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# EWB NEWSLETTER

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## Our Highlights

Launched on March 1, 2021, EWB has grown into a big community with more than 5,504 members of English teachers and 4,740 students across Tajikistan. For the period of work, EWB has achieved and conducted the following:

- 7 Chai Talks have been organized with outstanding people who make contributions to the development of education and culture both domestically and globally.
- More than 200 in-person activities with the participation of 2500 EL teachers and students have been conducted to promote the EWB network.
- 12 English teachers from all regions of Tajikistan received EWB small grants and conducted Master workshops for diverse groups of English language teaching professionals on different themes.
- More than 40 webinars have been conducted with the participation of 2,760 people via Zoom and Facebook live.
- The first EWB National Conference and Expo with the participation of nearly 65 English teachers was held in Dushanbe. Over ten nominees across four categories were recognized for their contribution, commitment, and outstanding job during the award ceremony.

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## EWB HOLDS ITS FIRST NATIONAL CONFERENCE & EXPO

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. The event brought together around 65 most active English teachers and provided a great platform for over 10 different local and international organizations, NGOs, and schools to exhibit their products as well as their programs to English teachers.

The first EWB volunteers, the most active participants of the Thursday webinars, the winners of Best Essays, Innovative English Teacher of the Year, and Inspirational English Teachers were honored and celebrated during the Award Ceremony.

During the two-day conference, the participants had a lot of opportunities to network with peers from other regions, share experience and knowledge, and discuss the new trends in teaching English. The two-day program enabled the English teachers to participate in a panel discussion with the pioneers in opening English language schools, English teacher associations, and other international organizations in Tajikistan.

Moreover, the masterclasses, webinars, presentations on the U.S. exchange programs, workshops, poster presentations, and school community engagement projects sessions contributed a lot of engagement and idea exchange among the participants.

*The aim of the EWB National Conference is to bring together EL teachers, researchers, practitioners, and policymakers to discuss issues, tackle real challenges, develop professionally, share opinions, find solutions, and explore opportunities in the field of English language education.*





# Innovate English Teacher of the Year 2021 Award

By **Muyassar Muzofirov**



*Announced in July 2021, the EWB Innovate English Teacher of the Year 2021 Award was aimed at recognizing the hard work and dedication of outstanding English teachers of all levels.*

*The Award will be an annual event held by the EWB Network and supported by the U.S. Embassy in Tajikistan.*

The Innovative English Teacher of the Year Award I was honored with at the EWB National Conference and Expo 2021 has made me even more proud of my profession and the work I do for my community. The recognition I received for the job I enjoy doing most of all, I believe, motivates and empowers not only me but thousands of other outstanding English teachers in Tajikistan.

When I read the announcement on the Innovative English Teacher of the Year Award on the EWB Facebook page, I was really happy that we, English teachers, were given such a great opportunity to participate and test our knowledge, skills, and experience in teaching English.

It was a big challenge for me to compete with the strongest English teachers from all parts of Tajikistan, but I said to myself that either I win or fail, it will be an experience that will further guide me in my professional pathway.

The day I received the email and phone call from EWB congratulating me for becoming the winner, and the day I went up to the stage to get the certificate for the Innovative English Teacher of the Year Award will remain one of the best moments and memories in my life. I value this award, which means a lot to me and which I believe has laid a strong foundation for my future career goals and professional achievements.

Thanks to projects like EWB that support teachers in their careers and provide different platforms for teachers to meet and share their knowledge and experience.

*"The day I went up to the stage to get the certificate for Innovative English Teacher of the Year Award will remain one of the best moments and memories in my life." -*  
*Muyassar Muzofirov*



**Muyassar Muzofirov, English Teacher, the Aga Khan Lycée, Khorog, GBAO**



The first EWB National Conference and Expo 2021 was indeed a great event in the life of English teachers in Tajikistan that gathered English teachers from Khatlon, GBAO, Sughd, and Districts of Republican Subordination. The conference enabled us to meet with our colleagues from all over Tajikistan, learn about and from each other, make new friends, discuss the challenges and opportunities in teaching English, exchange ideas, participate in different sessions, and many other activities provided in the conference.

