unites EFL/ESL instructors from all over the world. Educators share their knowledge by demonstrating their methods of teaching, discussing the latest trends in education, and explaining modern practices and strategies. We not only delivered our presentations but also enjoyed education sessions of EFL/ESL instructors from other countries. I was greatly impressed to observe effective approaches used by teachers from low-resource contexts as well as innovative ways of teaching through the involvement of modern technology.

It should be noted that conference was organized on a very high level which promoted the strengthening of friendly relationships among the participants and favored networking opportunities. Involvement in the TESOL conference can have a beneficial effect on participants' methods of teaching, increase their expertise and boost their motivation to improve. Therefore, I intend to watch virtual sessions, which will be available through the end of April, to get more insights and ideas and to share them with my colleagues.

The title of my presentation: Using Mobile Phones in Low Resource Classes in EFL



## International Convention & English Language Expo

With thousands of attendees, hundreds of education sessions, and 50+ exhibits, the TESOL International Convention & English Language Expo is the largest professional development event in the TESOL field.

The Convention offers professional development opportunities to English language educators at all levels from around the world. In lively interactive sessions, educators develop a global perspective through the exchange of ideas and practices. Participants integrate knowledge of current trends in the field while developing a professional network (from [www.tesol.org](http://www.tesol.org)).



# Game: Password

This activity focuses on review of vocabulary and helps students learn how to define words with circumlocution.

## Preparation

Preselect the words to be used based on recent work in class.

## Procedure

1. Pair up students (A and B). All pairs play the game simultaneously.
2. Student A faces the overhead screen/blackboard and can see one group of three words.
3. Student B has his/her back to the screen.
4. The student giving the clues (A) must sit on his/her hands during this time so that s/he will not be tempted to use gestures to enhance clues.
5. Give the word to start (i.e., "Go!"). All students explain each word until their partners guess them.
6. Students A and B can switch roles for the next round; new words should be projected.

## Variations

This could be played as two teams in the class with the clue-givers taking turns defining words for their team. The teacher would prepare a stack of cards with one vocabulary word on each card. The clue-giver would need to select the top card, define it until his/her team got the correct answer, and move on to the next card until the time was up (one to three minutes, depending on time restrictions). The team loses a point each time the clue-giver passes on a word (decides not to define it).

## Sample Materials

I usually have a minimum of eight sets of three words, as the games move quickly and you want to have enough material for your students to play. Here is a sampling of the vocabulary my students saw at the beginning of a Level I class to review house and bedroom vocabulary.

door bed wall	pillow to eat to sleep	to clean tidy couch
desk rug to study	living room CD player poster	to watch TV garden to cook
door bed wall	alarm clock a tree window	

## Sample Password

So for the word "door," a beginning Level II student might say (in the target language), "it's for entering, it's big, it's in the shape of a rectangle, there are three of them in this classroom and they're blue," etc. When his/her partner says "door" (in the target language), the clue-giver will go on to the next word.

For the word "pillow," a student might say, "it's something under your head, it's on a bed."

For "to clean" a student might say, "you do this and then your room is no longer dirty."

Some pairs will finish faster than others, but this game moves very quickly. As soon as all or most have finished (you might even use a timer and allow 90 seconds for each set of three words), the partners switch seats so that the guesser from the last round becomes the clue-giver this time, for the next set of three words.

## When to Use it

- To review vocabulary
- To give students practice in circumlocution
- To introduce the element of competition in class

## Level



depending on the vocabulary chosen

## Skills



## Practice



## Materials

Cards for the words

## Preparation Time

5 minutes

## Activity Time

10–20 minutes

## Contributor

David Malatesta, Spanish/French/ESL teacher, Niles West High School, Chicago, Illinois, USA.

This game was taken from The Monster Book of Language Teaching Activities, page 180.



Beginner



Intermediate



Advanced



Listening



Speaking



Reading



Writing



Grammar



Vocabulary



Critical Thinking



Kinesthetic



Tactile





We are pleased to announce a Request for Proposals for **EWB Master Workshops Summer 2022** to conduct professional development workshops for diverse groups of English Language Teaching professionals.

- **Application deadline:** May 15, 2022.
- **Project Period:** July 1- August 31, 2022.
- **Grant amount:** up to \$500.

#### *Submission Requirements*

- The **Training Proposal Narrative** and **Training Budget Summary** make up the complete training proposal package.
- Please find the **EWB Master Workshops Application Form** here: <https://ewbn.org/call-for-proposals/>.



We are pleased to announce the **Innovative Teacher of the Year Award 2022** and are accepting applications from all English teachers across Tajikistan.

**Application deadline:** July 1, 2022.

*The contest will consist of two stages:*

- **Application Form**
- A Video submission of **Demo Lesson**.

**Eligibility.** English language teachers who:

- are EWB members
- have a minimum of three years of teaching experience
- are current teachers (at least 50% of teaching workload) of English language at primary/secondary school, university, or private educational institution in Tajikistan

Please find the Application Form here: [ewb.tj](https://ewb.tj)



The U.S. Embassy Dushanbe Public Affairs Section is pleased to announce that the application for the 2023-2024 Fulbright Foreign Language Teaching Assistant (FLTA) Program is now open.

The Fulbright FLTA Program is a nine-month, funded, non-degree program for early career (not more than seven years of teaching experience) English teachers or professionals in related fields to teach their native language in an American college or university. Fulbright FLTA participants must return to their home countries upon completion of the program.

#### **Application Procedures:**

- Each candidate will be required to submit an online application via the online management system no later than **June 25, 2022** at <https://apply.iie.org/flta2023>

Please refer to the U.S. Embassy in Tajikistan website (<https://tj.usembassy.gov/>) for further details.

### **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. Fill the EWB Volunteer Application form on <https://ewbn.org/volunteer/>

To participate in EWB activities in your region, contact our regional representatives:

- **DRS:** Gulnoro Zulobieva [drs@ewb.tj](mailto:drs@ewb.tj)
- **Khatlon:** Boimuhammad Tabarov [khatlon@ewb.tj](mailto:khatlon@ewb.tj)
- **Sughd:** Munavvar Zaripova [sughd@ewb.tj](mailto:sughd@ewb.tj)
- **GBAO:** Mavluda Zulfova [gbao@ewb.tj](mailto:gbao@ewb.tj)

*All the articles in this newsletter were provided by the authors themselves.*

*Proofread by Lisa Horvath, the co-editor of the TESOL Materials Writers Interest Section (MWIS) newsletter.*

## CONNECT WITH US

@EWBTJ • [WWW.EWB.TJ](http://WWW.EWB.TJ)

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