

# EWB NEWSLETTER

ISSUE 17

AUGUST 2026



EWB Regional Conferences: (1) Dushanbe; (2) Khujand; (3) Bokhtar.

# TABLE OF CONTENTS

|         |                                                                                                                                                                       |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 03      | <a href="#"><u>From the Editors</u></a>                                                                                                                               |
| 04      | <a href="#"><u>Happy Independence Day, Tajikistan!</u></a>                                                                                                            |
| 05      | <a href="#"><u>EWB in Action</u></a>                                                                                                                                  |
| 06 - 09 | <a href="#"><u>EWB Brings Educators Together Across Tajikistan to Explore the Future of English Teaching</u></a>                                                      |
| 10      | <a href="#"><u>EWB Connected with the Community at American Fest in Panjakent</u></a>                                                                                 |
| 11      | <a href="#"><u>Making the First Five Minutes Count: EWB Brings Practical Teaching Ideas to Panjakent</u></a>                                                          |
| 12 - 13 | <a href="#"><u>From Teachers to Teacher-Trainers: The 2026 EWB Summer ToT</u></a>                                                                                     |
| 14 - 16 | <a href="#"><u>From Ideas to Action: The 2026 Access Teachers' Forum</u></a>                                                                                          |
| 17      | <a href="#"><u>EWB Empowers English Teachers Through Online Intensive Course on Modern Teaching Methodologies</u></a>                                                 |
| 18      | <a href="#"><u>Congratulations to the winners of the EWB Master Workshop Mini-Grant Summer 2026!</u></a>                                                              |
| 19      | <a href="#"><u>Regular Events: Online sessions for English teachers &amp; learners</u></a>                                                                            |
| 20      | <a href="#"><u>From Introduction to Implementation: A Continuous Learning Journey in Dushanbe and DRS</u></a>                                                         |
| 21      | <a href="#"><u>AI with a Human Compass: Supporting Responsible Innovation in Sughd</u></a>                                                                            |
| 22      | <a href="#"><u>Professional Development That Travels: Reaching Teachers Across Khatlon</u></a>                                                                        |
| 23 - 24 | <a href="#"><u>From Participants to Local Leaders: Growing Teacher Capacity in Khatlon</u></a>                                                                        |
| 25      | <a href="#"><u>Empowering Educators through the PPP Method: A 3-Day Workshop in Khujand   Fellows Facilitate Collaborative AI Workshop for Educators in IUTET</u></a> |
| 26      | <a href="#"><u>Happy Day of Knowledge</u></a>                                                                                                                         |
| 27      | <a href="#"><u>Teachers Voices</u></a>                                                                                                                                |
| 28      | <a href="#"><u>EWB Celebrates New TESOL Training of Trainers Alumni: Zuhro Saidova and Mehrbonu Abdulloeva</u></a>                                                    |
| 29 - 30 | <a href="#"><u>From Dreams to Recognition: My Journey to Becoming "Master Student of the Year"</u></a>                                                                |
| 31 - 32 | <a href="#"><u>Success Story: A Journey of Professional Growth and Leadership with EWB</u></a>                                                                        |
| 33 - 34 | <a href="#"><u>One Webinar at a Time: How English Without Borders Changed My Journey</u></a>                                                                          |
| 35      | <a href="#"><u>An Inspirational Teacher Who Shaped Generations</u></a>                                                                                                |
| 36      | <a href="#"><u>Teaching tips and articles</u></a>                                                                                                                     |
| 37 - 38 | <a href="#"><u>Stories of Becoming</u></a>                                                                                                                            |
| 39 - 41 | <a href="#"><u>The Importance of Cultural Immersion</u></a>                                                                                                           |
| 42 - 43 | <a href="#"><u>Principles and Models of Adult Learning: Perspectives of an Educator Adapting to Andragogy in Higher Education</u></a>                                 |
| 44      | <a href="#"><u>Help Us Make EWB Better</u></a>                                                                                                                        |
| 45      | <a href="#"><u>Opportunity Radar</u></a>                                                                                                                              |
| 46      | <a href="#"><u>Keep the EWB National Conference on Your Radar</u></a>                                                                                                 |
| 47      | <a href="#"><u>Coming Soon: A New Digital Home for the EWB Community</u></a>                                                                                          |



# FROM THE EDITORS

Dear EWB members and readers,

As a new academic year begins, we are pleased to welcome you to another issue of the EWB Newsletter—a space where we share the achievements, experiences, ideas, and opportunities that connect our growing professional community.

September begins with two important occasions. On September 1, we celebrate **the Day of Knowledge**, recognizing the transformative power of education and the essential role teachers play in shaping the future. On September 9, we proudly celebrate **the 35th anniversary of the Independence of the Republic of Tajikistan**. We extend our warmest wishes to all our readers on both occasions and wish educators and learners across the country a productive and inspiring academic year.

The year 2026 also marks the **250th anniversary of the Independence of the United States of America**—an important milestone commemorating 250 years of American history. On this occasion, EWB expresses its sincere gratitude to the Ministry of Education and Science of the Republic of Tajikistan and the U.S. Embassy in Tajikistan for their continued support of our work and their valuable contribution to advancing English language education and professional development opportunities for teachers across Tajikistan.

In this issue, you will find the latest EWB updates, highlights from our regional outreach, practical articles contributed by EWB members, inspiring success stories, and news about professional development opportunities. Together, these materials reflect the knowledge, dedication, and diverse experiences of English language educators across Tajikistan.

We hope the stories and ideas in these pages inspire you to explore new teaching practices, pursue new opportunities, share your own experiences, and stay actively involved in the EWB Network.

Happy reading, and best wishes for a successful new academic year!



**Nasiba Mirpochoeva,**  
EWB Director



**Gulnora Zulobieva,**  
EWB Program Manager



**Zuhro Saidova,**  
EWB PR & SMM Specialist



**Karin DeJonge-Kannan,**  
EWB Proofreader;  
Emeritus Principal  
Lecturer of Linguistics,  
Utah State University

Photo credit: Lizzy Honey / Pexels (via Canva Pro).



# Happy Independence Day, Tajikistan!



On September 9, Tajikistan proudly marks **the 35th anniversary of its state independence**—an important occasion that honors the country’s history, achievements, culture, and hopes for the future.

Education plays a vital role in shaping that future. Every teacher who inspires curiosity, nurtures young people’s abilities, and helps students connect with the wider world contributes to our country’s continued growth.

On behalf of the EWB Network, we extend our warmest wishes to our members, partners, colleagues, and everyone across Tajikistan as we celebrate this meaningful national occasion. May our country continue to prosper through peace, unity, knowledge, and opportunity.

*Alauddin Lakes (Chapdara), Ayni District, Sughd Region, Tajikistan, August 2026. Photo credit: Subhon Sharifi, EWB member.*



# EWB IN ACTION

**ISSUE 17**

**AUGUST 2026**

**EWB NEWSLETTER**

*EWB Regional Conference, Dushanbe,  
Tajikistan, 2026.*



# EWB BRINGS EDUCATORS TOGETHER ACROSS TAJIKISTAN TO EXPLORE THE FUTURE OF ENGLISH TEACHING

***How can teachers prepare students for a changing world while keeping meaningful human connection at the center of learning?***

***By Gulnoro Zulobieva, EWB Program Manager and Content Curator; English Language Teacher and Teacher Trainer***

This question brought together English educators from across Tajikistan through the English Without Borders (EWB) Regional Conference Series on Innovative Teaching Methodologies and AI in Education.