I really appreciate the opportunity to have delivered a Master-class on Teaching English through Music and shared my teaching experience with my colleagues during the conference. The excitement and engagement I observed in my session and the feedback I received from the participants boosted my confidence and inspired me to create new activities.

*"Individual growth and achievement cannot contribute to the quality system as a whole unless we share resources, materials, expertise, ideas and help to build the teaching capacity together as one community." - Muyassar Muzofirov*

One of the biggest takeaways I got from the conference was that individual growth and achievement cannot contribute to the quality system as a whole unless we share resources, materials, expertise, ideas, and help to build the teaching capacity together as one community. The EWB conference truly provided such an atmosphere where the teachers could feel the importance of networking and the benefits of sharing knowledge.

On behalf of me and my school, I would like to thank the EWB network for such great opportunities and support we, English teachers, are getting through various activities, contests, conferences, small grants, and many more. I wish EWB continued success, and I am very optimistic that this project will grow into a strong and big networking hub which will attract not only English teachers from Tajikistan but from around the globe.





# Inspirational Teacher Award



**GULCHEHRA HAMIDOVA, GYMNASIUM 4, KHUJAND, SUGHD**

I would like to express my sincere gratitude to the U.S. Embassy in Tajikistan for supporting the English Without Borders project and for the recognition of teachers for their hard work and commitment to their job! This year I was awarded the title “Inspirational teacher” at the English Without Borders conference. For me, being an inspirational teacher means being a part of the community of teachers like myself and being a leader who positively impacts the community. An inspirational teacher shares the best practices, motivates, and inspires peers to be effective and grow professionally. An inspirational teacher shows the ways of improving personally and professionally

**MARHABO KHOLMURODOVA, SPCE, UCA, KHOROG, GBAO**

This award has proved to me again that my hard work and dedication to teaching is valued and appreciated which empowers and inspires me to contribute to teaching more and more. Moreover, it is a great honor for me to be a source of inspiration for other teachers in my community. I would like to take this opportunity to express my deepest gratitude to the U.S. Embassy and the EWB project for building such a strong network that serves as a bridge to bring us closer together. This collaboration and networking enables us to cascade knowledge, learn, and inspire each other, and I am sure that we can all inspire each other for the betterment and development of the quality of teaching in our country.



**ZEBO BOQIEVA, PRESIDENTIAL SCHOOL, BUSTON, SUGHD**

Being an inspiration for my students and colleagues has always been one of my teaching goals.

I would like to thank the EWB project for recognizing the hard work and celebrating the commitment of English teachers in Tajikistan. The Inspirational Teacher award I received at the EWB National Conference and Expo 2021 has once again proved that hard work never goes unnoticed. I am sure we have a lot of professional English teachers in Tajikistan who are passionate about teaching and who can be a source of motivation for their students and other English teachers. I encourage all English teachers in Tajikistan to seize any opportunity to participate in different contests to showcase their skills and share their knowledge with the English teaching community in Tajikistan.



# The Most Active Participants of the Thursday Webinars

Starting on March 4, 2021, the EWB weekly webinars are held every Thursday from 6 pm until 7 pm, TJK time.

By December 1st, 43 EWB Thursday webinars have been conducted with the participation of 2,760 people via Zoom and Facebook live with an additional 65,174 people reached via Facebook.

The EWB webinar platform for English teachers in Tajikistan not only provides continuous professional development on methodological and pedagogical aspects of English teaching but connects English teachers across Tajikistan as well as from countries such as Iran, Pakistan, Afghanistan, India, Philippines, Myanmar, Peru, Uzbekistan, Kazakhstan, Georgia, Russia, Belarus, the U.S., and others.

**Natia Davitashvili:** "Technological advancement has provided the precious opportunity for all the teachers around the world to attend the webinars organized by lots of educational organizations. The one I'm most proud of and hugely grateful for is EWB.

The sessions conducted by different teachers and teacher trainers every Thursday provide a wide variety of novel ideas, updated teaching techniques and strategies, and the opportunity to develop professionally and advance our teaching skills.

I highly recommend everyone become a member of this valuable EWB family and spend time usefully and purposefully."



**Natia Davitashvili,  
Batumi, Georgia**

**Judith Elliott:** "I was delighted to receive the award for being a long-time participant of the EWB webinar broadcasts on Thursday evenings in Dushanbe, which arrive on Friday mornings for me in New Jersey.

