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EWB NEWSLETTER

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Our Highlights

- EWB participated in the first **TESOL Regional Conference** in Central Asia held in Tashkent, Uzbekistan from June 13 to 16, 2022. The TESOL Regional Conference brought together approximately **500 English teaching professionals from 22 countries** to share best practices and current research relevant to English language teaching (ELT) and English for international capacity building.
- English Without Borders conducted a bi-weekly **online intensive course** with EL Specialist Lisa Mann for EL teachers across Tajikistan. The course included 7 online sessions held twice a week with learning checkpoints and end-of-course assessments.
- For the three-month period, April-June, the EWB team and Regional Representatives have conducted over **45 informational and training sessions** for around **500 teachers and students**. Besides training, EWB held activities related to Earth Day, World Health Day, World Book Day, and English Language Day, etc.
- **19 EWB Thursday Webinars** have been conducted with the participation of 675 people via Zoom and Facebook live with an additional reach of 10,448.
- **12 EWB Master Workshop Summer 2022** finalists have started to conduct their professional development sessions in their regions.

EWB AT THE TESOL REGIONAL CONFERENCE IN TASHKENT, UZBEKISTAN

TESOL International Association, one of the consortium members of the English Speaking Nation: Secondary Teacher Training program, hosted the first **TESOL Regional Conference for Teachers of English to Speakers of Other Languages** at Inha University in Tashkent, Uzbekistan from June 13-16th.

The Regional TESOL Conference brought together **524** educators from Uzbekistan, Kazakhstan, Kyrgyzstan, **Tajikistan**, and Turkmenistan as well as over 20 other countries around the world.

During the four-day conference, participants had the opportunity to share best practices and current research relevant to English language teaching (ELT) and English for international capacity building. Topics included **learner-centered, communicative English instruction, digital and multiliteracies, and ELT professionalism within a Central Asian context.**

Joining TESOL International staff were Fulbright English Language Fellows, ESN Coaches, George Mason University representatives, and several prominent English language teaching experts from the United States.

International guests, as well as several English language teachers in Uzbekistan, provided in-depth presentations and moderated seminars about teaching processes and classroom experiences during the ongoing ESN teacher training program.

The conference strengthened **friendship, partnership, and networking** among the participants and inspired all.



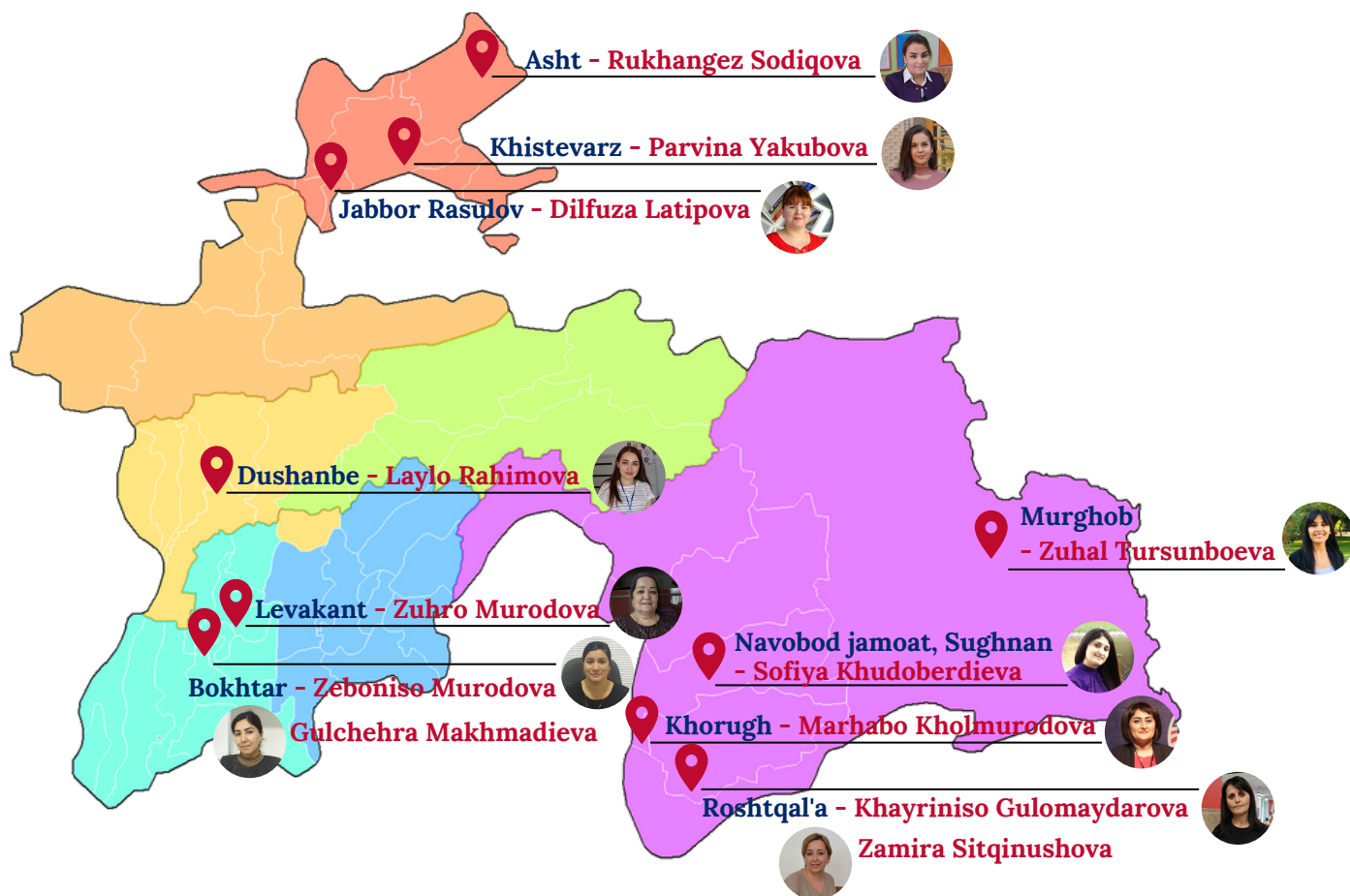
photo from the <https://telegra.ph>

EWB Director, Nasiba Mirpochoeva, and Program Manager and Content Curator, Gulnora Mirzovafoeva, had a presentation about **"English Without Borders Network Connecting English Language Teachers Around the Globe"**. The EWB presentation was attended by more than **100** participants who got interested in cooperation and networking.

