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Our Highlights

On October 28-29, 2022 the second EWB NATIONAL CONFERENCE & EL 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 Conference in numbers:

- Around 90 participants from Tajikistan, Kazakhstan, Uzbekistan, USA, and Canada
- 1 PANEL DISCUSSION: 5 speakers from CA countries who represent organizations in promoting EL teaching
- 6 WORKSHOPS about new trends in EL teaching
- 6 PRESENTATIONS about how to teach English through video blogging and about how EL teachers can stay mentally healthy and motivated, and avoid professional burnout
- 1 ONLINE PRESENTATION by Lisa Mann who made the introduction to the EWB Idea Book
- 1 ONLINE PRESENTATION about opportunities with TESOL International Association available for English teachers worldwide
- 33 POSTER PRESENTERS who shared their U.S. exchange program experience and best practices in teaching English

EWB NATIONAL CONFERENCE AND ENGLISH LANGUAGE EXPO 2022

On October 28-29, 2022 the second EWB National Conference and English Language 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 90 of the most active English teachers from different parts of Tajikistan. For the first time 5 speakers from CA countries such as Uzbekistan, Kazakhstan, and Tajikistan, who represent pioneer and new organizations in promoting English language teaching, participated in the panel discussion and shared their opinions, experience, challenges, accomplishments, and how to build partnership in CA.

In addition, during the conference guest speakers from Uzbekistan and English Language Fellows in Tajikistan shared interesting presentations on using technology, STEM, and new approaches in EFL classrooms.

For the first time, two vloggers and influencers from Tajikistan and one vlogger from Uzbekistan participated in the conference and delivered useful presentations in English Through Vlogging.

More than 30 participants were presenters at the poster sessions for two days and shared their U.S. exchange program experience as well as best teaching practices.



EWB National Conference Panel Discussion Participants



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, master classes, webinars, presentations, workshops, and poster presentations which contributed to a lot of engagement and ideas exchange among the participants.

The Expo 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 most active participants of the Thursday webinars, the Innovative English Teacher of the Year, and EWB partners were honored and celebrated during the Award Ceremony.



EWB INNOVATIVE TEACHER OF THE YEAR 2022

It is hard to put my feeling into words. Nevertheless, I am very happy to share my feelings on such an important and momentous occasion in my life. It is a huge honor for me to receive this award for being the “Innovative Teacher of the Year” from the U.S. Embassy in Tajikistan and particularly by the English Without Borders Network.



To be named as a finalist and to win the “Innovative Teacher of the Year” award was such an outstanding surprise and honor! Receiving this award has strengthened my commitment to the teaching profession and to my students. It reflects the passion that I have for English language teaching. Moreover, it means that I am moving in the right direction and emboldens me to continue with my professional endeavors, supporting and promoting the English language in my country. In addition, this award makes me feel that my work is valued, shows approval and gratitude for my good job, and it makes me aware that good work will be rewarded.

To be honest, the journey toward this award was not easy; in fact, it was very long. Right from the moment when the contest was announced to the planning and lesson delivering, video shooting until the day I received this award. I was not alone though; I had my colleagues who walked along with me and the EWB team who provided unconditional support to me. Above all, I am thankful to the English Without Borders team who showed so much trust and faith in me, which was a constant energy boost for me.



U.S. Ambassador to Tajikistan presents Innovative Teacher of the Year award to Marhabo Kholmurodova



Marhabo Kholmurodova during her workshop at the EWB National Conference

My goal in getting this award was to inspire all other English language teachers to try every opportunity, set goals, work hard, and strive to achieve their goals. As a winner of this year's award, I will try my best to make myself available for teachers of my community to support them so that they also apply for the following award next year. In addition, I will encourage them to seek out professional development opportunities like the English Without Borders National Conference and English Language Expo every year and be part of this platform to make themselves aware of the various golden chances it gives for English teachers.

Winning an award like this opens access to new opportunities, jobs, collaborations, and many more surprising chances for teachers of English. Working together with EWB and seeing such wonderful results is extraordinarily amazing and it feels content. Thanks! Each of you has made this moment very special and memorable for me.

Marhabo Kholmurodova

English Instructor,
SPCE, UCA

THE MOST ACTIVE EWB WEBINARS' PARTICIPANTS IN 2022 FEEDBACK

EWB National Conference and EL Expo is a unique platform for professional development, sharing experiences, and networking for teachers from Tajikistan and other countries and an opportunity for us to reward our most active members. This year there are 7 winners of the Most Active Webinar Participant Award: Dastagul Mahmadaliev from Levakant, Khatlon region, Firuz Kakroev from Vahdat, DRS, Mehri Niyozshoeva from Shugnan district, GBAO, and Parvina Rizoeva from Khujand, Sughd region, from Tajikistan, and Fernando Aquize from Salvador, Brazil, Judith Elliott from Metuchen, New Jersey, United States, and Natia Davitashvili from Batumi, Georgia.

Below is the feedback from the two award winners. We hope it will inspire you too to become the most active EWB webinar participants.

Mehri Niyozshoeva

The more challenges I face in my personal and professional life, the better I understand that there is no barrier before a person who has a true desire and motivation to change his/her life and develop his/her professional capacity.

I am Mehri Niyozshoeva, a secondary English teacher from a remote area in GBAO. The year 2022 will perhaps remain the most memorable in my life as I have received an important award "Most Active Participant of the EWB Thursday Webinar" and was privileged to present at a poster session at the EWB National Conference and English Language Expo 2022 in Dushanbe. I could not have imagined participating in a prestigious event like this, had not I attended the online Thursday webinars organized by the EWB network.

I learned about the EWB project from their Facebook page, and I was following their activities regularly, particularly their online webinars and training. Even though 6 pm does not really fit into my schedule, I still try not to miss the EWB Thursday webinars because they are indeed interesting and helpful. Watching and participating in the EWB webinars, I have learned about new trends in English such as critical thinking, project-based learning, media literacy, content-based learning, integrating technology in EFL classrooms, and others. When I started to use the knowledge I gained from the webinars in my teaching context, I noticed that my students became more interested and active during the lessons.

I would like to say to English teachers in Tajikistan to join this platform as it offers excellent teaching resources and provides space for expanding your network both locally and globally.



Parvina Rizoeva

The EWB award was an unexpected but extremely pleasant award for me. Frankly, I did not know that for watching the EWB webinars and presentations that I am interested in as an EFL instructor I would be endowed with a Certificate by the U.S. Ambassador and presented with a memorable and costly gift. The unforgettable moments we had at the EWB Conference, will always be cherished by me.