I look around my study for a pen and paper when the broadcasts begin to take notes as I find the presentations stimulating and encourage me to try out new ideas. For participants in Dushanbe, although webinars occur when many are hurrying home from work or cooking dinner, I encourage everyone to watch EWB webinars and become active in the organization."



**Judith Elliott,  
New Jersey, U.S.A.**



**Bakhtibegim Mamadrayonova:** "The EWB Thursday webinars may have convinced many English teachers that distance/online teaching and learning can be effective. Even though in the beginning it was a bit challenging to use the tools on the Zoom platform, gradually, it became easier and very enjoyable to participate in the sessions online."

Teaching online can be as interactive and engaging as face-to-face. You only need to learn some new techniques to be able to teach in a new mode, which can be fun. That is why I strongly recommend EWB Thursday webinars to English teachers as they help to enhance a way of teaching and improve digital skills and abilities to use technology in teaching English. You can get a lot of nice ideas for your classes and learn new teaching strategies to support you in your daily teaching."



**Bakhtibegim  
Mamadrayonova,  
Khorog, GBAO**



**Firuz Kakroev,  
Vahdat, DRS**

**Firuz Kakroev:** "The EWB Thursday Webinars is the first open online platform for English teachers in Tajikistan which unites the English language community worldwide. I am happy I joined this community of professionals that opens new horizons for exploring teaching opportunities through the usage of technology. The speakers of the EWB webinars are local and international outstanding English specialists whose sessions are always engaging and create interactive and thought-provoking discussions."

I always recommend English teachers in Vahdat to participate in the webinars if they have the internet because there is always something new to learn even if the topic is well-known to you. Thank you again for such wonderful webinars and everything you are doing for English teachers in Tajikistan and globally."

**Parvina Sodikova:** "Six pm Thursday is marked with the red circle on my calendar because it is the time I am looking forward to every week. It is when I can join the EWB Thursday webinars, meet with other English teachers from different countries, learn new trends in teaching English, exchange experiences, find answers to my questions, and simply enjoy being part of the event."

The sessions provide so many useful tips and strategies and support English teachers, particularly the early careered teachers to improve their competencies and enhance their teaching skills. I highly recommend participating in the EWB Thursday webinars as they not only help you build your teaching capacity but also contribute to your career development networking."



**Parvina Sodikova,  
Khujand, Sughd**



# Alumni Story

**Muyassar Azizulloev**

**Fulbright TEA fellow; English Teacher, Secondary School №1, Khorog, GBAO**

*The Fulbright Teaching Excellence and Achievement Program (TEA) provides outstanding secondary school teachers of English, social studies, math, science, and special education with unique opportunities to develop expertise in their subject areas, enhance their teaching skills, and increase their knowledge about the United States.*



I am Muyassar Azizulloev a Fulbright TEA fellow from Khorog, Tajikistan. I have been teaching the English language for more than 10 years. Throughout my teaching experience, I have been looking for teachers' professional development opportunities inside and outside of my home country. One of the programs that I was passionately applying to was Fulbright Teaching Excellence and Achievement (TEA) program.

My expectations about local Americans were completely different when meeting some of the people in public places, and they appeared to be supportive and helpful in so many ways.

People were very friendly and were curious to know more about my culture. The event on American Indian Heritage Day organized by Montana State University was a significant moment in my life where I met American Indians and learned a lot about their history. On the other hand, when meeting international teachers from more than twenty countries I became familiar with other cultures and shared my own culture by showing some pictures and videos. This was a wonderful cultural exchange environment for me so far.

In terms of the program disciplines and activities, I updated my knowledge with new methods of teaching, use of new technology in the classroom, and was enthusiastic about the leadership in the classroom lesson. The classes conducted by the instructors and professors at Montana State University were interesting and I had the opportunity to implement the acquired knowledge in pair and group work activities with my peers from other countries. During the pair work and group work activities with my course mates, I learned and exchanged knowledge about new teaching methods, use of different online platforms such as Kahoot, Canva, and Google drive.

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*"The Fulbright TEA program was a wonderful and memorable cultural exchange and teaching journey."*

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Another opportunity provided by my host university was the session on undergraduate and graduate programs for international students which quickly caught my attention to pursue graduate study in adult and higher education programs. Those who are interested in applying to graduate studies in any field of study can use this opportunity at Montanan State University. This university also provides scholarship opportunities for international students.