Held in Dushanbe, Bokhtar (Khatlon Region), and Khujand (Sughd Region), the conference series created a valuable space for teachers to connect, exchange experiences, and explore new approaches to English language teaching. Educators from different institutions came together to learn from experts, share classroom practices, and strengthen the professional community of English teachers across the country.

Each conference created an atmosphere of collaboration and inspiration from the very beginning. Opening ceremonies welcomed participants, partners, and education representatives who highlighted the importance of continuous professional development and innovation in education. The events also recognized the contributions of EWB Master Trainers and partners who continue to support English teachers and promote professional growth.

Throughout the conference series, participants engaged in interactive workshops, poster presentations, teaching practice sessions, and networking activities. For many educators, the conferences provided their first opportunity to experience a TESOL-style professional conference format, offering a new model of learning, sharing, and collaboration.

The workshops focused on some of the most relevant topics in today's English language education. Teachers explored ways to use artificial intelligence as a supportive tool for teaching and learning, design more engaging speaking activities, adapt materials for mixed-ability classrooms, and balance traditional resources with new digital tools. The sessions also emphasized the importance of communication, creativity, and student-centered approaches in the classroom.

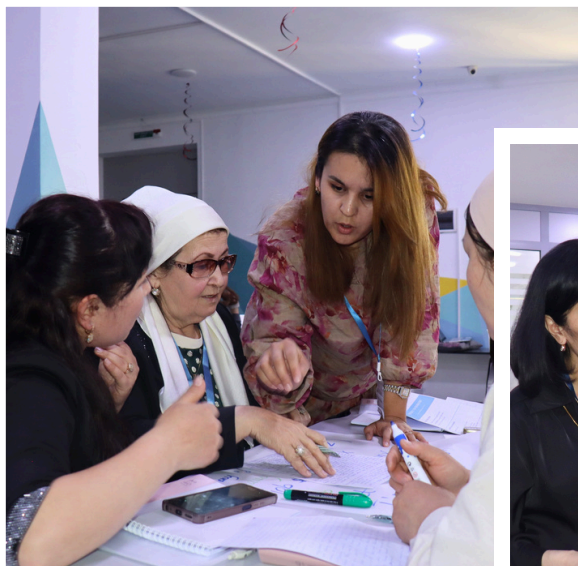
While AI and technology were important themes, the conferences highlighted that successful education is still built on strong human connections. Through discussions, collaborative activities, and poster sessions, teachers learned from each other, exchanged practical ideas, and discovered new ways to address classroom challenges.



*EWB Regional Conference, American Space Dushanbe, 2026.*



# EWB REGIONAL CONFERENCES



*EWB Regional Conference, American Space Khujand, 2026.*



*EWB Regional Conference, American Space Khujand, 2026.*



*EWB Regional Conference, American Space Bokhtar, 2026.*



*EWB Regional Conference, American Space Dushanbe, 2026.*



*EWB Regional Conference, American Space Khujand, 2026.*

The poster presentation sessions became a meaningful part of the conference experience, allowing educators to showcase their teaching practices and share experiences from U.S. Government-sponsored English language programs. These sessions reflected the creativity, dedication, and commitment of English teachers across Tajikistan.

Beyond the academic sessions, the conferences created opportunities for teachers to build professional relationships and become part of a wider learning community. Participants left with new knowledge, practical strategies, and renewed motivation to bring innovative ideas into their classrooms.



*EWB Regional Conference, American Space Bokhtar, 2026.*



The EWB Regional Conference Series was more than a professional development event — it was a celebration of educators who continue to grow, collaborate, and inspire their students.

The impact of these conferences will continue as participants share their experiences, resources, and ideas with colleagues and students in their institutions. Through collaboration, innovation, and a commitment to lifelong learning, EWB continues to support teachers in creating engaging and future-ready classrooms.



*EWB Regional Conference, American Space Dushanbe, 2026.*

*EWB Regional Conference, American Space Bokhtar, 2026.*



*EWB Regional Conference, American Space Bokhtar, 2026.*



*EWB Regional Conference, American Space Khujand, 2026.*



*EWB Regional Conference, American Space Dushanbe, 2026.*



*EWB Regional Conference, American Space Khujand, 2026.*





**GULRUKHSOR NAVRUZOVA, SUPPLEMENTARY  
EDUCATION INSTITUTION, JAYHUN DISTRICT,  
KHATLON REGION**

*Participating in the Regional Conference was a valuable learning experience for me. I discovered many practical teaching methods from experienced educators that I could immediately use in my own classroom. Among all the sessions, one that stood out was Teaching in a Mixed-Ability Classroom, facilitated by Abdukholik Saidov. Since mixed-ability classes are a challenge for almost every teacher, I found the strategies especially relevant and inspiring.*

*After the conference, I decided to apply these ideas in a Grade 10 English lesson at School No. 17. Twenty-two students participated, and two teachers observed the lesson. The topic was Pollution, and I designed the lesson using an engaging, student-centered approach. Students worked through activities such as jigsaw reading, vocabulary matching, and the Four Corners discussion. It was wonderful to see every student actively involved. Even those who are usually quiet were eager to share their ideas and participate in the activities.*

*After the lesson, one of the observing teachers told me, "This is the first time I've seen these students so active. Even those who usually never speak during lessons participated with confidence." Hearing those words made me incredibly happy. It reminded me that even one new idea shared through professional development can make a real difference in our classrooms and communities.*

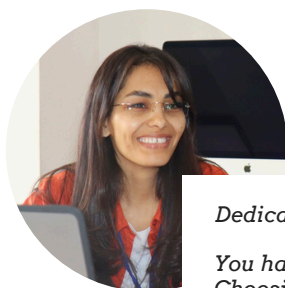


**NIGINA SHAFOTOVA, SPORTS BOARDING  
SCHOOL, DUSHANBE**

*I would like to express my heartfelt gratitude to the U.S. Embassy and the English Without Borders (EWB) program for organizing such a meaningful and inspiring Regional Conference.*

*I especially appreciated the workshop facilitated by Gulandon Hukumatova. It was engaging, practical, and full of ideas that I can confidently apply in my classroom. The session encouraged me to reflect on my teaching practices and inspired me to try new approaches that will help make learning more interactive and effective for my students.*

*Thank you for creating opportunities that empower teachers to grow professionally and make a positive impact in their schools and communities.*



**ZUHAL TURSUNBOEVA, PERSONAL AND  
PROFESSIONAL DEVELOPMENT TRAINER,  
DUSHANBE**

*Dedicated to all the Wonderful Teachers and EWB Team Members!*

*You have been working for the benefit of the community, which is created within the classroom. Choosing ourselves and being grateful to ourselves is a fundamental aspect of both our personal and professional development.*

*Visible achievements are easy to notice, whereas invisible achievements are those that only oneself can recognize. The invisible sacrifices we make, the scars that are permanent or temporarily placed in our hearts, make it hard to work; sometimes it's difficult to go forward, sometimes you have no idea how and why you are doing what you do; however, all in all, you are all so courageous to go forward!*

*You all deserve to be honored by the most important person in the entire universe, and that special person is you! You are already good enough to be recognized! You are already wonderful enough to be appreciated!*



# EWB CONNECTED WITH THE COMMUNITY AT AMERICAN SPACE FEST IN PANJAKENT

By **Gulnoro Zulobieva**, EWB Program Manager and Content Curator; English Language Teacher and Teacher Trainer

*American Space Fest, Panjakent, 2026.*



The American Space Fest in Panjakent on May 11 brought together people eager to learn, connect, and celebrate the English language—and English Without Borders (EWB) was excited to be part of it.