The EWB webinars are very motivational: observing the perseverance and devotion of the EL teachers from Tajikistan and all over the world I realize that I need to work more on my own teaching skills and approaches. It goes without saying that the EWB Thursday webinars provide us with new engaging activities that can be used to enliven our classes. In addition, they help us recollect some strategies or suggest their alternative and more effective usage. Due to the webinars, I have learned a lot of instructional activities for developing reading skills, various games for increasing vocabulary, and using pictures, cartoons, and podcasts to enhance all skills in integration. It is great that EWB webinars target developing critical thinking skills, collaboration, communication, and cooperation skills of students, as well as media literacy which meet the demands and standards of the modern educational system.

Most of my colleagues at the Oriental Languages Department of the Khujand State University are devoted followers of the EWB weekly webinars. I believe the webinars present a lot of material not only for young professionals but also for more experienced teachers. One of the advantages of the webinars is that we can watch them whenever we have free time on the EWB Facebook page or on the EWB website. I strongly encourage all EFL teachers to subscribe to ewb.tj where they can download the presentations which can be used in their lessons or be shared with their colleagues.

MY TEACHING JOURNEY WITH EWB



EWB Master Workshop Summer 2022 in Levakant, Khatlon region, Tajikistan

Prior to the EWB launch, English teachers lacked a community that could unite them and provide them with a platform to interact and network with teachers not only from their regions but from around the world. Fortunately, after the EWB project had been launched, things changed significantly; I believe not only for me but for other English teachers too. I can proudly say that my professional journey in the field of teaching and education started with EWB. Developing my teaching skills has always been part of my professional goals, and I try to take advantage of every opportunity I come across. When I entered and became a member of a big community of professionals, I explored new opportunities and prospects for my teaching career. Starting to utilize the resources EWB offers to English teachers worldwide, I began to look at my profession and goals from a different perspective. I have learned about a broad range of opportunities for professional development both on local and international levels.

EWB provides all sorts of teaching materials for English teachers in Tajikistan that can be accessed online and offline. The EWB Thursday webinar is one of my favorite resources, and I personally find this platform very helpful because the knowledge, information, and skills I learned from the sessions contributed not only to my professional growth but my personality too. When I started to watch and participate in the webinars, I became more confident and secure in making decisions whether they be related to teaching or just personality-wise. My teaching style and my lessons have greatly changed after attending the EWB webinars. The sessions on teaching vocabulary, ways to increase students' motivation, integrating games in EFL classes, think pair share learning, classroom management, and others have been really useful and beneficial. The shift from a traditional teaching approach is becoming more visible in my teaching because I have noticed that my students have become more autonomous learners and are more willing to participate in class activities. I teach teenagers at school and before it was difficult for me to manage my classes but now thanks to the EWB webinars I can involve my students working in pair work, small groups, drama, role play, jigsaw activities, group problem-solving, and team-based learning.

After watching Lisa Mann and Linda Chu's webinars I got ideas on how to teach English with Limited Resources, I really got motivated to share the gained knowledge with the teaching community in my district. My colleague Zuhro Murodova and I decided to apply to the EWB Master Workshop small grants and share the best practices we learned from the EWB webinars. Luckily, our proposal got approved, and together with my colleague Zuhro we delivered a three-day workshop to secondary English teachers in Levakant, Khatlon region. We opened a WhatsApp app group where we share our teaching experiences, success stories, and resources as well as discuss the challenges and provide different tips and advice.

My participation in the EWB activities enabled me to develop other skills necessary for the 21st English teachers and boosted my confidence to apply and participate in other programs. Through the EWB Master Workshops, as a trainee, I learned how to bring narratives to life using digital storytelling tools.

At the end of the training, we, the trainees, created our own work to tell our story in a different mode using video, photography, art, and music. From the EWB online intensive course with Lisa Mann, I enhanced my knowledge on how to select supplementary materials and activities for the core books/textbooks. During this course along with other English teachers from other parts of Tajikistan we met online and in breakout rooms discussed and developed supplementary materials for our public-school textbooks. This has been one of the most exciting collaborative work I have had in my professional life. When our trainer, Lisa Mann, compiled all the materials developed by Tajik English teachers and edited them, EWB published an Idea Book, which is available online on the EWB website. I often use this book as it gives me a lot of more new ideas and adds variety in my teaching.

I encourage my colleagues all over Tajikistan to join the EWB network and use the free resources, network with English teachers from other regions, equip your teaching box with new tools, and just make new friends. I have learned about so many other opportunities through the EWB channels such as ETM, OPEN, Fulbright TEA, FLTA programs and small grants. Recently, I successfully completed the ETM course and received my certificate. I am planning to apply to other programs as well and I hope to become one of the EWB leaders in my region.



U.S. Ambassador to Tajikistan presents The Most Active Webinar Participant award to Dastagul Mahmadalieva

By Dastagul Mahmadalieva, EL Teacher, Levakant, Khatlon region, Tajikistan

EWB CULTURAL EVENTS

AUGUST-OCTOBER, 2022

OTHER AUGUST- OCTOBER EVENTS

Regular 30+ Nights and
Book Lovers Club



EWB, ASD, AND USANT JOINT CELEBRATION OF **WORLD TEACHERS' DAY**

World Teachers' Day is held annually on October 5th to celebrate all teachers around the globe. It aims at showing teachers that they are appreciated, as well as encouraging more individuals to become teachers and raising awareness about the problems within the field.

The theme of World Teachers' Day 2022 was "Transformation of Education Begins with Teachers". By this, the critical role of teachers in transforming learners' potential by ensuring they have the tools they need to take responsibility for themselves, for others, and for the planet is highlighted.

The EWB, ASD, and USANT joint celebrations of World Teachers' Day included the awarding ceremonies of outstanding teachers in Dushanbe, Khujand, and Khorog, holiday quizzes, and festive meals.

As a network of teachers and students, EWB takes pride in helping teachers across Tajikistan to share their knowledge and expertise. We are very grateful for each and every teacher out there – you are real heroes!

EWB AND USANT JOINT CELEBRATION OF **INTERNATIONAL LITERACY DAY**

International Literacy Day takes place on September 8th every year to raise awareness and concern for literacy problems that exist within our own local communities as well as globally.

Beyond its conventional concept as a set of reading, writing, and counting skills, literacy is now understood as a means of understanding, creation, and communication in an increasingly digital, information-rich, and fast-changing world.

During the EWB and USANT joint celebration of International Literacy Day, the participants had the opportunity to learn about:

- how to manage their finances
- what digital literacy involves
- and why it is important to have media literacy nowadays.



INSPIRATIONAL TEACHER

DILOROM VAZIRBEKOVA

If you say this name in Khorog, most people may tell you they know and remember this person either as one of their memorable teachers from secondary school or one of the best professors from Khorog State University (KSU).

Dilorom Vazirbekova, a professional with over 50 years of teaching experience in the field of secondary and higher education, graduated from the Pedagogical Institute of T. Shevchenko in 1969 in Dushanbe, Tajikistan.

After finishing her study program and earning her degree in foreign languages, Dilorom went back to her small hometown, Khorog, GBAO. Dilorom started her career teaching at secondary schools, and later she joined KSU as a teacher assistant to grow to the senior teacher position.