The session shed light on the effectiveness, length, and frequency of continuous professional development for English teachers in Tajikistan, presenting English teachers' voices expressed during in-person meetings and after teacher-training sessions about the continuous professional development attended.



EWB MASTER WORKSHOP SUMMER 2022 FINALISTS



EWB Master Workshops Grant is an opportunity to receive up to 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.

12 EWB Master Workshop finalists were selected for Summer 2022. They conducted teacher training sessions in their regions in July-August.

If you are interested in conducting EWB Master Workshops in winter 2023, please read the information below.

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?

- EWB members (if you did not register yet, please do it here: ewb.tj)
- English language teachers (at least 50% teaching workload) who are currently working in secondary school, university, or private educational institutions 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



Lisa Mann,
Teacher Trainer

EWB ONLINE INTENSIVE COURSE FOR ENGLISH TEACHERS

In February, Virtual English Language Specialist Lisa Mann joined English Without Borders to undertake a multifaceted assignment spanning several months. She worked closely with the EWB team to generate ideas, make plans, and, most importantly, learn from one another. Some of the different projects she was involved in are described below.

Lisa facilitated several workshops with the EWB team, and based on a session on best practices in facilitating professional development, she initiated a project to create training materials for teachers in rural and urban areas of Tajikistan. She began developing a set of content blocks: stand-alone, combinable workshops including training guides, trainer materials, and participant materials that can be used by regional representatives and other trained members in the network to build capacities in their communities through targeted, customizable professional development workshops. This initiative has the potential to impact numerous English language professionals throughout the country.

Lisa also delivered two workshop series to EWB members. The first was based on a need revealed in the needs assessment and consisted of a four-part webinar series on improving student motivation through strategies like creating an active classroom, differentiating instruction, using cooperative learning strategies, and incorporating tasks into lessons. This webinar series was attended by 37 English language teachers, 28 of whom attended at least three of the four sessions and were granted a certificate.

The second was a 15-hour workshop series designed to help teachers develop effective activities to complement Tajik secondary school textbooks. This series was attended by approximately 35 English language teachers from Tajikistan and other Central Asian countries, Brazil, Russia, and Georgia. The teachers first participated in a workshop addressing different ways to exploit reading texts, and then they joined breakout rooms to develop materials related to the workshop to accompany the reading texts from the Tajik textbooks currently in use. In the end, the teachers produced an Idea Book with over 100 pages of activities and materials to expand upon existing lessons in Tajik textbooks. This workshop series was extremely popular and the feedback received was overwhelmingly positive. The Idea Book is available on the English without Borders website.

Lisa also gave four webinars in the regular Thursday webinar series, which were attended by a total of 167 participants from Algeria, Azerbaijan, Bangladesh, Brazil, Ecuador, El Salvador, Georgia, Ghana, Hungary, India, Iran, Morocco, Pakistan, Peru, Philippines, Russia, South Africa, Spain, Tajikistan, Ukraine, USA, and Uzbekistan.

When asked about her experiences, Lisa said, "I was thrilled to be able to work in my beloved Tajikistan once again, even if only virtually. The Tajik teachers I've known and collaborated with are so bright and creative; they are truly a joy to work with."

EWB ONLINE INTENSIVE COURSE FOR ENGLISH TEACHERS

PARTICIPANTS' FEEDBACK

FIRUZ KAKROEV, VAHDAT, DRS, TAJIKISTAN

Dear EWB team, thank you for a very productive online intensive course delivered by an international teacher trainer Lisa Mann. This has been a wonderful experience working with English teachers from different countries such as Georgia, Brazil, Kyrgyzstan, Afghanistan, and Tajikistan. English teachers in many countries come across different challenges with using textbooks and Lisa's online course helped us to develop strategies for the English textbooks to make them more interesting for our students. One strategy is how to use different activities for pre-, during, while, and post-reading, the same as writing speaking, and listening skills. For example, we learned to use different warm-ups and lead-in activities. Lisa Mann says it doesn't matter what resource teachers are using, what is important is that we have learned to use interactive strategies with textbooks to promote student speaking in the English language. What I like most about the course is that as senior teachers we are helping the younger generation and I feel my experience is useful and I feel needed. With this course, we've all come a long way.



ZEBONISO MURODOVA, BOKHTAR, KHATLON REGION, TAJIKISTAN



EWB online Intensive Course with Lisa Mann was from May 16 until June 16. As an English Resource Center (ERC) Coordinator at Bokhtar State University (BSU), I encouraged four English teachers to attend this course. The ERC has four computers connected to high-speed internet which allowed them to actively participate in all seven sessions, share their experience, and contribute to the EWB Idea Book, a supplementary resource book created by the course participants. This has been the first and, perhaps, the most practical course for many participants that not only improved their teaching skills but also developed their digital literacy. Working with different online tools such as Google Drive, Google Docs, Text Inspector, a professional web tool for analyzing texts, as well as Zoom and its features, the teachers developed their digital skills and understood the importance of integrating technology in the EL classroom.

I enjoyed the course a lot, and I was happy to meet new teachers, share my knowledge and skills, and learn from their teaching experiences. Our sessions always started with some theoretical knowledge during which Lisa introduced us to new approaches, methods, and techniques followed by practical activities. In every session we worked with different teachers in the Zoom breakout rooms to do the task each group was assigned to. I had different roles during our group work, I was a secretary, typist, timekeeper, and idea contributor in general. All participants shared very interesting ideas on how to create interesting lesson plans according to the theme of the textbook units. Our trainer, Lisa Mann, worked very hard and created 9 documents on Google Drive with the topic of the lesson in textbooks. We went through all parts of the lesson plan by creating different activities starting from warm-up, lead-in, and pre/during/post-reading activities. It was really fun to share all the activities we had and contribute to different lesson plans.

The most interesting part of this course was collecting all the ideas, activities, and lesson plans and turning them into a great resource book for the use of English teachers. It should be acknowledged that Lisa Mann's contribution to this book is huge because with her guidance and support we could generate ideas, adapt activities, and adjust them with the unit topics, learners' levels, and lesson goals.

After this course, I really understood that if teachers are motivated and passionate about their teaching, they will find a way to create great lesson plans even from hard and not colored textbooks. My teachers were so happy to see themselves as contributors to the EWB Idea Book. Thank you EWB network for the amazing work you are doing for English teachers in Tajikistan.