Throughout the event, the EWB booth welcomed teachers, students, and community members to explore what EWB offers. Visitors learned about the organization's teacher training programs and professional development opportunities, but the booth was much more than an information stand. It became a lively space where people stopped to chat, ask questions, take part in interactive English activities, and simply enjoy using English in a friendly and supportive environment.

The activities encouraged participants to communicate, laugh, and learn together, showing that practicing English doesn't have to feel intimidating. Teachers discovered new opportunities to continue their professional growth, while students and other visitors left with greater confidence to use English in everyday conversations. Throughout the day, the booth was filled with curiosity, meaningful conversations, and new connections.

Events like the American Fest remind us that learning happens not only in classrooms but also in the communities we build together. By connecting with educators, learners, and families, EWB continues to make English learning more accessible, inspiring, and engaging for communities across Tajikistan.



*American Space Fest, Panjakent, 2026.*



*EWB workshop, American Space Panjakent.*



## MAKING THE FIRST FIVE MINUTES COUNT: EWB BRINGS PRACTICAL TEACHING IDEAS TO PANJAKENT

A great lesson often begins long before new content is introduced. The first few minutes can spark curiosity, build confidence, and set the tone for everything that follows. With this idea in mind, English Without Borders (EWB) welcomed 12 English teachers from schools and university departments to the American Space in Panjakent on May 12 for a day of learning, sharing, and professional growth.

The event began with an informational session led by Zuhro Saidova, EWB's PR & SMM Specialist, who introduced participants to the EWB Network and the opportunities it offers for English teachers. From professional development workshops to a growing community of educators, the session highlighted how EWB supports teachers in learning from one another and continuing to grow throughout their careers.

The day continued with an interactive workshop, "Warm-ups and Lead-ins in the EFL Classroom," facilitated by Gulnoro Zulobieva, EWB Program Manager and Content Curator. Rather than talking about effective lesson openings, teachers experienced them firsthand. They took part in a variety of warm-ups and lead-ins, worked together in small groups, shared ideas, and reflected on how these simple strategies can make lessons more engaging from the very beginning.

*By **Gulnoro Zulobieva**, EWB Program Manager and Content Curator; English Language Teacher and Teacher Trainer*

As teachers tried out different activities, the room quickly filled with conversation, collaboration, and laughter. Together, they explored how purposeful lesson openings can energize students, activate what they already know, and create a smooth transition into new learning. Just as importantly, the workshop gave participants the chance to exchange classroom experiences, learn from one another, and discover ideas they could adapt to their own teaching contexts.

By the end of the session, teachers left not only with practical techniques to use in their classrooms but also with renewed confidence and fresh inspiration. Many reflected on how even small changes in the first few minutes of a lesson can make students more willing to participate, communicate, and stay engaged throughout the class.

The workshop was a reminder that meaningful professional development is not only about learning new strategies—it is also about connecting with fellow educators, sharing experiences, and growing together. Through opportunities like these, EWB continues to support teachers across Tajikistan in creating classrooms where both educators and students can thrive.



# FROM TEACHERS TO TEACHER-TRAINERS: THE 2026 EWB SUMMER TOT

*Fourteen passionate English educators from across Tajikistan gathered in Guliston, Sughd Region, from July 1–5 for five days of learning, collaboration, and professional growth during the 2026 EWB Summer Training of Trainers Program.*

The program prepared participants to become confident teacher-trainers who can deliver high-quality professional development workshops, promote learner-centred teaching, and support the effective use of the new U.S.-developed English textbooks for Grades 10 and 11.

Following an opening ceremony with U.S. Embassy representative Nigina Mirzoeva, EWB Director Nasiba Mirpochoeva, and the EWB team, participants began an intensive and highly practical learning journey. Instead of simply listening to presentations, they experienced model lessons as learners and then examined the techniques behind them.

Sessions on teaching vocabulary, listening, reading, grammar, and writing helped participants understand not only what to teach, but also how and why different strategies support student learning.

*By **Zuhro Saidova**, EWB PR & SMM Specialist; English Language Teacher and Teacher Trainer*

They discussed classroom challenges, adapted textbook activities to their contexts, and explored ways to make lessons more interactive and meaningful.

Participants then moved from analysis to practice. Working in teams, they designed and delivered microteaching sessions and received constructive feedback from their peers and facilitators. This supportive process helped them recognize their strengths, identify areas for improvement, and develop greater confidence as both teachers and trainers.

The program also looked beyond individual classrooms. Participants learned how to write SMART objectives, prepare realistic budgets, assess workshop quality, and develop proposals for future EWB Master Workshops in their regions. By the final day, each team had produced and presented a draft workshop proposal.

Learning continued outside the training room through informal networking, reflective activities, and a colourful Culture Night celebrating the traditions, music, food, and customs of Tajikistan's regions.



*EWB Summer Training of Trainers, Guliston, Sughd Region, Tajikistan, 2026.*





Pre- and post-assessments documented participants' professional growth. By the end of the program, they had strengthened their facilitation and feedback skills, delivered group demonstrations, developed practical workshop proposals, and built valuable professional connections.

The training may have ended in Guliston, but its impact is only beginning. Participants returned home not simply as trainees, but as emerging teacher-trainers ready to share their knowledge, mentor colleagues, and contribute to stronger English teaching communities across Tajikistan.



*EWB Summer Training of Trainers, Guliston, Sughd Region, Tajikistan, 2026.*



# FROM IDEAS TO ACTION: THE 2026 ACCESS TEACHERS' FORUM

*Thirty-two Access Program educators and coordinators from across Tajikistan gathered in Guliston, Sughd Region, for three inspiring days of professional learning, collaboration, and community building during the 2026 Access Teachers' Forum.*

The forum focused on civic engagement, essential professional skills—including communication, collaboration, creativity, and analytical thinking—and the responsible use of AI in English language teaching. It also aimed to strengthen the Access Community of Practice, creating a sustainable network where teachers can continue exchanging resources, discussing challenges, and developing solutions together.

Following opening remarks from Nasiba Mirpochoeva, Director of the nonprofit organization Durakhshi Marifat, and Cadi Duncan, an English Language Fellow and U.S. Embassy representative, participants shared their expectations and got to know colleagues from other regions.

*By **Zuhro Saidova**, EWB PR & SMM Specialist; English Language Teacher and Teacher Trainer*

A gallery walk showcased projects and teaching practices developed through the online Access course. Participants exchanged ideas, discussed their experiences, and explored how civic engagement can move beyond theory. Teachers learned how to create participatory classrooms where students express opinions, examine community issues, collaborate on solutions, and become more socially responsible citizens.

Technology and AI were another major focus. Participants explored responsible AI use, digital tools for busy teachers, creative speaking activities, gamification, lesson planning, and the development of 21st-century skills. Concurrent master classes led by Access teachers allowed participants to choose sessions based on their interests and learn directly from their peers.

The forum emphasized active learning throughout. Group reflections helped participants document key takeaways, while case studies, role plays, discussions, and outdoor team-building activities allowed them to experience communication, trust, problem-solving, and collaboration in practice.



*Access Teachers' Forum, Guliston, Sughd Region, Tajikistan, 2026.*



# ACCESS TEACHERS' FORUM



*Access Teachers' Forum, Gulistan, Tajikistan, 2026.*

On the final day, participants examined international approaches to civic engagement and considered how they could be adapted to the Tajikistan context. Working together, they developed practical classroom action plans and discussed how to maintain meaningful professional connections after returning to their regions.