In 1973, Dilorom was awarded the title of Senior Teacher of the GBAO region and in 1975 she received an Excellence in Education award from the Tajik Soviet Republic.

Dilorom continuously developed her professional capacity by participating in a number of local and international trainings and programs. In 1992, Dilorom traveled to Malaysia where she participated in a one-month course on new methods of teaching English taught by professors and doctors of the University of Kuala Lumpur.

This was Dilorom's first professional development experience gained abroad that enabled her to meet with English language specialists from other countries, acquire first-hand knowledge of their culture, learn about their education system, as well as share her culture and tradition, and teaching experience with others.



Photo: Left to Right:
Mavluda Zulfova and Dilorom Vazirbekova

After coming back to Tajikistan, Dilorom brought some innovation in teaching English which she both shared with her colleagues at the English Language Department and students of KSU.

On December 12, 1998, Dilorom successfully completed introductory training in linguistics, teaching articulatory phonetics, phonology, and methods of teaching linguistics at the University of Toronto.

Dilorom brought a lot of new resources and shared best practices with the teaching staff at KSU and provided teacher training for pre-service and in-service teachers in her community.

Dilorom used to be an active member of the English Teacher Association (ETA) in Tajikistan, and in 2003 she presented at the ETA conference in Dushanbe on the topic Communicative Teaching Approach in EFL Classroom. She also worked as a teacher trainer at the Institute of Professional Development in Khorog and she trained over 300 secondary English teachers from remote rural areas of GBAO.

Currently, Dilorom is enjoying her retirement, but she still keeps actively participating in various activities where she is invited as a speaker, motivator, and mentor. EWB has invited her to several events and Dilorom delivered presentations to young English teachers on the topics such as "Happy Teachers, Better Students," "My journey to Become a Teacher," and "Teaching is a Rewarding Job."

"Being a teacher is indeed the most rewarding career as you can observe the difference you could make in the lives of your students who call you on different occasions, write you messages, visit you, send you cards on holidays and just call you to thank for the advice and knowledge you have given to them", says Dilorom Vazirbekova.

INSPIRATIONAL TEACHER

MUNAVAR ZARIPOVA

If you want to change other people, begin with yourself. This is the life motto of Munavar Zaripova who has devoted 44 years of her life to teaching children of different ages and levels.

She began her teaching activity in 1978 at secondary school N20 in Khujand. Currently, Munavar is a senior English teacher at the Institute of Economy and Trade of the Tajik State University of Commerce, director of the Public organization “Safinai Durakhsh”, and regional representative for the Sughd region at the English Without Borders network.

Munavar has always been encouraged by teachers who continuously enhanced their teaching and contributed to the personal and professional development of others. One such teacher is her sister who became her role model. Following her sister's advice and guidance, Munavar worked hard to achieve excellence in teaching and sought opportunities to gain international experience.

Her dream, to visit the country of which language she was teaching, became true in 2007 when she was selected as the finalist of the Fulbright TEA program and spent a six-week internship at George Mason University in Virginia, U.S.A. As part of her internship assignment, Munavar gave a presentation on the theme “Developing Personal Portfolio,” which was considered to be one of the strongest among other presentations delivered by teachers from 19 countries.

In 2013, Munavar became a finalist in the Junior Faculty Development Program (JFDP) and spent six months studying American history at Lander University in South Carolina, U.S.A. Munavar was privileged to present her research article “Teaching American History in Tajikistan Before and After Independence” at a scientific conference of young researchers and publish it in the Clemson University newsletter, South Carolina.



Munavar's participation in the Fulbright TEA and JFDP programs opened more opportunities and new horizons to pursue her career and build her teaching capacity. Being an alumnus of the U.S. exchange programs, Munavar was eligible to apply for small grants, and she has become an awardee several times which allowed her to share her knowledge and expertise with a larger audience in the Sughd region.

Besides traveling to the U.S.A. Munavar has been to European countries such as the U.K. and Spain on short-term courses at the University of Glasgow, Scotland in 2015 and the University of Cantabria, Spain in 2022.

Munavar is 66 years old and she says she feels young and energetic because her profession always keeps her motivated and does not let her think about things that can negatively impact her. That is why she challenges herself by being engaged in different activities to upgrade her knowledge, which she then shares with the local and regional teaching communities in Tajikistan.

As an EWB regional representative for Sughd, Munavar has conducted 37 informational sessions about the EWB network, 34 professional development trainings for pre-service and in-service English teachers, and 26 co-curricular and extracurricular activities for English learners in the region.

“Being a mother of four children and grandmother of 9 grandchildren, running my own NGO, representing the EWB network, and teaching at the Institute of Economy and Trade of the Tajik University of Commerce all together contribute to my personal and professional growth, empower me with new ideas and knowledge, and sustain the positive energy throughout the day and years. I love what I do and I can say that thanks to teaching I have had a happy and fruitful life. My message to all teachers, especially to those who are just in the first stage of their teaching journey: “Please trust your skills, do what you enjoy doing, do not be scared of trying new things, try to leave your comfort zone, and push your boundaries to explore a world of bigger opportunities with English”.

INSPIRATIONAL TEACHER

ZUHRO MURODOVA

“The main obstacle of a person’s development is not the lack of resources, it is rather the lack of self-motivation and self-exploration”, says Zuhro Murodova, a secondary English teacher from Levakant, Khatlon region. Zuhro remembers her first years of teaching at school with big excitement. **“We did not have all the resources and opportunities that English teachers have today, but we really had the motivation to continuously work on our self-development by consulting the senior staff, asking for advice, and observing each other’s classes”** states Zuhro.

Zuhro was born into a family of teachers and her decision to be a teacher was defined already in her early childhood as she always felt proud of her parents being teachers. Her passion to become an English teacher never left her, so her family decided to send her to study at Pedagogical Institute named after T. Shevchenko in Dushanbe.

Zuhro’s career in teaching started in 1977 and since then she has been working as an English teacher in her hometown Levakant. This year she is celebrating her 45-year teaching experience and she says that this number means a lot to her as she educated thousands and thousands of students who are working in different local, national, and international organizations in Tajikistan. What makes Zuhro proud of most of her teaching is that hundreds of her students have become teachers and many more are motivated to choose this noble profession.

“Age should never limit your abilities and confidence to explore bigger opportunities and innovation in teaching and learning,” – says Zuhro. Her age has never stopped her from attending professional development training and participating in various contests and competitions.

In 2009, Zuhro successfully completed an English Teacher Mentor program in Dushanbe, Tajikistan, and in 2013, she participated in iEARN Photojournalism 2.0 Images of Social Changes, a Regional Workshop, and Photo Exhibition in Karachi, Pakistan. The same year Zuhro was honored with the Excellence in Education award by the Ministry of Education and Science of Tajikistan.