EWB ONLINE INTENSIVE COURSE FOR ENGLISH TEACHERS

PARTICIPANTS' FEEDBACK



FERNANDO AQUIZE, SALVADOR, THE REPUBLIC OF EL SALVADOR

In May I had an AMAZING and UNFORGETTABLE experience. I had the pleasure to attend an online course by Lisa Mann. It was for sure one of the best courses I have ever attended. The course was really beautifully organized. First, we had the theory and afterward, we had “online hands-on” activities with a very noble objective which was to elaborate activities that could be used to help teachers in public schools with the syllabus they use. It was very challenging and it wasn't easy but the end result is a piece of art. I am 110% sure that the activities which we came up with as a group will for sure help not only the public teachers from Tajikistan but anyone who has problems with the syllabus they adopt. The IDEA Book which was the final result of this course project is a treasure box full of interesting, fun, meaningful activities which can be used in class or as a reference that can inspire other teachers. Mrs. Mann was the perfect teacher/leader/guru who in a clear and easy way guided us and helped us to elaborate the Idea Book. We had seven two-hour meetings but it was so dynamic, interesting, engaging, and fun that time flew. I had the opportunity to learn, share and meet new colleagues from around the world. It was a magical journey of learning, teamwork, creativity sharing, and making friends. I would like to thank EWB, Mrs. Nasiba Mirpocchoeva, Lisa Mann, and the staff from EWB for the AMAZING experience I had while attending the course and I look forward to attending some more in the future.

Thank You EWB!

RAHAT AKYLOVA, NARYN, KYRGYZSTAN

The online professional development training series led by Ms. Lisa Mann within the EWB project was very interesting and the topics covered there were of great importance for our teaching and learning context. Certainly, the PD series achieved its aims in developing our awareness of certain techniques and methods of both digital and in-person pedagogies.

I have upgraded my skills and knowledge on certain practices such as cooperative reading strategies, QAR strategy, ways of pre-teaching vocabulary, the CEFR, the importance of learning vocabulary, and the availability of such tools as Text Inspector, linguistic analyses tool, and plenty of other new approaches. The idea of incorporating such techniques into our lessons is very inspiring and at the same time, it is both very involving and fosters cognitive process as it gives the sense of focusing much on the process of learning and enables learners to master the language through integrating skills, reading, exploring the book, answering the authentic questions, expanding on the general knowledge, various ways of pre-teaching and learning vocabulary.

This training was a real success due to its collaborative and productive approach and the way it was presented, the ideas given in the training are very useful and will come in handy in our teaching practices further. I really enjoyed collaborating with other teachers, sharing ideas, and creating activities in teams as well as the way how it was professionally led by our teacher trainer. Having received the final product of the training entitled “The Idea Book”, I appreciated Ms. Lisa Mann's great contribution to organizing her trainees' works and creating such a great resource for the teachers in Tajikistan and beyond. I am delighted for having participated in such an amazing EWB project and would like to apply all the knowledge and ideas gained through this training into practice.

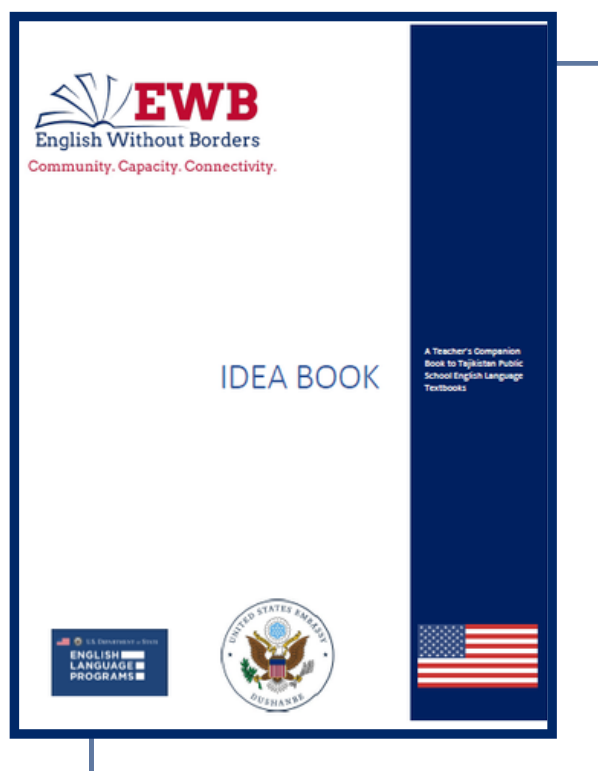


EWB IDEA BOOK: A TEACHER'S COMPANION BOOK TO TAJIKISTAN PUBLIC SCHOOL ENGLISH LANGUAGE TEXTBOOKS

This book of ideas is designed to be used in conjunction with the English language textbooks used in **secondary public-school classrooms in Tajikistan**. The ideas were developed in spring 2022 over the course of a four-week professional development series for teachers led by virtual English Language Specialist Lisa Mann and coordinated by English Without Borders and the United States Embassy in Tajikistan. Working in action groups, the teachers participating in the workshop series pooled their vast experience, creativity, and knowledge of best practices in English language teaching to design activities that complement and expand upon existing topics and activities in the textbooks.

Each lesson includes ideas for **beginning the lesson with fun and engaging warm-ups** and **lead-ins**, ideas for **pre-teaching vocabulary** before delving into the lesson text, ideas to use **while reading** the text, ideas to use **after reading** the text including comprehension questions, ideas for **integrating listening, speaking, and writing** into the reading lesson, ideas for **adding grammar**, and ideas for **adding a project**. The text around which each lesson is built has been included here for reference.

Although only a few lessons from each grade are included here, we hope that these ideas act as inspiration for other ideas that you can use with other lessons. We also hope that this collaborative project will act as an inspiration for you to work with your colleagues to design and share ideas and materials to make your classes more engaging, participative, and meaningful for your learners, and more rewarding for you as a professional. Please feel free to download this on our website (ewb.tj), print it, and share it with whomever you wish. These ideas were designed for Tajik secondary school teachers, but they can be adapted for use in a wide variety of situations and with a wide variety of curricula.



EWB IDEA BOOK

This project is the result of a collaborative professional development series sponsored by English Without Borders Network and the U.S. Department of State's English Language Programs that brought together teachers from all over the world. We thought together, worked together, and laughed together for over four weeks and created this idea book for teachers of English in Tajikistan – a book of ideas FOR teachers BY teachers!