Learning was complemented by cultural talent shows featuring participants from Sughd, Khatlon, GBAO, Dushanbe, and the Districts of Republican Subordination. These celebrations highlighted Tajikistan's cultural diversity and strengthened the sense of friendship and belonging within the Access community.





The forum concluded with networking activities, an award ceremony, and a reflection on the role teachers play in shaping their students' minds, values, and futures.

Participants left Guliston with practical teaching strategies, stronger professional connections, and renewed motivation to support their students. Most importantly, they returned to their communities as active members of a growing professional network committed to sharing knowledge and creating positive change through education.

*Photo:*





# EWB EMPOWERS ENGLISH TEACHERS THROUGH ONLINE INTENSIVE COURSE ON MODERN TEACHING METHODOLOGIES

By **Gulnora Zulobieva**, EWB Program Manager and Content Curator; English Language Teacher and Teacher Trainer

EWB successfully completed its online intensive course, **"Modern Methodologies in Action: Teaching Grade 10–11 English Textbooks with Engaging Approaches,"** designed to support secondary school English teachers in transforming textbook-based lessons into more interactive, meaningful, and student-centered learning experiences.

Launched on April 13, 2026, and completed on May 25, 2026, the six-week course brought together secondary school English teachers from across Tajikistan in a collaborative online learning environment. Facilitated by EWB Master Trainer Bakhtibegim Mamadrayonova, the program provided teachers with practical strategies and innovative approaches to enhance their classroom practices. Through regular Zoom sessions supported by Telegram communication, participants engaged in professional discussions, collaborative activities, and hands-on learning tasks.

Throughout the course, teachers explored a range of modern teaching methodologies, including Task-Based Learning, Cooperative Learning, and Multiple Intelligences, and learned how to apply these approaches when teaching Grade 10–11 English textbooks. The sessions focused on helping teachers move beyond traditional textbook use by adapting activities, increasing student engagement, and creating more opportunities for meaningful communication in the classroom.

Participants also strengthened their skills in effective questioning techniques, including Instruction Checking Questions (ICQs) and Concept Checking Questions (CCQs), as well as explored the role of formative and summative assessment in supporting students' progress. Through demonstrations, peer discussions, micro-teaching sessions, and practical assignments, teachers gained valuable experience in designing lessons that respond to learners' needs and promote active participation.



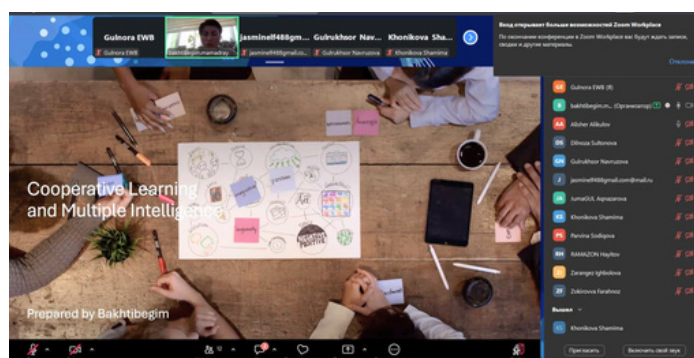
Screenshot from the online intensive course "Modern Methodologies in Action: Teaching Grade 10–11 English Textbooks with Engaging Approaches."

As part of the course requirements, participants developed portfolios of adapted classroom activities, practiced delivering short teaching demonstrations, created lesson plans integrating modern methodologies, and reflected on their professional growth through learning journals and peer feedback. These activities allowed teachers to immediately connect new knowledge with their own classroom contexts.

The course concluded with a virtual graduation ceremony where participants shared their reflections, achievements, and appreciation for the learning experience. Teachers highlighted that the program helped them build confidence, discover fresh teaching ideas, and develop practical tools they can apply in their classrooms.

Out of the 18 active participants who completed the final stage of the course, 14 teachers successfully fulfilled all requirements and received e-certificates in recognition of their commitment and professional growth. Participants expressed sincere appreciation to EWB and trainer Bakhtibegim Mamadrayonova for creating a supportive learning environment and providing continuous guidance throughout the program.

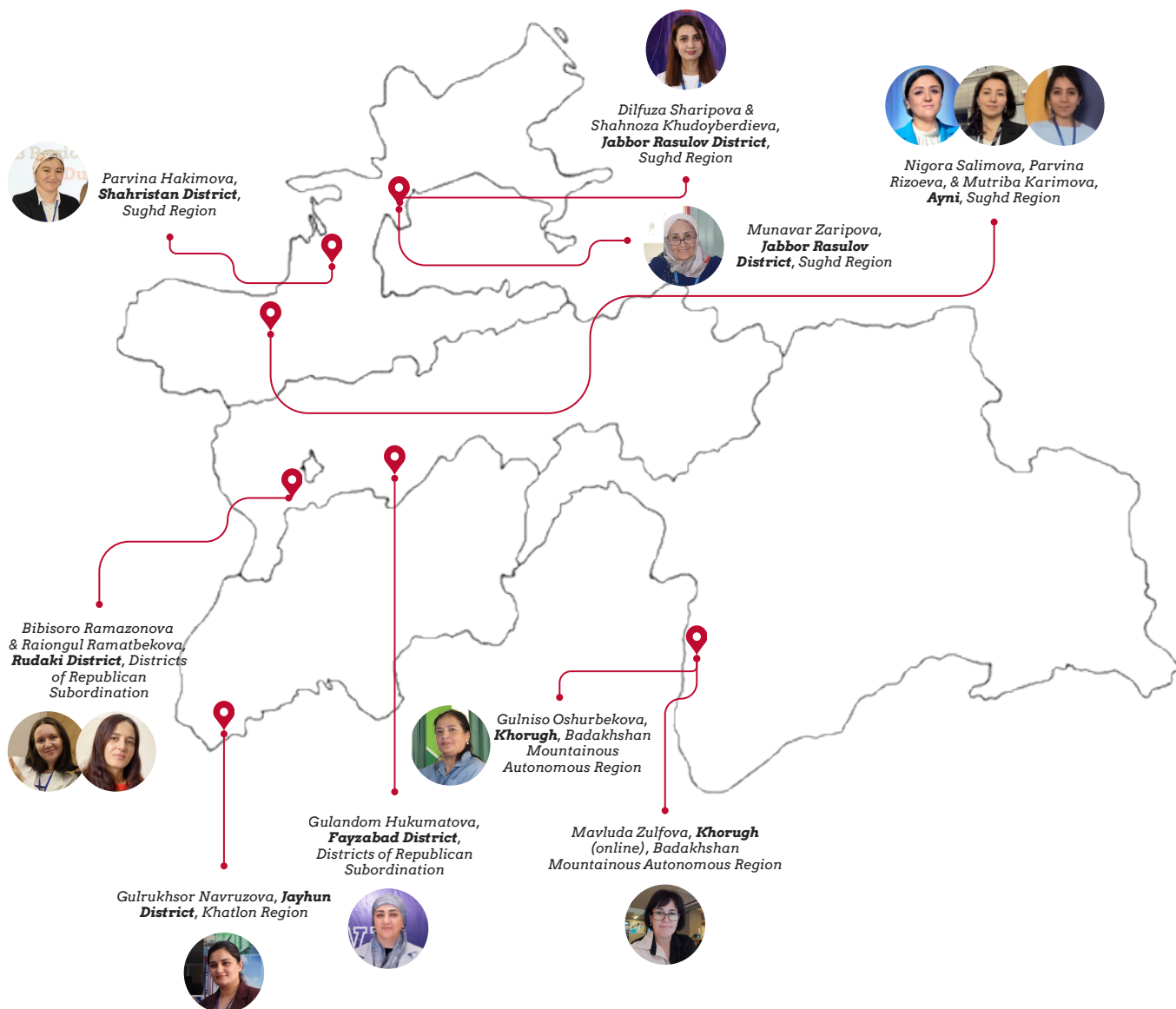
The successful completion of this online intensive course represents another meaningful step in EWB's mission to empower English teachers, promote innovative teaching practices, and contribute to improving English language education across Tajikistan.