In 2014, Zuhro presented her topic on Digital Youth Action Stories at CATEC Conference in Issyk Kul, Kyrgyzstan and in 2019, Zuhro received an award in a national radio and television contest “Top-50.”

In March 2021, when the English Without Borders (EWB) project was launched in Tajikistan, Zuhro was the first among her colleagues in Levakant to register and become a member of this network. I was amazed by the resources and opportunities the EWB network offers to English teachers across Tajikistan. “When I heard about the EWB essay contest, I decided to apply, and I was lucky to get third place and be invited to the first EWB National Conference in November 2021. EWB Master Workshop has been another wonderful opportunity for me to share my knowledge and experience with English teachers in my district,” says Zuhro. With the support of the EWB small grant, Zuhro could deliver a three-day training to 10 secondary English teachers on the topic “Teaching English with Limited Resources,” which she also presented in the second EWB National Conference during the poster session in October 2022.

Zuhro suggests that if you want to be successful in your job as an English teacher, you should explore different opportunities, be more active beyond your home school or institution, and be ready for the challenges of the 21st century.



THE IMPORTANCE OF CRITICAL READING

Reading literacy and effective text analysis skills are necessary for every person to succeed in the modern world. This is primarily due to the intensive development of the information environment and new communication formats. The development of the Internet and social networks, the variety of applications and platforms for communication - all this has increased the usual volumes of information and changed the way it is transmitted. Students easily master digital technologies, but when faced with an intense information flow, they often cannot systematize it and simply get lost. In order to receive reliable and useful data, students need skills in working with large texts, symbols, and the ability to read in any environment at different speeds, analyze the content of the text, formulate conclusions and discuss what they read. Today the flow of information is very fast and it is important to teach 21st-century skills. Critical reading skill is one of them. So we will discuss the following questions: What is critical reading? How does one become a critical reader?

The critical reading definition describes it as a more active way of reading. It is a deeper and more complex engagement with a text. This is not something you do quickly the same way you skim and scan through a text.



Bakhtibegim Mamadrayonova

This is something you apply certain questions to go deeper into the text, think in your own way and create something unique apart from other ideas. In order to read critically you will need to ask certain questions about the text. The purpose of asking questions is to identify the author, setting, complications, conflicts, characters, the interrelations of events, etc. Becoming critical reader requires critical reading skills. How do you make your students critical readers?

Here are some suggested steps:

<p>1 Experience - connect the story to your student's knowledge and experience.</p> <p>Choose a book that is familiar to the student, such as a book about going to the dentist or meeting a new friend. While reading, start a conversation with the following phrases: "Do you remember your first day in a new class? How did you feel when you didn't know anyone yet?"</p>	<p>2 Explanation - why something happens the way it does</p> <p>It is important for the student to understand not only what is happening in the story, but also why it is happening. In this way, they develop an understanding of the cause-and-effect relationships and motivation of each of the characters in the book.</p>
<p>3 Problem-solving - how to solve the problem covered in the book</p> <p>To understand a story, your student must understand the problem it is trying to solve. The ability to independently define a problem and come up with possible solutions develops useful skills in a student that will be useful to him later, when analyzing texts on his own.</p>	<p>4 Prediction- what will happen in the future</p> <p>A good reader uses his knowledge and experience to predict the future development of the plot. Students who are encouraged to guess what will happen next develop the habit of making sense of everything, which is the purpose of reading.</p>

By helping your student read critically, you are laying the foundation for developing judgment, problem-solving skills, creative thinking, empathy, and effective communication—skills they will need not only to learn to read and write but to achieve success throughout his life.

CRITICAL THINKING THROUGH SOUNDS

Have you ever thought that sounds lead to critical thinking? You might have a question about what the connection is between critical thinking and sounds.

I was also curious to learn how people react and respond to this question so I decided to do mini informal research. In my research, I wanted to know **how people define sound** and what association they can make when they hear the word 'sound'. The results of my informal study were interesting which helped me uncover the use of sound in a larger context with a deeper meaning.

When I did my research among the English teachers, the majority of the respondents defined sound as phonemes, pronunciation, syllables, vowels, consonants, etc.

On the contrary, when my students completed the survey, the most common answers were different kinds of noise they hear around them on a regular basis.

After I had interpreted the results of my research, I started to look at my teaching more from my students' perspective and their perception of the world. This is when the idea of integrating sound in my teaching came to work.



Khairiniso Gulomaydarova

I discovered for myself a new way of delivering grammar, vocabulary, reading, writing, listening, and speaking that can be more effective and engaging. This is a participatory approach that requires applying critical thinking. A teacher should provide an atmosphere or a situation where students not only listen or learn passively but instead they can think and create something based on the information they have learned. **The real learning process takes place when students are engaged and when active thinking is encouraged.**

What is the importance of using sounds in the classroom?

Using sounds in the classroom, firstly, develops students' critical thinking and at the same time enables them to practice receptive (listening /reading) and productive (speaking and then writing) skills.

Next, using sounds in the lesson can be fun, effective, engaging, and competitive, but the atmosphere is always non-threatening. When they listen to different sounds, they are very excited to picture the action, and associate things or objects with the noise in their mind. Students are often interested in hearing the right answer after they share theirs, but my task as a teacher is to help students understand that being involved in the learning process itself is more important and valuable.

I believe using sound is a perfect way to increase students' motivation and engagement in class, boost their confidence, and develop their creativity and critical thinking. As long as the task allows students to be free in using their creativity and fantasy, students will be engaged in the learning process and enhance their language and critical thinking skills. I can tell from my own teaching experience that when I use sounds in my class, even the weak students feel very excited to participate and contribute. I noticed that those students who were often dependent on the decision or answers of the stronger students became more independent learners and more confident in voicing their opinion, idea, and suggestion.

Below I would like to share with you my lesson plan for teaching past simple and past continuous tense through sounds. You will be able to see that in one class with the help of using sound, a teacher can develop vocabulary, grammar, listening, speaking, writing, and critical thinking skills.

Procedures:

The objective of the lesson: Students will be able to think, associate, create stories, draw pictures, and write poems using sounds and past simple or past continuous and prepositions of place.

01

Warm-up: The teacher tells students they will be listening to different sounds. Their task is to find out what each sound reminds them of (the teacher elicits the names of animals, objects, instruments, etc, and writes them on the board). After students share their association with the sounds they heard, the teacher tells them what the real sound was. However, the task here is not to find the real sound, it is rather to engage students, keep their attention, and prepare them for a new lesson.

02

A teacher tells students that they are going to hear different sounds. The task is to find out what the sound is and where it is. It is always important to model first. For example, students listen to the noise of children at school, and they need to answer two questions:

What sound was it? – noise/children's noise

Where do they think this noise came from? – at school

After students get the task and understand what they are required to do, a teacher plays the rest of the sounds.