Furthermore, the field experience in Bozeman and Gallatin High schools opened a new page of knowledge and experience for me about the education system of American High schools in the real context. When observing the classes at Gallatin High school I reflected on my own teaching and compared the similarities and differences in teaching between the schools of two countries. In almost all the classes I noticed the implementation of new technology.

Students submitted their course work and homework assignments in the Canvas platform using their Chromebooks.

The selective and compulsory classes that I observed at Gallatin High school were Combo class, ceramics, math foundation, engineering, jewelry, drawing, and woodworking where teachers applied different teaching approaches and methods.

These classes were by far more interesting, and I learned about the independent learning approach. Students were assigned various project work by their teachers and were assessed by using rubrics which I found interactive and interesting.

Having met with the school admin, I became aware of the schools' management and long-term mission. Moreover, the trip to Yellowstone National Park organized by the host university opened my eyes to how people in America preserve their nature and take care of the wildlife.

In addition to this, another unforgettable experience for me was meeting the founder of the Fulbright TEA program who is currently doing some volunteer work at the Museum of the Rockies in Bozeman, Montana.

All in all, the Fulbright TEA program was a wonderful and memorable cultural exchange and teaching journey for me in terms of new experience, acquiring new baggage of knowledge, and meeting people from diverse backgrounds.

Therefore, I strongly encourage those who are passionate about teaching English at secondary schools to pursue this opportunity as this program will help them to experience life in a new culture, obtain knowledge about the methodology of teaching and make lots of friends from around the world.

# Questions to Consider When Selecting a New Textbook

by Jane Ellen George, English Language Fellow,  
2017-2018, Tajik State Pedagogical University



*Jane Ellen George*

Textbooks are the basic tool used in almost every classroom everywhere in the world, yet there is no perfect coursebook; they all have strengths and weaknesses and they should be chosen with great thought and careful planning. Many questions should be asked and many answers should be gathered before choosing a new textbook. The first thing to find out is whether there is a need for a new textbook and if so, why?

Here are some of the important questions to ask before making a change. This is not an exhaustive list; it is just a beginning. The bibliography at the end provides more comprehensive checklists that can be used when choosing new textbooks.

## Questions about the overall program goals

- When the students leave the program, what skills are most important?
- What is the philosophy of the program?
- What are the linguistic goals of the program?

- How much time will students spend learning English? Every week, month, year?
- How many qualified teachers are available?
- Why is a new textbook needed?
- What is the new textbook needed for?
- What kind of textbook is needed? Four skills, reading, listening, writing, phonetics, other?
- Is the textbook part of a series and can it be used at multiple levels?
- How will the new textbook fit the curriculum?
- Will students be included in the decision-making process?
- Who will be on the committee to evaluate, choose, and pilot the textbook?
- Have publishers been contacted to find out if the selected books can be imported?
- Has the ministry of education been contacted and involved? Has their approval been granted?

## Questions about the textbook itself

- Does the textbook match the philosophy of the program?
- Is the new textbook age appropriate?
- Is the new textbook culturally appropriate?
- Will the textbook be interesting to the learners?
- Are the topics contemporary topics?
- How expensive is the textbook and how many will the student have to buy in a year?
- Is the textbook attractive?
- Is the textbook durable?
- Does any other group in the area use the textbook?
- Will using the same textbook as others be a problem?



- Does the student textbook have the Answer Key in the back?
- Is the textbook layout easy to follow?
- Does the textbook have a workbook?
- Are the goals and objectives easy to understand?
- How dense is the information on each page?
- Are the grammar points at the appropriate level for the students?
- Will the grammar points be useful to the students?
- Does the difficulty of the textbook increase gradually?
- Are listening and reading passages supported with activities that will develop skill?
- Does the textbook have a variety of activities?
- Are the instructions easy to understand?
- Does the scope and sequence for the text match the program curriculum?

### Questions about the Teacher's Guide

- Is there a Teacher's Guide, is it easy to use, and does it have an Answer Key and Test Bank?
- Are the instructions in the Teacher's Guide clear and understandable?
- Does the guide follow the textbook layout?
- Does the guide include information about audio resources that might be included with the text? For example, do the track numbers match the CD?
- Are the extra activities easy to prepare and execute?