Screenshot from the online intensive course "Modern Methodologies in Action: Teaching Grade 10–11 English Textbooks with Engaging Approaches."



# CONGRATULATIONS TO THE WINNERS OF THE EWB MASTER WORKSHOP MINI-GRANT SUMMER 2026!



EWB is delighted to celebrate the nine recipients of its \$500 Master Workshop Mini-Grants. From July through September, these educators are delivering workshops for approximately 130 participants across Tajikistan. Designed primarily for secondary-school English teachers, the sessions respond to practical classroom needs and help participants use new national textbooks more effectively.

The workshops cover *student-centered lesson planning*, *communicative* and *project-based learning*, *classroom management*, *assessment*, *peer coaching*, *teaching mixed-level groups*, as well as *digital* and *AI-powered tools*. Together, these locally led workshops are helping teachers create more engaging, inclusive, and effective English-language classrooms. The winners will report on the outcomes of their workshops in a future edition of the EWB Newsletter.



# REGULAR EVENTS: ONLINE SESSIONS FOR ENGLISH TEACHERS & LEARNERS

## WEDNESDAYS

### EWB MENTOR SERIES

**EWB TELEGRAM GROUP**

**18:00 - 19:00**

The EWB Network is nurturing teacher growth through its weekly one-hour mentorship sessions on Telegram. Led by practicing English teachers, these sessions create a supportive space for sharing real classroom experiences, practical strategies, and inspiration. They foster a culture of collaboration and continuous learning.

## THURSDAYS

### EWB WEBINARS

**ZOOM | EWB FACEBOOK PAGE**

**18:00 - 19:00**

The EWB Network continues to empower educators through its popular Thursday Webinars—weekly online sessions dedicated to professional growth and innovation in English language teaching.

Each webinar features inspiring local and international speakers who share practical ideas, new methodologies, and success stories from their classrooms.



## FRIDAYS

### EWB SPEAKING CLUB

**EWB TELEGRAM GROUP**

**17:00 - 18:00**

The EWB Network supports learners and teachers alike through its interactive Online Speaking Club, designed to help participants build confidence and fluency in English. Led by enthusiastic facilitators, these weekly sessions create a friendly, inclusive environment where members discuss diverse topics, exchange ideas, and practice communication skills in real time.



EWB Telegram group



EWB Facebook page



EWB Instagram page







Access Teachers' Forum, Guliston.



Shohmansur District, Dushanbe.



Shohmansur District, Dushanbe.



Shahrinav District.



Selective mini-conference, Dushanbe.

## FROM INTRODUCTION TO IMPLEMENTATION: A CONTINUOUS LEARNING JOURNEY IN DUSHANBE AND DRS

Meaningful professional development rarely happens in a single workshop. **From April to August 2026**, the work of EWB Regional Representative for Dushanbe and DRS, **Mehrbonu Abdulloeva**, demonstrated how teachers can be supported through a continuous journey—from discovering EWB opportunities to confidently applying new strategies in their classrooms.

The journey began with **informational sessions** at the Talent Acquisition and Development Center under the Head Department of Education of Dushanbe, the Rudaki Education Department, Secondary School No. 65, American Space Dushanbe, Secondary School No. 11 in Shahrinav, and Saidumar Gymnasium. These meetings introduced pre-service and in-service teachers to the EWB community, its professional development programs, and opportunities such as the Training of Trainers Program and the Innovative Teacher of the Year Award.

However, outreach did not stop at introducing the Network. Teachers were invited to participate in **multi-day training programs** where they could experience modern teaching methods as learners before applying them as educators. At the Talent Acquisition and Development Center, participants explored *warm-ups, lead-ins, classroom games, graphic organizers, SMART objectives, the Jigsaw technique, and practical uses of artificial intelligence*. The program concluded with microteaching, reflection, and feedback, enabling participants to connect new knowledge with real classroom practice.

This practice-oriented approach continued at Secondary School No. 65 in Dushanbe and the Lyceum for Gifted Students in Shahrinav. Two multi-day programs focused on *the effective use of the new English language textbooks for Grades 10 and 11*. Teachers first examined lesson structure and common implementation challenges, then observed model lessons and analyzed the methodology used at each stage. Finally, they prepared and delivered their own textbook-based lesson segments, receiving detailed feedback from both the trainer and their peers.

Mehrbonu also helped bring these methods to wider professional audiences. Together with EWB Program Manager and Content Curator Gulnora Zulobieva, she conducted an *experiential workshop on the 4Cs—communication, collaboration, critical thinking, and creativity*—for university educators. At the Access Teachers' Forum, she facilitated a fast-paced masterclass in which teachers practiced creative speaking activities and explored how familiar cultural concepts could generate meaningful communication.



During the summer, professional learning continued online through **The Educator's Digital Toolbox: Weekly Resource Sharing**. Teachers from the **ELT Mentor Hub** explored MagicSchool AI, Chalkie AI, and Diffit.me, learning to create lesson plans, differentiated texts, quizzes, worksheets, presentations, and other adaptable resources.

Together, these activities show that effective outreach is not simply about reaching new teachers. It is about creating a pathway through which educators can join a professional community, acquire practical skills, test new approaches, receive feedback, and continue learning with others.



*International conference, Khujand International Institute of the International University of Tourism and Entrepreneurship.*



*American Space Khujand.*



*Tajik State University of Law, Business and Politics.*



*Ovchi Qalacha Village.*



*Spitamen District.*

## AI WITH A HUMAN COMPASS: SUPPORTING RESPONSIBLE INNOVATION IN SUGHD

Artificial intelligence can generate a lesson plan in seconds, simplify a difficult text, or help create an educational video. Yet an equally important question remains: *how can teachers use these tools without losing originality, professional judgment, and the human connection at the heart of education?*

This question shaped the work of EWB Regional Representative for Sughd, **Samira Boymatova**, during the April–August 2026 reporting period. Through workshops, conferences, online discussions, and follow-up activities, teachers and pre-service educators across Sughd explored not only what AI can do, but also how it should be used responsibly.

The outreach began with **practical workshops** for pre-service students and English language teachers at universities in Khujand. Participants experimented with tools such as ChatGPT and Claude for *lesson planning, academic writing, research, assessment, and classroom-material development*. In Ovchi Qalacha, an information session and workshop brought together 60 teachers from different districts. At an international conference in Khujand, a session delivered with English Language Fellow **Cadi Duncan** engaged up to 80 teachers and pre-service educators in discussing both the opportunities and ethical implications of AI.

These conversations expanded online through a Telegram discussion on *the ethical use of AI in education*. Teachers openly considered academic integrity, data privacy, bias, student overdependence, and the need to balance technological innovation with sound pedagogy. Rather than presenting AI as an automatic solution, the discussion encouraged educators to examine its output critically and protect the essential role of the teacher.