03

Listening: What is happening? (The teacher elicits the grammar: present or past continuous, past simple, adverbs of manner. For example: *A man is walking quickly along the street*).

04

Listen and picture the action or the scene in your mind. After students have listened to different kinds of sounds, practiced writing some vocabulary and grammar, and produced some sentences, they have to do a higher-level thinking task. The teacher divides the class into groups and tells students they are going to listen to a range of sounds that do not have to be necessarily connected to each other. Students in groups need to think of a story and write it on a poster and share it with the whole class. What makes this exercise exciting and engaging is that students interpret the sounds in different ways and create really good stories. Some write something really funny while others produce a scary or mystery story.

The outcome of the lesson:

In free practice, students are divided into 3-4 groups. The 1st group creates poetry, the 2nd group draws pictures, the 3rd group makes a story, and the 4th group makes a poster. A teacher should demo their own story based on the sounds they have listened to. Then students listen to the new sounds and each group is given 15 minutes for preparation. They can use five new sounds in order or at random in their stories of poems or pictures. After students have finished, each group presents their work. Students need to decide where in their presentation they use the sounds and when it comes to the sounds students make a pause and the teacher plays the sounds. The most interesting thing about this task is that each group has different associations with the same sound.

The best presenters are the winners.

Note: This activity can be used with all levels of English learners.



WAYS OF REACHING DISENGAGED STUDENTS



Melissa Hauke

The disengaged student is the bane of every educator's existence. Sometimes students disengage because they don't understand; other times they are not held accountable because the teacher calls on the same students or there are classmates who are faster at answering. In this short article, I want to share with you how to design your lessons in a way that promotes self-efficacy. This ability to exert control over one's own motivation, behavior, and social environment will re-engage your students and maybe, even you.

As we begin to plan our lesson, we always need to take into consideration the learning styles of our students and the different types of interaction strategies. First, some people are visual learners, some are auditory, some are kinesthetic, and some are a combination of those three. I would posit that to be a good language teacher we must incorporate these learning styles into all our lessons. For example, when giving directions (auditory), write those directions on the whiteboard (visual). This ensures the students comprehend what they need to do. In addition to the type of learner, consider the different types of grouping options. Some students love group work while other students enjoy working with a partner or independently. When lessons begin with those two components, students have higher levels of comprehension and participate in an environment where they feel comfortable.

For students to develop self-efficacy, they must be allowed to have a voice and a choice of how they show their knowledge and skills. Howard Gardner (Marenus, 2020) theorized that individuals have eight types of intelligence that they draw on to solve problems and create products.



When teachers provide an opportunity for students to tap into their preferred type of intelligence, the end result is a more authentic representation of what learning has occurred. For example, after a unit on healthy living, the teacher provides three response choices. The assignments may include: writing an essay on what makes a healthy life (linguistic intelligence), writing and performing a rap song (musical intelligence), or designing a game that would incorporate the information learned during the unit (logical-mathematical intelligence). The students have more control over how they show their knowledge, and there is minimal extra work for the teacher.

If we hold students accountable for their learning, their motivation and behavior will change. In addition to demonstrating self-efficacy, students also develop critical thinking skills when they must decide which assignment to choose and how to complete it. Moreover, teachers will enjoy watching and assisting their students as they complete their assignments with enthusiasm. In conclusion, when teachers consider these three components and incorporate them into their lessons, students will be more engaged.

Article by Melissa Hauke, a Vice President for WATESOL (Washington Area TESOL)

Marenus, M. (2020, June 09). Gardner's theory of multiple intelligences. Simply Psychology. www.simplypsychology.org/multiple-intelligences.html

For more information on Multiple Intelligences: <https://www.uthsc.edu/tlc/intelligence-theory.php>
<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

TEACHING WRITING SKILLS TO THE CHILDREN OF LOWER FORMS

Teaching writing skills to children of lower forms is still considered one of the main problems for public school English teachers in the course of teaching English as a second language. Because the practice shows that most teachers at public schools are using just traditional writing activities such as dictation, composition, spelling translation, etc. As a consequence, I believe that these mechanical types of writing activities do not provide an atmosphere in which students can create their book or own narrative story by themselves. Elementary teachers should be acquainted with the development of a literary analysis of character and plot so that they can teach this method of analysis to their students using simple American and English children's books. These activities will develop the critical thinking abilities of the students as they begin writing while they are learning to speak and read in English. The basic purpose of this article is to present practical proposals for the use of authentic materials for teaching literary analysis, character development, and storytelling as a method of increasing children of lower forms' critical literacy and writing skills.

Using authentic materials is an important way of involving young learners, between the ages of 10-14, in reading children's literature appropriate for their age. In Tajikistan, together with English books written by Tajik and Russian-speaking teachers should be used English textbooks written by native speakers. These textbooks have a variety of listening and speaking activities including pair work and dialogues which encourage active class participation.

Authentic materials are written or produced by native speakers. They may be textbooks, newspapers, magazines, films, literature, etc. The language of such kinds of materials is the mother tongue of their writers. That is why they are crucial in learning the grammar, style, and vocabulary of the second language. Examples of authentic textbooks for children may be *Brown Bear, Brown Bear, What Do You See?* by Bill Martin Jr. and Eric Carle, and *The Very Hungry Caterpillar*, by Eric Carle, which are appropriate for children who are learning colors, days of the week, types of food, and fruit.



Mirato Komilov

These books can be found on YouTube. The written text can be provided by the teacher. Online there are a large variety of activities that teachers can use for their classes. The most important thing is that textbooks that are productive for teaching English at the primary level must have realistic practical activities.

Some teachers of secondary comprehensive schools are still using mechanical activities while teaching writing at the primary level. As was mentioned in the introduction, mechanical activities can be dictation, composition, spelling translation, and so on. These activities don't require students to create something on their own. While doing these activities students just write something told by their teachers. While doing these writing activities students' inference and critical thinking abilities cannot be developed as much as they could be. They may develop just their listening and handwriting skills but not their thinking abilities.

Writing and thinking abilities are closely connected. Therefore, first, a teacher should make students think and then write. Writing activities provided by Adrian Doff can be examples of realistic activities but not mechanical ones. Although writing activities are classified by scholars in different ways, I believe Adrian Doff's methods are both realistic and appropriate for young learners. According to Adrian Doff, there are two types of writing activities: controlled writing and writing based on a text. Controlled writing activities may be gap-filling and correcting the facts. As for writing activities based on a text model, he first provided a text and then asked students to produce their texts based on a model.

For example, the first text is about Khujand town and based on it, students will write about Dushanbe city. I modified the procedure of using the activity of correcting the fact provided by Adrian Doff, i.e., I used pair work while using it. **The procedure may be as follows:**

- Divide the class into pairs
- Give out pictures with sheets of paper to all of them
- Ask all of the students to write the wrong facts about their pictures on their sheets of paper
- Ask students to give their pictures with wrong facts about their pictures to their partner to correct the facts so they match the picture.