CONTRIBUTORS

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DOWNLOAD THE IDEA BOOK

EWB CULTURAL EVENTS

APRIL-JUNE, 2022

APRIL-JUNE EVENTS

During this period we held the following events:

- **Regular 30+ Nights**
- **World Health Day Celebration**
- **World Book Day Celebration**
- **Earth Day Celebration**
- **English Language Day Celebration**
- **Regular Book Lovers Club, etc.**

PAST EVENTS PHOTOS

Did you get snapped at our last events? Check out the photos below and also our social media (@ewbtj) to see if you were snapped!



ENGLISH LANGUAGE DAY CELEBRATION AT THE ASD

To promote awareness about the history, culture, and achievements associated with the English language, EWB held an academic and cultural event at American Space Dushanbe on April 29, 2022.

Nearly 30 students from Tajik National University (TNU), Tajik State Pedagogical University (TSPU), and Russian-Tajik Slavonic University (RTSU) participated in the English Language Day celebration.

Students from all three colleges demonstrated really good knowledge of English by participating in the quiz competition (jeopardy), performing a play based on the Harry Potter movie, and singing "Imagination" song by John Lennon. All three teams were honored with a certificate of active participation in the English Language Day and received small presents from EWB.

It was an excellent opportunity for students to develop their network and make new friends.

EWB REGULAR 30+ NIGHTS AND BOOK LOVERS CLUB

- The **Book Lovers Club** was launched on June 1st, 2022 to gather people of different ages, cultures, and backgrounds, but with a similar love for reading. The Club meets twice a month and provides space to meet, discuss and share a passion for reading and cultivate the culture of reading among the generations.
- To engage mid-career audiences interested in networking and improving their English-language skills, EWB and American Space Dushanbe (ASD) launched a monthly series: **30+ Nights**. Every last Wednesday of the month at 6 pm, we propose a 30+ Night event with a format that could include (but is not limited to) ice-breaker/networking activities, a short professional English language learning activity, and a talk from fluent English speakers.

TEACHING ENGLISH LEARNERS ABOUT POETRY AND HOW TO WRITE IT

BY DR. MARCIA L. HURLLOW

Communicative competence, the aim of contemporary language instruction, is often seen as the ability to function with a language for transactional purposes, such as buying groceries, giving instructions, or following directions. However, true competence depends on many other things, such as expressive abilities. Buying groceries may involve developing relationships with the butcher, the baker, the produce manager, etc., and expressing appreciation for their help. Most transactional uses of language involve multiple cultural, affective, and expressive acts.

Teaching the poetry of a language can help your students with those language functions.

I start teaching poetry early on in my students' sequence of classes, usually having them recite or even memorize simple poems, depending on the age of the students. But why have English students learn about poetry or write poetry in English?

First, the students need a positive view of the people and culture of the target language. Our willingness to learn a language is to a degree influenced by our feeling about the culture of the people who speak it. Poetry elevates the musical qualities of a language. You don't need to know the translation to recognize the beauty of the poem.

Second, poetry conveys knowledge. Poets choose facts about their environment, culture, relationships, and values in writing their poems. The English teacher can use the poem to teach about those facts when teaching students about the poem. During the live presentation of this paper, one veteran teacher commented that his male students tended not to like poetry. Because anything can be the subject matter of a poem, the key is to find poems with subjects those reluctant poetry readers enjoy. I recommend searching for poems with a specific subject on poetryfoundation.org.

Eventually, your students can write their own poems in English. I introduce writing poetry when students can use present, past, and future verb tenses, and know vocabulary for family, nature, and home. They can talk about what they want and observe.



Dr. Marcia L. Hurlow

Why have them write their own poems? First, writing poems is an expressive function of language. Writing a poem in English lets the students exercise this function in their target language. Second, writing poems in English creates a sense of ownership of the language, which increases the positive affective relationship to English.

Where to start? I begin poetry writing classes for native speakers of English with formal poetry, but the structure requires an early learner of English to control too many factors. Instead, I start English language learners with free verse, asking them to write personal poetry that uses subject matter they already know and only need to tap into memory to write. I also give them a model. They don't have to follow it strictly, but it can help the students begin to write.

Here's an example, using a poem by George Ella Lyon, titled "Where I'm From". She was born and raised in eastern Kentucky, part of the Appalachian region of the United States. When she was a child, most of the people in her area were very poor, although she says, "We didn't know it." The region is very rich in culture—she learned to play instruments and sing traditional songs very young, and faith in God and love of family were central to her community.

Read the poem aloud for your students. You can then talk about some of the words that are unfamiliar to them.

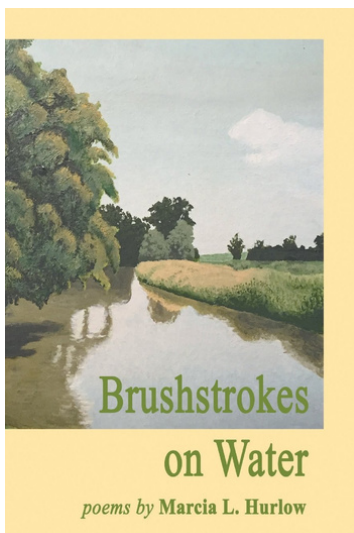
Where I'm From

**I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back
porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.
I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.
I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.**

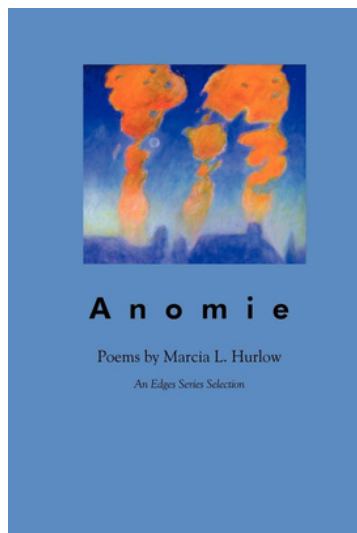
Look at Dr. Lyon's poem closely. Like most good poems in contemporary American English, it is very specific. Starting with the Imagist movement in the early years of the 20th century, American poetry aims to "show, not tell". A specific object in a poem does a lot of work. First, it gives the poem authenticity. The poet clearly knows about the subject of the poem. Second, the object has many associations. Consider the phrase "Clorox and carbon tetrachloride," cleaning supplies used domestically in the mid-20th century. Clorox bleach is still used, but carbon tetrachloride has since been found to be toxic. This family rigorously keeps a clean and tidy house. It is a traditional 1950s family, in which the husband earns the income and the wife stays home to take care of the house and children. By being specific about her memories of childhood in her poems, the poet has given us what would otherwise be a long essay about being a child in Appalachia in the 1950s.