### Questions about students

- What is the language learning background of the students? Have they learned any English before this?
- How old are the students?
- Are the students all from the same linguistic background?

- What are the language skill levels of the students?
- How are language skills evaluated?
- How are students grouped?

### Questions about the physical space

- How will the classroom design and furniture affect activities from textbook?
- How many students will be in each classroom?
- How many minutes will the students learn English each day?
- How will the students be grouped in the classes?
- Does the textbook require technology and if so, is it available?
- Does the textbook expect communicative classroom seating arrangements?
- If so, how will that need be addressed by the administration?

In conclusion, choosing a textbook should be thoughtful and take time. If nothing appropriate is easily available locally, international publishers should be contacted. There are many textbooks available for learning English and more are being published all the time. Whatever book or books are chosen, they should be reviewed periodically.

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# Peer Observation Made Easy

by Laura G. Holland, Senior Instructor II Emerita, American English Institute, University of Oregon

We know how stimulating and enjoyable it is to go into another teacher's class and observe, not to evaluate the purpose, but rather for the luxury of seeing another teacher in action and gaining fresh new ideas.

What if we had a process that made it simple and manageable to do peer observation? A system that was easy to put into action and that freed us from any evaluation or judgment that can make this process uncomfortable. What if this system allowed us to gain valuable new ideas without a lot of demand for a written follow-up?

Teachers all over the globe fret about observations: Why are they coming to watch me? What am I doing wrong? What are they going to say about my class? These questions keep teachers from sharing their knowledge and the rich wealth of experience they have accumulated.

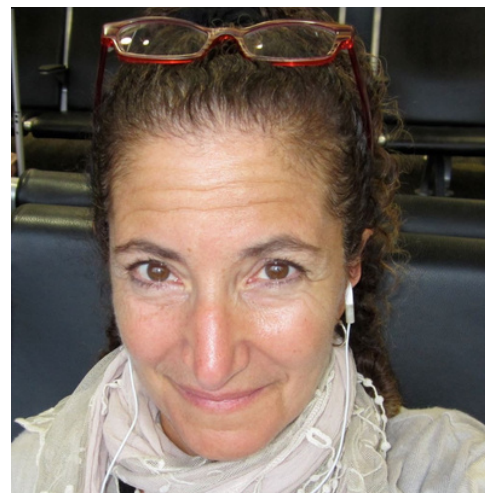
What a loss. Everyone has something to teach and to learn from each other; new instructors can see how more seasoned teachers are putting their curriculum into action or see first-hand some of the classroom management techniques they employ. Novice teachers can inspire more experienced teachers with their enthusiasm for their new professions. They often have experience with the latest digital tools that are key to 21st-century teaching and learning. No matter how long we have been teaching, seeing someone else teach is going to give us another perspective on the material.

One obstacle seems to be that many institutions do not have any system in place to facilitate a peer observation program. Another is the time factor. A third is a reticence to take the time for a formal document or follow-up conversation. And there is, of course, the fear factor. But what if we remove all critique and focus only on the positive in this process?

**What I am proposing is a three-step process, with possible variation depending on your setting:**

1) Teachers who agree to observe/be observed meet briefly face-to-face or online in an email. The teacher gives the visiting teacher some idea of what will be done that day in class and hopefully a copy of the lesson plan, the objectives, and any handouts. These can be informally written.

2) The visiting teacher observes the class and takes notes, focusing on "the facts" of what the teacher and students say and do,



*Laura G. Holland*

leaving all evaluation aside for the moment.

3) The two have a follow-up conversation in which the visiting teacher notes the three most interesting, successful, or new ideas noted in the lesson. Negative criticism of any kind is not allowed. By focusing on the positive only, everyone has the chance to learn from each other while releasing everyone from the perceived need to criticize or critique. You can also note any ways that you might adapt what you saw to your classes and level of students.

What we find is a renewed excitement for the observation process where so often we say, Wow, I never thought of doing it that way before, and an atmosphere where everyone feels confident to share our ideas without having to "watch our backs;" we create an educational setting where every teacher has something to teach and something to learn, and because it is simple, we do it.