**A three-day training program** for 25 teachers at the Tajik State University of Law, Business and Politics brought these ideas together. Participants began by examining ethical questions and real classroom scenarios. They then practiced using tools such as QuillBot for paraphrasing, summarizing, and adapting texts, and HeyGen for creating educational videos and digital presentations. On the final day, teachers delivered demo lessons incorporating AI-supported materials, learner-centered activities, and responsible-use



principles. Peer feedback helped participants evaluate not only whether the technology worked, but whether it genuinely supported learning.

The initiative continued in Jabbor Rasulov, Guliston, Spitamen, Bobojon Gafurov, Isfara, and other parts of Sughd. Workshops connected AI skills with practical textbook implementation, including adapting activities from the new Grade 10 English textbook. Collaboration with English Language Fellow **Bruce Pearson** further supported teachers in applying AI to writing and project-proposal development.

Importantly, the work also began to multiply. EWB members and Training of Trainers participants, including Farangis Nosirova and Madina Pulotova, organized follow-up activities for teachers in Isfara. This demonstrated how professional learning can spread through local educators who share newly acquired knowledge with their colleagues.

The central message of the Sughd initiative was clear: *AI is most valuable when it assists rather than replaces the teacher.* By combining hands-on experimentation with ethical reflection, EWB is helping educators approach new technology with curiosity, confidence, and a strong professional compass.



Khuroson District.



Khuroson District.



Panj.



Dusti District.



Dusti District.

## PROFESSIONAL DEVELOPMENT THAT TRAVELS: REACHING TEACHERS ACROSS KHATLON

For many teachers, especially those working outside major cities, professional development must be practical, accessible, and directly connected to the realities of the classroom. During the April–August 2026 reporting period, EWB Regional Representative **Alisher Alikulov** took this approach to educators in Khuroson, Dusti, Panj, and Qubodiyon districts—and later extended it through an online summer course on Telegram.

The work began with **multi-day professional development programs** in Khuroson and Dusti. Instead of discussing the new Grade 10 and 11 English textbooks only in theory, Alisher demonstrated complete lessons focusing on *grammar, vocabulary, reading, and listening*. Teachers participated as learners, examined how each lesson was structured, and discussed how the same approaches could be adapted for their own students.

*Warm-ups* and *lead-ins* received particular attention. Through activities such as Flyswatter, Four Corners, Pictionary, Dictogloss, and Odd One Out, participants experienced how a well-chosen opening activity can activate prior knowledge, introduce a topic, and create a communicative atmosphere. KWL charts and Venn diagrams helped teachers organize their ideas and distinguish between related teaching concepts.

Participants also explored the *Presentation–Practice–Production approach* and learned how teacher and student roles change during different lesson stages. Sessions on classroom observation introduced a structured observation form and the *Praise–Polish–Praise framework* for giving constructive feedback. At the end of each training series, teachers delivered their own mini-lessons using the new textbooks. These demonstrations were followed by feedback and reflection, turning the workshops into opportunities for genuine practice rather than passive attendance.

In Qubodiyon, the focus broadened to include different teaching approaches and the role of AI in English language



education. Teachers compared PPP, Test-Teach-Test, Task-Based Learning, and Project-Based Learning. During a focus group discussion, they considered the advantages and possible risks of AI, including student overdependence and the challenge of balancing technology with classroom interaction. They were also introduced to tools such as Gamma, NotebookLM, Educaplay, and ElevenLabs.

To make continued learning more accessible during the summer, Alisher launched an **online professional development course** through Telegram. Participants studied SMART objectives, lesson stages, warm-ups and lead-ins, lesson planning, and the professional use of AI. They practiced using ChatGPT, Gemini, and Claude to adjust materials to students' levels, create quizzes and presentations, generate images, and develop educational storybooks.

The reporting period concluded with another session for 23 educators in Qubodiyon, where teachers practiced using Gemini as a teaching assistant. The possibility of selecting characters, genres, and images for customized storybooks was especially engaging for participants.

This work demonstrates that strong regional outreach requires more than one-time visits. By returning to districts, organizing structured training series, offering opportunities for microteaching, and continuing support online, EWB is helping teachers turn professional development into practical classroom action.

## FROM PARTICIPANTS TO LOCAL LEADERS: GROWING TEACHER CAPACITY IN KHATLON



Yovon District.



Yovon District.



Khovaling District.



Abdurahmoni Jomi District.

The long-term impact can be magnified when participants share their knowledge with other teachers. During the April–August 2026 reporting period, the work of EWB Regional Representative **Zokirjon Nazarov** highlighted this important transition—from participating in EWB activities to leading professional learning within local communities.

The reporting period began at Bokhtar State University, where 22 pre-service teachers learned about EWB webinars, speaking clubs, mentoring activities, professional development programs, and networking opportunities. By reaching future teachers before they entered the profession, the session introduced them to the importance of continuous learning and professional collaboration at an early stage in their careers.

In Yovon District, Zokirjon then conducted a **four-day professional development program** on using the new English language textbooks for Grades 10 and 11. Each training day addressed a practical classroom priority. Teachers explored the stages of an effective reading lesson, including pre-, while-, and post-reading activities. They practiced teaching listening through vocabulary preparation, listening for gist, and listening for specific information. A writing-focused session guided participants through model-text analysis, vocabulary support, and structured production activities.

On the final day, the teachers moved from learning about the strategies to demonstrating them. Participants taught lesson segments, received structured peer feedback, reflected on their performance, and completed evaluation surveys. The local education department expressed readiness to continue cooperating with EWB on future capacity-building activities.

**Informational sessions** in Abdurahmoni Jomi and Khovaling districts also created space for honest professional dialogue. Teachers discussed limited access to technology, unstable electricity and internet



connections, and other challenges affecting their participation in online learning and their use of modern classroom resources. Recognizing these realities is essential to designing professional development that is both ambitious and relevant.

The strongest evidence of growing local capacity appeared in August. In Norak, Zokirjon observed and monitored a follow-up activity led by Training of Trainers participant Rajabzoda Paighom for 15 English teachers. The program included collaborative activities, a vocabulary workshop based on the new textbooks, the experiential learning cycle, and structured reflection. Here, the Regional Representative's role was not simply to deliver another workshop, but to support and monitor a new local trainer.

A similar multiplier effect was visible in Jayhun District. After Zokirjon introduced 17 teachers to EWB opportunities, Gulrukhsor Navruzova facilitated a four-day Master Workshop on mixed-level classrooms and learners' needs. Participants completed pre- and post-training assessments, explored differentiation and inclusive teaching, and demonstrated their learning through group microteaching.

By August 17, outreach had returned to Abdurahmoni Jomi, where 30 teachers joined **an information and professional development session** focused on the new textbooks. Participants discussed challenges, explored practical techniques, and became EWB members.

These activities show how a professional network grows: teachers first gain access to learning, then apply new methods, and eventually begin supporting colleagues in their own communities. Through facilitation, observation, and follow-up, regional representation becomes a bridge between EWB opportunities and sustainable local teacher leadership.

*By Zuhro Saidova, EWB PR & SMM Specialist; English Language Teacher and Teacher Trainer*



*EWB regional representatives on a map of Tajikistan.*





*American Space Khujand.*

## EMPOWERING EDUCATORS THROUGH THE PPP METHOD: A 3-DAY WORKSHOP IN KHUJAND

My name is Joon Nam, and I recently co-led a three-day teacher training workshop at American Space Khujand alongside Samira Boymatova, a trainer with English Without Borders. The workshop focused on the Presentation, Practice, and Production (PPP) method and brought together a group of local high school teachers who were eager to improve their lesson planning and teaching strategies. There were a few last-minute changes to the theme, schedule, and number of participants, which made preparing for the workshop a bit stressful. Still, it turned out to be a valuable experience. Working closely with Samira, who brought a lot of energy and practical insights, helped set the tone for the sessions.