Have your students think about the key objects and associations in their childhood. Starting each memory with the phrase, "I'm from", have them give the details. Aim to give them in English. Sometimes there might not be an English equivalent of an important object. In this case, it is fine to use the name of the word in the first language.

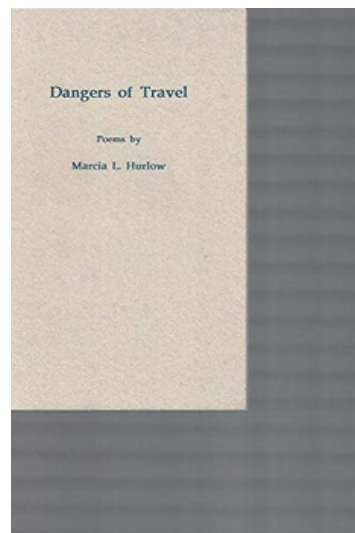
Encourage students to share their poems. I tell my students that they are not required to share, because I don't know what emotions writing the poem has stirred up, and I don't want them to be upset in class. I also tell them that what they have written is a first draft and I know with more time, they could make improvements. Encourage students to mention what they especially liked about each poem after their classmate shares the poem. You can take the lead in this.



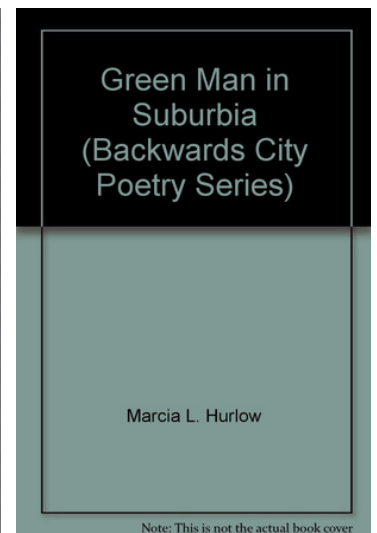
Brushstrokes on Water
by Marcia Hurlow



Anomie
by Marcia Hurlow



Dangers of Travel
by Marcia Hurlow



**Green Man in Suburbia
(Backwards City Poetry Series)**
by Marcia Hurlow

HOW TO IDENTIFY AN ARGUMENT IN AN ACADEMIC ARTICLE: TIPS FOR READING ACADEMIC ARTICLES

BY CODIE CHAUDOIN



Codie Chaudoin

Imagine that you are a teacher who is planning to assign an academic article for your class to read. You know how important it is for your students to not only understand the information contained in the article (the content), but also that your students know how to read similar academic articles (the skill). How can you make sure that your students learn the content of the article you are assigning and also develop their skills so that they approach this assignment and future assignments with the confidence and tools to succeed? The secret to teaching students to read academic articles is to explain the structure of the articles and to teach them to use that structure as a framework for understanding.

Scholars write for a purpose. That purpose is to share new knowledge and to engage with other scholars in the field. The author, or authors, is typically trying to make an argument. That argument may be intended to confirm other scholars' work, refute it, or to improve it. Teach your students that an academic article is part of a scholarly conversation. By learning how to read academic articles, they can engage in that scholarly conversation.

Let's take a step back at this point and consider what we know about the reading process. Reading is an interactive process between the reader and the text.

The reader calls upon both top-down and bottom-up processing to make meaning of the text. Bottom-up processing, or decoding, is the strategy that developing readers use to connect the words on the page with words in their idiolect. It's also a strategy that proficient readers use when encountering an unfamiliar word in a text. As a teacher, consider which words in the article might be unfamiliar to your students and pre-teach this vocabulary.

Experienced readers typically rely more heavily on top-down processing skills. Think about how you can build students' background knowledge on the topic of the article before assigning them to read it. Happily, fleshing out the context of the article for your students can go hand-in-hand with previewing tricky vocabulary. Pre-reading tasks are crucial to preparing your students for success.

Now it's time to set a purpose for reading the article you have assigned. Do this in the form of a question. An example question might be, "What is (the authors') argument on the topic of ____?", or "Is the author for or against (topic) and how do you know?"

Model for your students how to use the structure of the article to look for the answer to the question that you posed for them. Begin with the title. Academic articles often have a title that has a "hook" followed by a colon with additional text. The part of the title that comes after the colon will often tell the reader what the article is really about.

Next, if the article has an abstract, teach your students that the abstract will state the key problem or question, the approach, and the conclusion. Beware that abstracts are intentionally dense. They seek to convey as much information as possible in as few words as possible. Use the abstract as an opportunity for your students to find key terms that they will look for as they continue to read.

Whether or not the article includes an abstract, it will have an introduction. The introduction is the part your students should focus on understanding. Model a close reading of an academic introduction for your students. It is here that the author or authors will lay out their plan for the argument they intend to make.

With a good understanding of the introduction, show your students how to use the section headings to decide how to focus the rest of the reading. They should read strategically and decide which sections they can skim, and which they should pay close attention to. Remember, this is where the purpose you set for reading comes in. What question are they trying to answer and which sections of the article will help them find that answer? It is important to model this strategic thinking for your students until they have learned to do it independently.

After reading, remember that providing students with a social learning experience will increase their engagement with academic articles. Give them an opportunity to process what they read with their peers through discussion. Ask them to explain the argument of the academic article and state their own opinions. Remember, you are teaching them to engage in a scholarly conversation. These are the skills they will take with them as they move forward in their academic careers.

FINDING AN ARGUMENT IN AN ACADEMIC ARTICLE IN A NUTSHELL

PRE-READING

- Pre-teach vocabulary.
- Build background knowledge on the topic.
- Set a purpose for reading in the form of a question.

DURING READING:

- Consider the title.
- Look at the abstract.
- Read the introduction carefully.
- Use section headings to decide which sections to read carefully and which to skim.

AFTER READING:

- Discuss the article with the class.
- Give students the opportunity to express their own opinions.



FOR MORE INFORMATION ABOUT READING ACADEMIC ARTICLES:

- Rosenberg, K. (2011). Reading Games: Strategies for Reading Scholarly Sources. *Writing Spaces: Readings on Writing*, 2, 210-20.