Adrian Doff says, “We should encourage students to go beyond mechanical copying and give them exercises which require them to think and add something of their own, but exercises at this level should still be controlled so that students do not make too many mistakes” (1, p. 149). It means that we need to provide activities that require our students to create something on their own rather than copy it out.



U.S. Embassy in Tajikistan Facebook page, accessed 18 November 2022,
<https://www.facebook.com/photo.php?fbid=454117486762640&set=pb.100064931762203.-2207520000.&type=3>.

Using interactive methods of teaching such as pair and group work is important while teaching writing at the primary level. There are a lot of interactive activities that may be used while teaching writing at the primary level both in pairs and in small groups. Besides, the pair work we provided above, there are other kinds of pair works that can be used while teaching writing to children or developing this skill in them. For example, you divide the class into pairs. Each student in the pair tells about the hobbies of their partner. After this activity, each student will write about their partner's hobbies and then read it to the whole class. This pair of works can be conducted on different topics. At the elementary level, we have writing in class and at home. As for writings in class, most teachers suggest gap-filling activities and practicing writing by completing different handouts after reading the text. There is a paired reading activity used by Shefali Ray in his lesson plan about houseboats (2, p. 52–56) that can be also named a paired writing activity because students, when reading silently the text “Houseboats of Kashmir” (p. 55), complete a handout of the table on the next page of the journal in consultation with their partners.

Article by Mirato Komilov, Candidate of Philological Sciences, Senior Lecturer at the Faculty of English and Eastern Languages of TSPU named after S. Ayni

References:

1. Doff Adrian, Teach English: A training course for teachers/ Adrian Doff.- Cambridge University Press, 1988. - 298p.
2. Ray Shefali, Lesson Plan: Houseboats//English Teaching Forum/Shefali Ray. - 2007.-Vol.45 - #2 -p.52-56.

OUR COLLABORATIONS

For over two years, English Without Borders (EWB) has been enjoying partnerships with governmental and non-governmental educational institutions that have been supporting and promoting EWB activities in the regions.



INSTITUTE OF PROFESSIONAL DEVELOPMENT

Based on the request of the Institute of Professional Development in Dushanbe, EWB organized a three-day training simultaneously at two locations - the head office of the Institute of Professional Development in Dushanbe and its branch in Dushanbe for nearly 40 secondary English teachers from Dushanbe and the Districts of Republican Subordination (DRS).

During the training, the participants increased their knowledge of how to improve students' vocabulary, writing skills, reading comprehension, and strategies by boosting their critical thinking, how to teach English phonetics as well as exploring the ways of teaching grammar by using contemporary methods.

At the end of the three-day intensive training, the participants shared their positive feedback, received a recently-published EWB Idea Book, and thanked the U.S. Embassy and its partners for organizing the training.



The representative of the Public Affairs section of the U.S. Embassy in Tajikistan presents the Letter of Appreciation to the representative of the Institute of Professional Development (IPD), Musallam Homidova

TAJIK STATE PEDAGOGICAL UNIVERSITY

One of the key partners of EWB is the Tajik State Pedagogical University (TSPU) whose faculty and students are actively taking part in different events EWB is organizing online and offline. Thanks to this synergistic relationship, EWB, with the support of the TSPU, has conducted information sessions about the EWB network and opportunities, professional development sessions, and co-curricular and extracurricular activities with TSPU faculty and students.

On October 31, 2022, EWB met with the vice-rector and the head of professional development of TSPU to discuss further activities and opportunities between EWB and TSPU. The sides underlined the importance of collaboration and agreed to keep the same work dynamics established and talked through new avenues to explore in the future. It was decided that the EWB would be providing teacher training for senior students of TSPU, pre-service and in-service English teachers of TSPU, as well as sessions on writing proposals for small grants.



EWB Network Director presents the Letter of Appreciation to the Vice-Rector for Research of the Tajik State Pedagogical University (TSPU), Professor Sangizod Doniyor Shomahmad

EWB TOEFL PREPARATORY COURSE

ABOUT THE COURSE

EWB TOEFL Preparatory Course prepares current and pre-service English teachers for the official TOEFL test.

The three-phase course consisting of 72 hours is designed to help students develop the necessary skills required for taking the TOEFL.

Teachers develop their language skills, as well as build TOEFL four skills' strategies (reading, listening, speaking, and writing) so that they can have the required skills needed to take the official TOEFL test.

The first phase is Academic Grammar and Vocabulary. The second phase is Introduction to TOEFL. The third phase is TOEFL Practice.



PURPOSE

The TOEFL focuses on how English is used in an academic setting, which is why in the U.S. Department of State programs for U.S. and non-U.S. citizens, TOEFL scores are used for admissions purposes.

Our main goal is to prepare English teachers to successfully pass the TOEFL in order to participate in the U.S. exchange programs and receive quality professional development in the U.S.A.



THE RESULTS

At the moment, the course is taking place only in Dushanbe. We received **104 applications** from current and pre-service English teachers to participate in the first phase of the course. More than 50 applicants met the selection criteria and were invited to take the admission test. Of these, **25** were selected to participate in the course. At the end of the first phase of the course, **15** students successfully passed the final test and were enrolled in the second phase.

Currently, the second phase of the course, **Introduction to TOEFL**, is going on, and all the students are actively studying. They are getting familiarized with the strategies and techniques for effective writing, reading, listening, and speaking tasks of the test, how many minutes the test is in general, and how many minutes each section or each passage has.



LEARN MORE ABOUT THE COURSE ON OUR WEBSITE

WWW.EWB.TJ



MY AMERICAN DREAM HAS BECOME TRUE THROUGH THE FULBRIGHT FLTA

I never would have thought a girl from a very undeveloped village could become an ambassador in the United States and teach Tajiki in one of the best Universities in the U.S.A. This becomes possible only through sacrifice, risk-taking, and hard work, rather than by chance. My experience in the Fulbright Program has enabled me to look at the world from a different perspective. I have met so many wonderful and helpful people who have welcomed and supported me. I have made connections and learned a lot from my students and classes at University Of Georgia—this will definitely help me with my academic career and future plans.

As a Fulbrighter, I had several different roles. First as an FLTA (Foreign Language Teaching Assistant) I taught my mother tongue which is Tajiki, audited classes, and I was an ambassador for my culture and language. In my college, I audited classes so it took the pressure off from exams but I was still expected to participate and do the homework and make an effort. I gained a wide variety of experience, more than I ever thought. Teaching my language has improved my students' learning and my teaching because of how we were able to exchange thoughts.

Even though they won't become fluent in Tajiki, I am sure they will benefit from my instructions and continue to keep learning Tajiki to make their understanding better. I tried to not just learn linguistic knowledge but also cultural knowledge, because one can not learn a language without learning its culture. I tried my best to share Tajik culture along with my teaching. I demonstrated how we welcome and serve guests. I also taught them how to prepare some of our national cuisine. It was a very different life to what I am used to. The first memorable experience was living with Americans. During my Fulbright time in the U.S.A., I stayed with four American students.