What made the experience worthwhile was the interaction with the local teachers. Their openness, curiosity, and willingness to engage with the material made a strong impression on me. Throughout the sessions, we explored how to apply the PPP framework in real classroom situations. We also looked at effective ways to plan textbook-based lessons and manage group work more smoothly. One of the highlights was a sample lesson where teachers participated as students. It created discussions on what works in a real classroom and how small changes can lead to better student engagement. Despite the time constraints and adjustments we had to make, the teachers responded really well. Some mentioned that the framework helped them better understand how to build a clear and focused lesson. It was encouraging to see that the effort we put in had a real impact. Personally, the experience reminded me of how important it is to stay flexible and responsive. Not everything will go as planned, especially in a workshop setting, but creating space for meaningful interaction and practical learning always makes a difference. It also made me reflect on how much I enjoy working with other teachers and sharing ideas that can be used right away in the classroom. Moving forward, I'd like to continue supporting teacher development in a hands-on, practical way. I see a lot of value in workshops that focus on clarity, relevance, and collaboration. I'd be happy to contribute to future EWB events or projects and look forward to staying connected with educators in the network. I'm grateful for the opportunity to have co-led this workshop and to be part of a community that values practical teaching and professional growth. I left the experience feeling both inspired and hopeful about what we can continue building together.

## EL FELLOWS FACILITATE COLLABORATIVE AI WORKSHOP FOR EDUCATORS IN IUTET

I recently had the opportunity to co-facilitate an AI-focused workshop at the International University of Tourism and Entrepreneurship of Tajikistan (IUTET) alongside my colleague and English Language Fellow, Cadi Duncan. The workshop was organized with the support of English Without Borders (EWB), and in particular, Mehrbonu Abdulloeva, whose coordination and communication helped ensure everything came together smoothly. From the start, the team at IUTET created a welcoming environment and generously introduced us to their campus. The group of participants was diverse, and while not all were English language teachers, they brought a strong sense of curiosity and openness to the sessions. This made it possible to move beyond simple introductions to genAI and focus on how this tool can be used in practical, meaningful ways. Throughout the workshop, we explored how genAI, such as ChatGPT, can support lesson planning, material creation, and classroom engagement. What stood out most was how quickly participants began to shift from experimenting with prompts to thinking more critically about how to guide genAI toward specific outcomes. By the end of the sessions, many were approaching these tools with greater confidence and purpose.

A key factor in the workshop's success was the collaborative effort behind it. Mehrbonu's thoughtful organization and steady support played an important role in shaping a productive and positive experience for everyone involved. Her ability to connect people and maintain clear communication contributed greatly to the overall flow of the program. This experience reinforced the value of creating space for hands-on exploration, especially with tools that are rapidly becoming part of everyday teaching practice. It was encouraging to see participants not only engage with new ideas, but also begin to consider how they could adapt them to their own use. I left the workshop feeling optimistic about the continued growth of this professional community and appreciative of the opportunity to be part of it.



*International University of Tourism and Entrepreneurship of Tajikistan.*

**By Joon Nam, English Language Fellow (EL Fellow) in Tajikistan in 2026**



# Happy Day of Knowledge

On September 1, Tajikistan celebrates the **Day of Knowledge** and the beginning of a new academic year. It is a day filled with fresh goals, new opportunities, and renewed enthusiasm for teaching and learning.

For students, the new school year represents another step toward discovering their abilities and building their future. For teachers, it offers an opportunity to inspire curiosity, encourage confidence, and make a lasting difference in their students' lives.

EWB Network extends its warmest wishes to all teachers, students, school leaders, parents, and education professionals on this special day. May the new academic year bring meaningful learning, professional growth, creativity, and success to every classroom.

AI-generated image created with ChatGPT.



A photograph of three women in professional attire smiling and looking down at a large rectangular cake on a table. The woman on the left is older, wearing an orange blazer. The woman in the middle has long brown hair and glasses, wearing a tan blazer. The woman on the right is wearing a pink blazer. The cake is white with a decorative border and has text and logos on it. In the background, there are blurred office lights and a wall with many small photos.

# TEACHERS VOICES

**ISSUE 17**

**AUGUST 2026**

EWB NEWSLETTER

*EWB Regional Conference, American  
Space Dushanbe, 2026.*



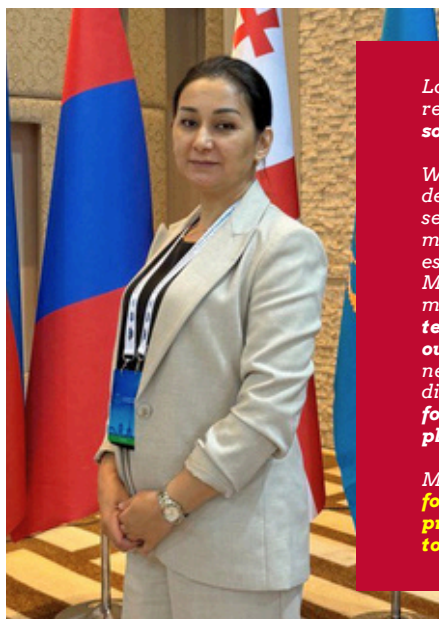
# EWB CELEBRATES NEW TESOL TRAINING OF TRAINERS ALUMNI: MEHRBONU ABDULLOEVA AND ZUHRO SAIDOVA

EWB Network is delighted to celebrate **Mehrbonu Abdulloeva**, EWB Regional Representative in Dushanbe & DRS, and **Zuhro Saidova**, EWB PR & SMM Specialist, who successfully completed the **TESOL: Training for Trainers** five-week online intensive course.

With support from the U.S. Embassy in Dushanbe, EWB invests in the professional development of its employees because strong educational programs begin with knowledgeable and motivated teams. When our staff members develop new skills, the benefits extend beyond their individual growth—they strengthen the training, mentoring, and support EWB provides to English teachers across Tajikistan.

The course equipped Mehrbonu and Zuhro with practical tools for designing and delivering more effective professional development programs and building strong collaborative communities of practice. These skills are especially valuable as EWB continues preparing teacher trainers and expanding high-quality professional learning opportunities.

We warmly congratulate Mehrbonu and Zuhro on this achievement and look forward to seeing their new knowledge create an even greater impact within the EWB community!



Mehrbonu Abdulloeva, Dushanbe, 2025.

*Looking back over the six weeks of the TESOL Training of Trainers course, I proudly realize that the biggest takeaway reshaping my professional practice is that **we cannot solve systemic teacher burnout through individual effort alone.***

*When we began this course, my focus was entirely on the individual classroom. I was deeply concerned with helping teachers manage high-enrollment, low-resource settings by using generative AI as a 'backstage assistant' to quickly design paper-based materials. While those practical tools are essential, the readings from the final weeks—especially Andrew Miller's work on Professional Learning Communities (PLCs) and the Miami University Faculty Learning Communities (FLCs) resources—completely shifted my perspective. **Sustainable academic growth doesn't come from pushing individual teachers to just 'work smarter' at home. It requires changing the adult systems in our schools.** True innovation only happens when we give teachers the autonomy to try new strategies and the psychological safety to step into the 'Groan Zone'—navigating divergent ideas to find what works best for their specific students. **We must allow space for discussion and debate rather than forcing everyone to use identical, rigid lesson plans.***

*Moving forward, I am completely changing how I design teacher training. **I want to focus on helping educators build small, voluntary, supportive communities of practice where they can share the heavy lifting, protect their energy, and grow together.***



Zuhro Saidova, EWB National Conference, Dushanbe, 2025.