FOR HELPING STUDENTS WRITE AN ARTICLE:

- Structuring an Academic “Argument” within a Journal Paper:
<https://iuuk.mff.cuni.cz/~andrew/EAP/Structuringanacademicjournalpaper.pdf>

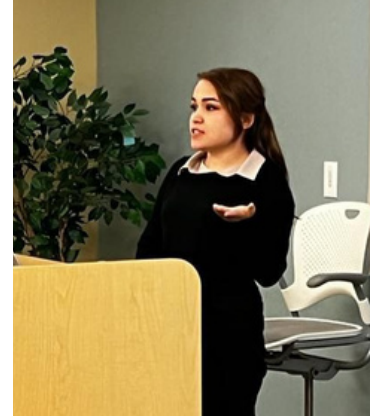
SUCCESS STORY: FULBRIGHT TEACHING EXCELLENCE AND ACHIEVEMENT PROGRAM - MEDIA LITERACY COHORT

BY LAYLO RAHIMOVA

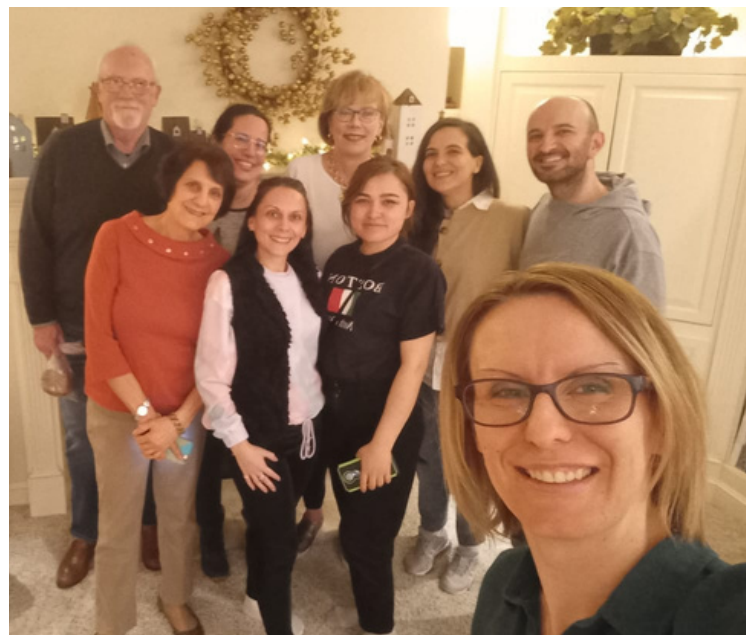
After receiving a prestigious scholarship from Fulbright Teaching Excellence and Achievement Program – Media Literacy Cohort, a program of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and administered by IREX, I, a high school English teacher, had the opportunity to experience the American way of life and their educational system. I spent six weeks at Kent State University, located in the town of the same name in the American state of Ohio. Along with 17 fellows from Eastern Europe and Central Asia, I attended lectures on media literacy given by professors from this university as well as guest experts included in the Fulbright International Exchange Program. The program included a visit to an American high school, where I had the opportunity to get to know the students and their way of learning.



I was lucky enough to go to Stow Munroe Falls High School, a high school near Kent. It is a public school with young people from America, China, Russia, and Europe and my job was to introduce Tajikistan to the students and our culture. During the cultural presentation of our country, I saw the excitement of the American teenagers in learning about Tajik culture and holidays. Another very memorable day that the Fulbright program gave me was the opportunity to participate in International Women's Day and talk about my country. It was a proud moment for me when the flag of my lovely country Tajikistan was raised which made me very happy and honored to represent my country in the US.



The education system in the US is different from ours. They have fewer subjects among which some are compulsory, but also there are those which they choose themselves depending on their inclination and what they want to do in their future life. Some subjects are the same as ours, but there are also subjects conventionally more modern, because they closely follow trends in education, so they have a subject "social injustice," in which the whole course is structured so that through certain cases that were in the courts, or through some literary works, solved some problem of injustice in society. Classes last 60 minutes and the teaching is very interactive, working with fewer students, often in pairs or groups, where it is easier for the teacher to focus on the lesson.



In addition to the friendship and network you can develop, the Fulbright program also opens up many doors for professional development once you are back home. When I came from the US, I heard about an excellent opportunity with the English Without Borders network which was announcing the Summer 2022 Master Workshops grant. I decided to apply immediately as I saw it a great chance for me to share my knowledge and build up my teaching capacity to pursue my career in education. This has been my first grant and my first teacher training experience, which I have really enjoyed and which has encouraged me to make more contribution in building teaching capacity in Tajikistan. I really enjoyed my 10-day training working with 11 young enthusiastic English teachers to share my experience and knowledge from the Fulbright TEA Media Literacy program as well as provide training on curriculum design and unit lesson plan.

In the future, I am planning to pass on the knowledge and skills I have gained to high school students, pre-service, and in-service teachers from secondary schools, universities, and English learning centers in Tajikistan, and I am highly interested in participating in other EWB activities and events.

The most important thing is to have a desire and ambition to thrive and help others to grow with you.

I should acknowledge that owing to the experience I have obtained through the Fulbright program and EWB Master Workshops, I have become more confident in my teaching capacity and motivated to be a mentor for all those who want to advance their English language proficiency and teaching experience, as well as those who are interested in applying to the Fulbright Teaching Excellence and Achievement Program – Media Literacy Cohort. I recommend this program to all secondary school teachers and believe all have a chance to get this prestigious award. The most important thing is to have a desire and ambition to thrive and help others to grow with you.



ABOUT THE PROGRAM

The Fulbright Teaching Excellence and Achievement Program (Fulbright TEA) Media Literacy Cohorts bring international **secondary-level educators** to the United States for a six-week professional development program to take academic seminars at a host university. The Media Literacy Cohort will focus on **promoting and developing media literacy and critical-thinking skills** in their home schools, classrooms, and communities. Participants observe classrooms and share their expertise with teachers and students at the host university and at local secondary schools.

This program is only open for participants from the following countries: Bosnia-Herzegovina, Bulgaria, Czech Republic, Estonia, Hungary, Kazakhstan, Kyrgyzstan, Lithuania, North Macedonia, Romania, Serbia, **Tajikistan**, Turkey, Ukraine, and Uzbekistan.

The Fulbright TEA Program is sponsored by the **U.S. Department of State's Bureau of Educational and Cultural Affairs**, with funding provided by the U.S. Government and administered by IREX.

Eligible disciplines:

- English or English as a Foreign Language
- Language/Literature of your home country
- Social Studies (civics, history, geography, global studies, law, etc.)
- Media studies, communications, journalism, or related fields
- Math (algebra, statistics, geometry, calculus)
- Science (biology, chemistry, physics, earth science)

Application deadlines vary by country and territory. Please contact the U.S. Embassy in Tajikistan for specific deadlines.