“

I never would have thought a girl from a very undeveloped village could become an ambassador in the United States and teach Tajiki in one of the best Universities in the U.S.A.

”

I got a real taste of their culture by living with them. They have become my friends, sisters, and roommates. I was able to share my culture and I also learned a lot about American culture. It enabled me to see American culture from different perspectives. Another great way of learning about American culture is by participating in holidays. Holidays in the United States are different from other countries. I had a chance to experience almost all the American holidays. I participated in weddings, funerals, Halloween parades, Thanksgiving, Christmas, Friendsgiving, and birthday parties. Thanksgiving is a family holiday and all the members of the family get together for a meal and enjoy each other's company. I was very lucky to share the Tajik meal Osh and demonstrate a Tajiki dance for them.

I also had an opportunity to volunteer in one of the elementary schools in the U.S.A. This was another great opportunity to learn about American schools. It was an ESOL (English to Speakers of Other Languages) class, in which non-English speakers were able to participate. This has given me another opportunity to share a presentation about Tajikistan with schoolchildren.

People in the U.S.A. are very welcoming and hospitable and respect your religious and cultural beliefs and values. Fulbright has given me the chance to travel a lot and be exposed to so many diverse cultures in the U.S.A. I had a chance to visit almost all Northeast and Southern states. They are more similar than different, but the biggest difference is their culture. Rural areas of the North are more relaxed than the big cities but still more fast-paced than rural Southern areas, I noticed Northerners are not unfriendly, but they only really talk to people they know. Southerners are more likely to talk to strangers.



I will do my best to pass on what Fulbright has invested in me by making small changes. You don't need to change others, just let people see a change in yourself and they will become more motivated. My advice to people who want to go through this beautiful program is: **Never be afraid!** Never stop committing! Never give up! All good work is the result of commitment and hard work. Nothing is impossible if you have the desire to try and of course, dedicate yourself to it.

In the beginning, everything looked different and overwhelming but my commitment and applying myself 100 percent to my work has made me successful.

Manisha Davlatova

Fulbright FLTA Alumna 2021



ABOUT THE PROGRAM

Fulbright Foreign Language Teaching Assistant (FLTA) is the flagship international educational exchange program sponsored by the U.S. government. It is designed to increase mutual understanding between the people of the United States and people of other countries.

The program provides young teachers of English as a Foreign Language the opportunity to refine their teaching skills and broaden their knowledge of American cultures and customs while strengthening the instruction of foreign languages at colleges and universities in the United States.

The Fulbright Program's application process is lengthy and rigorous, and prospective **applicants are encouraged to consider carefully their intentions, goals, future plans, and prospective projects** before applying for a Fulbright grant. The competition for Fulbright Program grants is merit-based. Candidates are selected based on a variety of factors, that may include (but are not limited to): *academic qualifications, project feasibility, personal leadership ability, and available grant funds.*

SUCCESS STORY: SAVRINISO MUSRIFSHOEVA FULBRIGHT TEACHER EXCELLENCE ACHIEVEMENT (TEA) PROGRAM

"I indeed have had a unique opportunity with the Fulbright Teacher Excellence Achievement (TEA) program to enjoy an amazing six-week academic and cultural journey with 20 more English teachers from different parts of the world. Fulbright TEA is an education and culture-rich content program that allows experiencing the real environment in which you not only learn about other's cultures, systems, and values but you are also provided space for sharing yours." —Savriniso Musrifshoeva.

Savriniso Musrifshoeva is an English teacher with nine years of teaching experience in elementary and high school education in Aga Khan lycée. Savriniso, a recent graduate of a Fulbright TEA program, spent six weeks in the state of Arkansas, U.S.A. taking part in seminars on modern teaching approaches and methods, attending American public schools and observing English classes, and participating in conferences and cultural events. During her study program, Savriniso was taking methodology classes taught by outstanding American professors at the University of Arkansas.

*"I indeed have had a unique opportunity with the Fulbright Teacher Excellence Achievement (TEA) program to enjoy an amazing six-week professional and cultural journey with 20 more English teachers from different parts of the world."—
Savriniso Musrifshoeva*



For Savriniso, the Fulbright TEA program was her first professional experience abroad, and as she mentioned, it empowered her with innovative teaching skills and techniques in English as well as developed her intercultural communication ability. Savriniso states that having firsthand experience and being exposed to the real environment of such a culturally rich and ethnically diverse country has equipped her with some effective tools for inclusive education which supports every student to thrive in this fast-paced world.

One of the reasons her application for the Fulbright TEA program was successful, was because Savriniso participated in ongoing professional learning and development that prepared her to write a strong personal statement and to succeed in an interview. Savriniso continuously works on her teaching development and participates in different online and offline teacher training, methodology courses, and other English programs. She has received Preliminary English Test B1 and First Certificate English B2 Cambridge certificates, participated in the training provided by foreign language specialists at her school, and completed the English Teaching Mentor program 2022.

Savriniso says that her prior teaching experience with different programs and courses really helped her contribute to the class activities, discussions, teamwork, and presentations during her six-week study in the U.S.A. Gaining an international practice in teaching English, especially in one of the top countries with the best education system, is a worthwhile experience that opens so many doors for future opportunities.

"I consider Fulbright TEA a career growth journey because after attending this program, I have become clearer about my future career plan and got a lot of motivation to unlock my full potential in the field of education."

Savriniso was really fortunate to be able to participate on the second day at the English Without Borders (EWB) National Conference and English Language Expo held on October 28-29, 2022 in Dushanbe as she just came back from the U.S.A.

Savriniso found the conference an excellent platform for expanding her network on a regional level and sharing her U.S. experience with English teachers coming from all regions of Tajikistan. Savriniso mentions that attending the conference has given her even more energy and optimism about the future of the English teaching community in Tajikistan. She believes that with all the resources available for English teachers now in Tajikistan on the local and international levels, there is a promising future expecting us ahead. Savriniso has got some ambitious plans to collaborate with other governmental and non-governmental educational institutions, support the English teaching community in her region and beyond, and contribute to quality education in her country.



Savriniso Musrifshoeva during the EWB National Conference 2022

ABOUT THE PROGRAM

The Fulbright Teaching Excellence and Achievement Program brings international secondary-level educators to the United States for a six-week professional learning opportunity at a host university. Participants take part in academic seminars, observe and co-teach in U.S. classrooms, and collaborate on best educational practices with educators and students at the host university and at local secondary schools. Participants engage in various civic and cultural activities in their host communities to promote mutual understanding.