Just try it; I think you'll agree that this process is easy to put into action and so worth it.



# Book Group

by Donista Solijonova, English Instructor, SPCE, UCA, Khorog, Tajikistan



*Donista Solijonova*

**Book Group** is an extra class or activity that allows learners to develop their critical thinking skills, enhance their background knowledge, personalize the information read, and improve reading skills for pleasure. By reading interesting stories or books, learners will expand their knowledge of the world as well as share their ideas and thoughts with each other in the class through usage of varied techniques and strategies implemented in class.

For conducting a book club in class, instructors are to choose one book for the whole class and assign approximately ten pages to read at home. When students come to class, they discuss the pages read of a book through the following strategies:

- **Summary Writing** or **Book and Hand** is one of the strategies that allows students to summarize the story or part of the book by responding to the five questions (*Who? What? When? Where? Why and How?*). Learners are grouped in three or four depending on the number of students in the class and are provided with the flipchart. They are asked to draw a big hand on the paper and above the five fingers write the five *Wh.* questions and in the palm of the drawn hand, they write answers to the *How* question. This strategy of summarizing the story assists learners to remember the facts mentioned in the chapter read and allows those who did not have a chance to read the story to understand that part and discuss the things that happened in the chosen chapter. Depending on the length of the book, story, or chapter, teacher chooses whether to summarize the whole chapter or parts of it.
- The other three strategies of the Book Group are **text to self**, **text to world**, and **text to text**. These three elaborate learners' understanding by allowing them to make comparisons, personalize the information, and create a floor for fascinating discussions. "Text to self" is the strategy when readers are to compare a situation read in the text with their personal life. "Text to word" on the other hand requires them to connect the text to the similar experience they have heard from a friend, neighbor, or relative. "Text to text" pushes the readers to compare the situation in the book with the one read in another source containing similar content.

Some other methodologies used for conducting a book club are **predictions** and **presentations**, **music** and **songs**, **debate** and **discussions**, **situational questions** and **role-plays**, **interviews** and **mingling**, **pictures** and **graphic organizers**, **charts** and **tables**, **videos** and **TED talks**, **sensory images**, and **Research Project**.

## Research Project

Research Project is the one best to be conducted by the end of the Book Group with the focus on the topics discussed during the class. For example, in one of the Book Group students discussed varied topics like boredom, love, divorce, inequality, poverty, betrayal, culture, traditions, superstitions, wealth, illness, and many more. For the research project, learners are to choose one of the topics they have found most fascinating to share ideas about and prepare five to seven questions to ask their respondents out of class. They need to interview at least six people with the same questionnaire and presents their outcome to the whole class. Therefore, learners in one class should be investigating various topics and choose different themes to explore. This out of class projects allows learners to reflect on what they have been discussing in class and find more about the topic while interviewing varied age group respondents. This activity is useful for personalization and making connection with the reality that will allow learners to expand their knowledge of the world as well as becoming aware of the issues their societies are faced with. They will also become familiar with the views of outsiders regarding the topics discussed in class. It gives them a chance to glance at the situation through the eyes of a teenager, middle aged man or woman, an elder generation, and young adults.

# Icebreaker Activity: Buzz Ban Cards

In this activity, students describe selected vocabulary words to their teams, but they are prohibited from using any gestures and predetermined words listed on the vocabulary card to help in the description. Those words are banned. See sample card below.

## Preparation

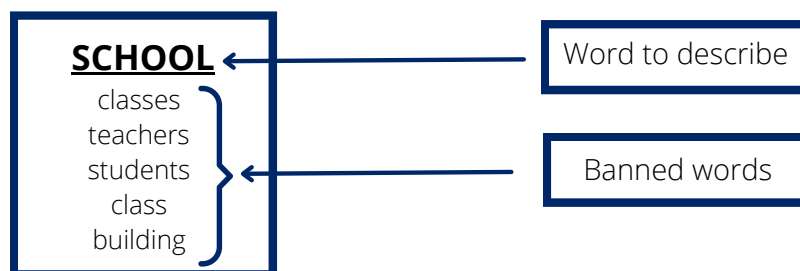
Prepare the cards ahead of time — one set for each group or one for the class if the class is divided into two teams. A sample set of cards is on page 260 in the Appendix.