Phone: +992 (37) 229 20 00

SUCCESS STORY: THE MASTER OF ARTS IN TEACHING (MAT) PROGRAM AT THE AMERICAN UNIVERSITY OF CENTRAL ASIA (AUCA)

ABOUT THE PROGRAM

The Master of Arts in Teaching (MAT) program at the American University of Central Asia (AUCA) is a pioneering effort in the field of teacher education in Central Asia. The program builds upon the innovative model of Bard College, New York, creating opportunities to learn with professors and students within the Bard MAT network. It is the first American accredited pre-service education degree program in Kyrgyzstan and Central Asia. Additionally, many in-service teachers choose MAT to refine and grow in their teaching skills.

The MAT program is housed in the Institute of Education (IOE) at AUCA. IOE is a degree-granting, interdisciplinary academic entity of AUCA dedicated to teaching, research, and advocacy of education at all levels and in trans-cultural contexts.

IOE strives to support the policies of the Kyrgyz Ministry of Education and collaborates with scholars and practitioners globally to research innovative approaches to education for all children, adolescents, and youth in Central Asia.

MAVLUDA ZULFOVA:



A Master's in Teaching is a great prospect for teachers to update their knowledge and refine their approach. Within one month of the intensive summer course, we were involved in various activities. To begin with, the orientation course assisted the participants to introduce the whole program and made our studies easier and more enjoyable at AUCA.

Secondly, the instructors were very supportive and knowledgeable, allowing us to dive into the world of knowledge and participate in various activities such as project work or group presentations.

During the group work we worked with instructors from other countries, shared ideas, learned from each other, and will be able to implement the same projects in our home countries. I faced a lot of challenges at the beginning of the course as I had not experienced some types of work earlier in my teaching practice.

I remember my first class with professor Tamo who taught us the subject of teaching and learning for the 21 Century. We were asked to read about 40 pages each day, which was challenging for me and the whole group. The second issue was the reading speed we developed a great of deal during the course.

I was able to refurbish my skimming and scanning skills which later supported me to do the readings on time and to be able to participating in the discussions. Moreover, after each reading, we had to write a reflective paper and share it with other teachers on Google Classroom, allowing us to look at the other people's responses and rethink our ideas in the next session.



Sometimes we were asked to write a reply to the reflection and get feedback on our writings.

Meanwhile, we were involved in carrying on individual work where we were mostly asked to do writing followed by the readings during the classes. In general, the whole course was designed in the way that all the classes had a connection with one another and all the readings were based on research conducted over several years. To conclude, we completed the summer course and will continue our classes from September 26 and start working on the research topic. I have just started my journey with AUCA and believe that I will have more opportunities and challenges and a lot of hard work in the future to complete my first-year study successfully.

HAMROH AIDAROV:

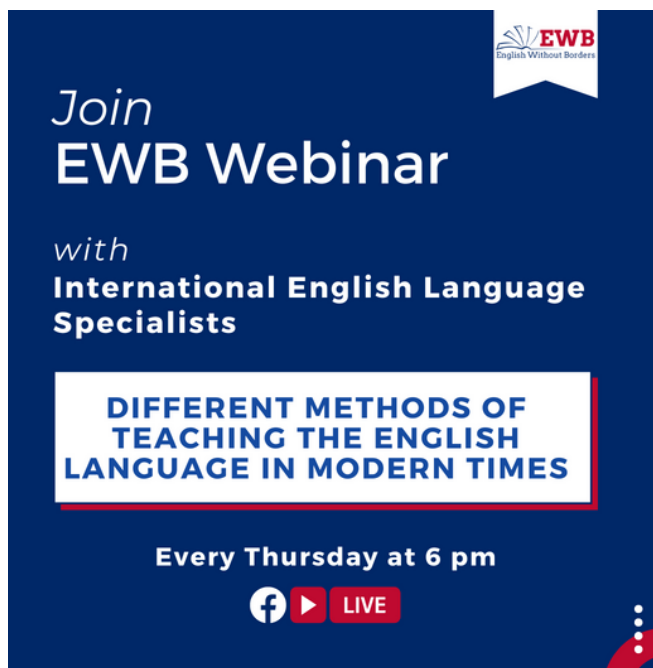
As one of the principal goals of the MAT Program is to build an enabling environment for learners to immerse in academic discussion and gain insight into the most debated issues concerning teaching and learning theories, I also want to contribute to this noble endeavour. This is a once-in-a-lifetime opportunity for me to study under the supervision of prominent scholars in the field of teaching.

There are several essential aspects of the summer semester that made it extremely useful and insightful for me. Even though we had a very limited time during the summer semester, and the content was generally new, I learned a lot of new vital teaching and classroom techniques and strategies.

Most notably is Creating a Classroom Culture course taught by professor Elizabeth Davis. Studying a very pragmatic book called “Teach like a champion 3.0” written by Doug Lemov, we were provided with five essential guiding principles of learning allowing teachers to implement productive teaching techniques in class to enhance students’ understanding. Another point in case is creating a positive classroom culture environment that gives an equal opportunity to every student to contribute, participate, and learn. It also assists in building positive relationship between teacher and students.

Moreover, the other course that I found crucial as a novice teacher was the Adolescent Development course. Various topics, such as cognitive development in adolescents, physical development in adolescents, emotional and social development in adolescents and major theories of adolescent development, etc., were essential in understanding the socio-emotional world of teenagers whom I mostly teach. Reading and discussing particular topics was a unique opportunity immersing in the discussion of concerns and challenges that are faced by adolescents so as to search some positive solutions for addressing the issues. Finally, a positive classroom environment, and having warm and breath-taking conversations with our MAT program professors and classmates encouraged and fostered me to be creative, opened-minded, and hard working. I enjoyed my active participation in every course that we had this summer semester.





EWB THURSDAY WEBINARS

ABOUT OUR WEBINARS

EWB Thursday Webinars are an opportunity for **free continuous professional development** for English teachers in Tajikistan and beyond. To have access to the recorded webinars and materials, please register at EWB.tj and go to <https://ewbn.org/webinars-2/>.

WHEN ARE OUR WEBINARS HELD?

Our webinars are held every week on **Thursday at 6 p.m. Tajik time**. The participants have an opportunity to watch the presentations on Facebook and Zoom, participate in the webinar, ask questions to the speaker, and share their opinion with peers.

WHO ARE OUR SPEAKERS?

Speakers at our webinars include **local and international English language specialists**. All speakers share their presentations on a voluntary basis to contribute to and support the EWB community in Tajikistan and worldwide.