There are two cohorts for the program:

- **General Pedagogy Cohort**
- **Media Literacy Cohort**

General Pedagogy Cohorts

The participants attend academic seminars at a host university that focus on topics such as new teaching methodologies, student-centered learning, instructional technology, and content-based instruction. Participants complete a minimum of 40 hours in a practicum with a U.S. partner educator of the same or a similar discipline in a local secondary school. Participants also learn about the United States and its host communities through an offering of cultural activities.

Media Literacy Cohorts

The Fulbright Teaching Excellence and Achievement Program will also bring a specialized cohort of international secondary-level teachers to the United States for a six-week professional development program focused on media literacy. Educators will take academic seminars at a host university, share their expertise with U.S. teachers and students, and develop action plans to promote media literacy and critical thinking skills in their home schools and communities. As part of the program, participants will observe classrooms and team teach with educators at the host university and at local schools. Participants will also take part in civic and cultural activities in their host communities.

TEACHING ACTIVITY: BEGINNING AND ENDING

This is an easy-to-set-up activity in which students collaborate in groups to write a story based on the first and last sentences of a story provided.

Preparation

Prepare relevant beginning and ending sentences for stories. The sentences could be on a handout for each group or just slips of paper distributed.

Here are some examples that provide a bit more focus:

- **Beginning:** One day, a fox was walking through the forest when through the bushes she saw a fisherman fishing. **Ending:** The fisherman gave the fox the biggest fish in his catch for having warned him about the bear.
- **Beginning:** Things in my life really changed after my parents brought my baby sister home from the hospital. **Ending:** I was proud to know that my sister could depend on me, too.
- **Beginning:** The inspector opened the letter. The note inside contained only one sentence, "You will soon have a story to tell." **Ending:** The inspector was again sitting at the café, thinking back to the events of the past days, the gypsy's warning, the gold, and the gangsters he had put behind bars. He now had, indeed, a story to tell.

Procedure

1. Put students in **small groups**.
2. **Distribute the beginning and ending** sentences for the stories.
3. Give groups **a time limit to write their in-between events**.
4. Groups **share their stories** with the class or swap with another group to see how the story developed.
5. **A class can vote** on the most interesting, entertaining, surprising, etc., story.
6. During the **debrief of the differences in the stories** for each group, ask each group why they made the decisions they did. Doing so can encourage critical thinking.

When to Use it

- To give students practice in writing in a creative way
- To promote collaboration among students

Level



Skills



Practice



Materials

- Beginning and ending sentences handouts
- Elements if using

Preparation Time

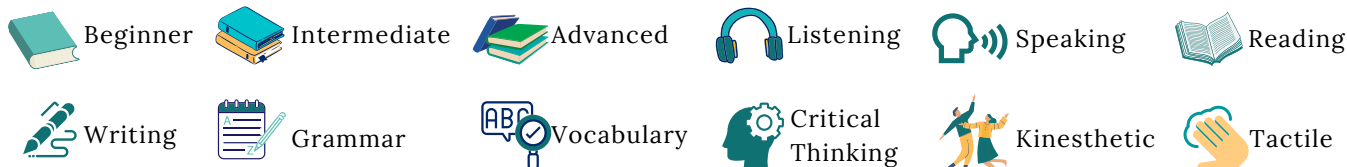
10+ minutes

Activity Time

30+ minutes

Contributor

Brock Brady, Education Sector Specialist, U.S. Peace Corps, Washington, D.C.



ENGLISH THROUGH COOKING

Thanksgiving's RECIPE



Thanksgiving is a popular American holiday that is celebrated every year on the fourth Thursday of November. For most Americans, it is an occasion to spend time with loved ones and express gratitude for the year that has passed.

Also known as the national Thanksgiving dish in the United States, it doesn't feel like Thanksgiving without a delicious **roast turkey** on the table. How people prepare their turkey will vary from person to person, but we encourage you to try the recipe we describe below.

STEP 1

Preheat the oven to 160°C.

STEP 2

After your turkey has come close to room temperature, pat the entire turkey dry with a paper towel. Add turkey to a roasting pan with a rack.

STEP 3

In a small mixing bowl, add the **butter**, **olive oil**, 2 chopped **garlic** cloves, zest and juice from 1 ½ **lemon**, **parsley**, two tablespoons of chopped **sage** leaves, 1 tablespoon of chopped **rosemary** leaves, and 1 tablespoon of chopped **thyme** leaves. Mix ingredients well to create an herb butter.

STEP 4

Lift a little of the skin covering the breast and gently push your fingers under the skin of the turkey as far as you can without ripping the skin. **It's important to keep the skin from tearing.** Take half of the herb butter and stuff it under the skin. Evenly spread the butter underneath the skin.

STEP 5

After that, take the remaining butter and spread it all over the outside of the turkey – over the breasts, legs, and wings.

STEP 6

Lift the bird and salt and pepper the inside of the cavity. Stuff the remaining lemon halves, onion halves, herbs, and garlic cloves (peeled and smashed) inside the turkey.

STEP 7

Put the turkey into the oven, uncovered, and roast for 3 ¾ – 4 ¼ hours.

STEP 8

Allow the turkey to rest in its own steam for a minimum of 30 minutes before you carve it. This is important to keep a nice moist turkey.



PREP TIME: 15 MIN



COOK TIME: 3 HR 45 MIN



RESTING TIME: 30 MIN



INGREDIENTS:

- whole turkey - 7 kg
- yellow onions - 2
- lemons - 3
- garlic - 1 bulb
- fresh parsley - ¼ cup
- sage leaves - ¼ cup
- fresh rosemary - 3 sprigs
- fresh thyme - 3 sprigs
- unsalted butter - 1 ½ cups
- olive oil - 1 tablespoon
- salt and pepper



NEWS & OPPORTUNITIES



EWB MASTER WORKSHOP WINTER 2023

We are pleased to announce a Request for Proposals for EWB Master Workshops Winter 2023, to conduct professional development workshops. English language teachers from remote areas of Tajikistan are encouraged to apply. Qualified applicants should be current teachers of English with a minimum of 3 years of teaching experience and prior teacher-trainer practice.

APPLICATION DEADLINE

DECEMBER 11, 2022

PROJECT PERIOD

JANUARY 1-FEBRUARY 28, 2023

LEARN MORE HERE

WWW.EWB.TJ



2023 ENGLISH TEACHING MENTOR (ETM) PROGRAM

The U.S. Embassy's Public Affairs Section is now accepting applications for the 2023 English Teaching Mentor (ETM) Program. Qualified applicants should be current teachers of English at the primary, secondary, or university level who have a strong desire to mentor and teach other teachers.

APPLICATION DEADLINE

DECEMBER 10, 2022

PROGRAM PERIOD

JANUARY-AUGUST, 2023

LEARN MORE HERE

WWW.TJ.USEMBASSY.GOV

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

DRS: Gulnora Zulobieva drs@ewb.tj

Sughd: Munavvar Zaripova sughd@ewb.tj

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