## Procedure

1. Teams take turns describing the words for their teammates to guess.
2. One member of the other team (Team B monitor) watches over the individual from the team (Team A clue-giver) giving the description to ensure s/he is not using any of the banned words.
3. If the Team A clue-giver does use a banned word during the description, the Team B monitor buzzes the clue-giver and the clue-giver from Team A moves to the next card.
4. The Team A clue-giver describes as many words as s/he can in the time allotted (time can be 1–2 minutes). S/he can pass on a word card if s/he feels the word is too difficult.
5. Play passes to a clue-giver from Team B; a member from Team A monitors play.
6. Points can be awarded as agreed upon. Some of the standard rules for earning / losing points follow (can be adjusted for difficulty of play):
  - a. Gain 1 point for every word guessed by the team.
  - b. Lose 1 point each time the clue-giver gets buzzed for using a banned word.
  - c. Lose 1 point each time the clue-giver passes on a word.
  - d. Lose 1 point for using a gesture.

## Variations

1. Have students make cards over time.
2. Adjust the rules for gaining / losing points for difficulty



## When to Use it

- To practice defining vocabulary words using circumlocution
- To review vocabulary
- To add a competitive element to class

## Level



## Skills



## Practice



## Materials

Buzz Ban Cards on page 260

## Preparation Time

10 minutes

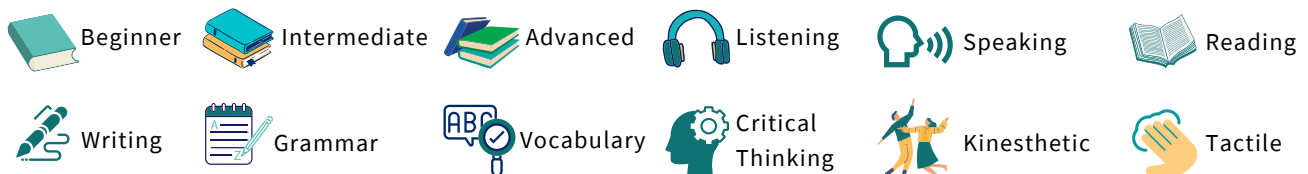
## Activity Time

10–15+ minutes

## Contributors

Julie Holaway, Assessment Specialist and ESL Instructor; Cristiane Tinoco, English teacher, Belo Horizonte, Brazil; with additional ideas from Maria Snarski, Regional English Language Officer.

This game was taken from The Monster Book of Language Teaching Activities. page 126.





# News and Opportunities

## The 2022-2023 Global Undergraduate Exchange Program (Global UGRAD)



### About the Program

The Global Undergraduate Exchange Program (Global UGRAD) is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs. It is a fully funded scholarship for one semester of non-degree academic study at an assigned U.S. college or university. The scholarship covers international travel, tuition, room and board, accident/sickness insurance, a small monthly stipend, and funding for books.

Participants are emerging leaders committed to their home communities. During the Program, Global UGRAD participants challenge themselves to explore U.S. society, culture, and academic learning. They also participate in community service and enhance their professional skills. A small number of students will also receive additional English language training in the United States prior to the start of their academic program.

The application deadline for applicants from Tajikistan is Thursday, **January 6, 2022**. Apply through the U.S. Embassy (Public Affairs Section) or Fulbright Commission.

More information:  
<https://tj.usembassy.gov/>

## Want to become a Speaker at the EWB Chai Talk?

Starting in April, EWB launched a series of EWB Chai Talk with outstanding people who contribute to the development of culture and education through English. The EWB Chai Talk is organized every month. If you are interested in becoming our speaker, please contact us via [info@ewb.tj](mailto:info@ewb.tj)

### Are you interested in teaching English through Cooking with EWB?

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

### 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/>



Dear all,  
It's hard to imagine where EWB Network would be without your ongoing participation, help and support. Your commitment to teaching has helped EWB Network to grow bigger, and our whole team is grateful for building community, capacity, and connectivity together. Wishing you a happy and prosperous year ahead. Looking forward to continuing our exciting collaboration in 2022.

### Happy New Year!

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)

To learn more about these opportunities, please visit our website and become a member of EWB: [www.ewb.tj](http://www.ewb.tj)

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