HOW MANY WEBINARS WERE HELD IN APRIL-JUNE MONTHS?

During three months, **14 webinars** were held, involving **10 speakers** (2 local and 8 international TESOL experts), and live participation of the **512** current and future English teachers via Facebook live and Zoom meetings from Tajikistan, Iran, Ghana, USA, Peru, Hungary, Uzbekistan, Georgia, El Salvador, Azerbaijan, Russia, Morocco, Kyrgyzstan, Ukraine, Pakistan, Afghanistan, Algeria, Brazil, India, Cambodia, Mexico, Ecuador, Malaysia, Bangladesh, South Africa, Philippines, and Egypt.

WHAT ARE THE TOPICS OF THE WEBINARS?

The webinars' topics were chosen based on a Needs Assessment conducted by the EWB team last year, and include a variety of techniques and strategies for teaching English as a Foreign Language with the integration of technology and critical thinking skills.

WE THANK OUR SPEAKERS!



If you would like to be the next speaker at the EWB Thursday Webinar, please contact us at info@ewb.tj.



Theresa North



Anisa Abibullaeva



Lisa Mann



Codie Chaudoin



Armen Kassabian



Candace L. Renaud



Melissa Hauke



Rebecca J. Mercado



Gulnora Rajabova



Marcia Hurlow



ENGLISH THROUGH COOKING: LUMPIA WITH CAROL TOMAGAN, COUNCIL ASSISTANT FROM THE U.S. EMBASSY IN TAJIKISTAN

Lumpia are Filipino fried spring rolls filled with ground chicken and mixed vegetables. This lumpia recipe is authentic and yields the crispiest lumpia ever. Serve them as an appetizer or finger food with a sweet and sour dipping sauce.

STEP 1

To prepare the lumpia **wrapper**, mix the flour, corn starch, and water.

STEP 2

For the lumpia **filling**, add the onion, garlic, carrot, green onions, and ground chicken. Add salt and pepper.

STEP 3

Heat about 2 cm of oil in a deep, medium frying pan until it reaches 150°C.

STEP 4

Lay out one lumpia wrapper in a diamond shape and spoon 2 tablespoons of filling at the bottom of the wrapper, leaving about an inch and a half (3 cm) of space from the bottom point. Fold the bottom point over the filling, then fold in the edges to create an envelope shape. Roll the wrapper toward the top point. Brush the top point with egg wash and finish the roll to seal the end.

STEP 5

Remove the lumpia from the oil and drain on a wire rack or paper towels.



PREP TIME: 30 MIN.



COOK TIME: 10 MIN.



INGREDIENTS:

1. for Lumpia wrappers:

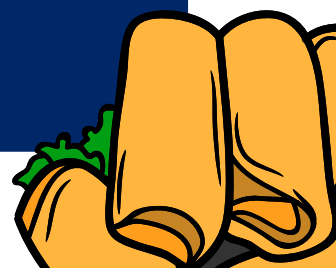
- 2 cups of flour
- 2 tablespoons of corn starch
- 1 cup of water

2. for the filling:

- 1 kg ground chicken
- 2 cloves garlic, crushed
- ½ cup chopped onion
- ½ cup minced carrots
- ½ cup chopped green onions
- 1 teaspoon ground black pepper
- 1 teaspoon salt

3. for frying:

- 2 cups vegetable oil



TEACHING ACTIVITY: CHAIN STORY

In this activity, students create and tell a story prompted by preselected pictures and/or visual cues.

Preparation

Identify and separate several pictures depicting people, places, and things. Pictures/images with a cultural component are particularly useful.

Procedure

1. Select the pictures for the activity. In addition to having one picture per student, you should have spare ones to serve as “wild cards” if you opt to use that variation.
2. Display the pictures around the room; you may have them on desks, on the walls, or on the floor.
3. Instruct students to go around the room and select a picture they could say a few things about in story-like style.
4. After students select their pictures, split them into groups depending on class size.
5. Tell students to link their pictures in order to create one cohesive story.
6. After the designated time, have students tell the story to the other groups.

Variations

1. When students are telling their stories, the teacher shows “wild card” pictures; students must then improvise and weave the picture into their ongoing storytelling.
2. Students write a different ending to their stories.
3. Students write the stories told by the other groups.
4. Students give the pictures they originally selected to the other groups to create a story.
5. Students perform a skit depicting the story they created.
6. Students write their stories in sections; one section per picture. Story sections and pictures are given to another group to put in the correct sequence. The story sections could be written with fewer obvious details to make the sequencing more difficult.

When to Use it

- To promote group work, collaborative learning
- To energize a class
- To encourage spontaneous use of language
- To practice connectives and transitions
- To review the steps in a story and/or writing

Level



Skills



Practice



Materials

Pictures depicting people, places, things

Preparation Time

10 minutes

Activity Time

10–30 minutes

Possible Resources

Picture US
Magazines
Students' picture contributions
Students' drawings

Contributor

Monica Wiesmann-Hirchert, EFL/ESL/ESOL instructor, teacher trainer, Senior English Language Fellow, Turkey (2006/2007) and Brazil (2010/2011)



Beginner



Intermediate



Advanced



Listening



Speaking



Reading



Writing



Grammar



Vocabulary



Critical Thinking



Kinesthetic



Tactile

NEWS & OPPORTUNITIES

PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITH EWB

EWB NATIONAL CONFERENCE & EXPO 2022

The EWB National Conference offers English language teaching practitioners, professionals, and scholars a great opportunity for professional exchange and development. Participants will exchange ideas and practices, explore a wide range of topics and current trends, expand their professional networks, review the latest professional publications and resources, and learn about EWB initiatives to build community, capacity, and connectivity in Tajikistan and beyond.

Stay tuned to our social media pages (Facebook and Instagram) for the updates.



EWB TOEFL PREPARATION COURSE

English Without Borders Network is pleased to announce a call for applications to participate in the free EWB TOEFL Preparation Course. This course prepares students for the official TOEFL test. The three-phase course consisting of 72 hours is designed to help students develop the necessary skills required for TOEFL. Students will develop their language skills, as well as will develop four skills (reading, listening, speaking, and writing) so that they can have the required skills needed to take the official TOEFL test.

To read more and apply please visit ewb.tj. Application deadline: August 20th at 5 pm



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: Gulnora Zulobieva drs@ewb.tj
- Sughd: Munavvar Zaripova sughd@ewb.tj
- GBAO: Mavluda Zulfova gbao@ewb.tj
- Khatlon: khatlon@ewb.tj

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

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

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