*I'll be honest: **participating in this course was quite challenging for me.** It involved five weeks of intensive learning and required me to dedicate at least 10 hours each week. Much of the coursework consisted of extensive reading, followed by written reflections and careful consideration of how the ideas could be applied to our own training practices.*

*Living in a world increasingly shaped by visual content and short videos has probably affected my reading habits more than I realized. Nevertheless, I did my best to complete all the required materials and understand them deeply.*

*Despite my initial resistance, **by the end of the course, I recognized how much the experience had helped me strengthen my theoretical foundation in teacher training, critically reflect on my previous training experience, and consider how I could improve my future practice. Sometimes, the most challenging experiences prove to be the most valuable.** I hope this course will be one of them.*



## FROM DREAMS TO RECOGNITION: MY JOURNEY TO BECOMING "MASTER STUDENT OF THE YEAR"

By **Samira Boymatova**, EWB Regional Representative in Sighd Region; English Language Teacher and Teacher Trainer

*My name is **Samira Boymatova**, and I proudly serve as the English Without Borders (EWB) Regional Representative in the Sughd region. Throughout my journey as an educator, learner, and leader, I have always believed that success does not come by chance; it comes through determination, hard work, faith, and the support of the people who believe in us*



Samira Boymatova.

This year became one of the most unforgettable chapters of my life. On April 22, I was awarded the title of "Master Student of the Year" by the Minister of Education and Science of the Republic of Tajikistan, Saidzoda Rahim. Receiving this honor was not simply an award; it represented years of effort, perseverance, and dreams becoming reality.

The journey began nearly six months earlier when my university announced a competition among Master's students. Many talented students participated, and the first stage required us to demonstrate our academic knowledge, research abilities, and leadership potential. I worked hard and successfully passed the first round.

After that, I received an invitation to participate in the Republican competition held at the Ministry of Education in Dushanbe, where outstanding students from universities across Tajikistan gathered. Being among so many intelligent and talented students made me feel both excited and nervous.

My Master's research topic focused on "Implementing Artificial Intelligence in the Tourism Sphere of Tajikistan." My work received recognition and was officially licensed by the Ministry of Economic Development. During the competition, I first wrote an essay about Qabusnama. In the second round, the questions were challenging and included political topics, current issues, and presentations about our research work.

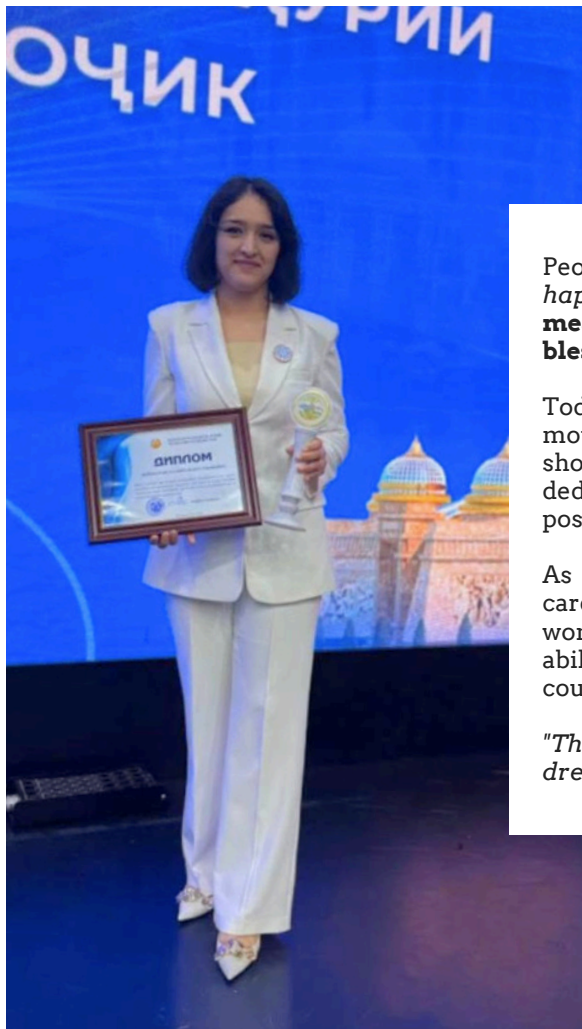
*I still remember sitting in front of the judges. Professors and experts were carefully listening and evaluating every participant. I was scared because I did not want to make mistakes. I kept telling myself, "Believe in yourself because you have worked hard for this moment."*

Two weeks later, my university, Tajik State University of Commerce, received an official letter announcing that I had become the winner. I was invited to Dushanbe once again for the award ceremony.

The day of the ceremony at Qasri Kurush became one of the proudest moments of my life. I stood among professors, university leaders, and Ministry of Education staff members. I shared the stage with distinguished guests and felt deeply honored. I was also interviewed by Dushanbe TV, and at that moment I realized that sometimes our smallest steps can lead us toward our biggest achievements.



Samira Boymatova.



People often say, "Success is not the key to happiness; happiness is the key to success." **I believe that true success means inspiring others while remaining grateful for every blessing along the way.**

Today I continue my journey with bigger dreams and stronger motivation. I want my story to remind others that challenges should never stop us. Dreams may seem distant, but with faith, dedication, and support from loved ones, they become possible.

As I continue my journey with EWB and my professional career, I hope to inspire educators, students, and especially women to believe in themselves. Never underestimate your abilities because every great achievement begins with one courageous step.

*"The future belongs to those who believe in the beauty of their dreams."*

*I have always been inspired by the words of the President of the Republic of Tajikistan: "Education is the most important factor in strengthening the future of the nation."*

These words remind me that learning is not only about receiving knowledge but also about serving society and creating opportunities for others.

However, behind every success story there are people who silently support us. My greatest source of strength has always been my family. Every conference, competition, and journey I have taken was carried by my parents' prayers and my family's endless support.

I am a mother of three children, and I want to become a role model for them. While I was in Dushanbe, my children called me every day and wished me good luck. Their words gave me strength and confidence. I realized something important: although awards and certificates are valuable, my greatest achievement is not the title I received — it is my family and the children who truly believe in me.



Palace of Cyrus the Great, Dushanbe.



# SUCCESS STORY: A JOURNEY OF PROFESSIONAL GROWTH AND LEADERSHIP WITH EWB

Zokirjon Nazarov.

By **Zokirjon Nazarov**, EWB Regional Representative in Khatlon Region; English Language Teacher and Teacher Trainer

***"Success is not final; failure is not fatal: it is the courage to continue that counts."*** – Winston Churchill

This quote reflects my journey with English Without Borders (EWB), a journey built on continuous learning, professional growth, and the courage to embrace new opportunities. My name is Nazarov Zokirjon, and I am an English Language teacher at State Lyceum No. 1 of Abdurahmoni Jomi District. My professional journey with EWB began in 2022, and since then, EWB has become one of the most meaningful experiences of my career.



When I first joined EWB, I was looking for opportunities to improve my teaching skills and connect with other educators. However, EWB offered me much more than professional training—it provided a supportive community where teachers learn, collaborate, and inspire each other. Through EWB activities, I developed new teaching approaches, strengthened my confidence, and became more active as an educator and leader.

A significant milestone in my journey was participating in the EWB Training of Trainers (ToT) in August 2024. This experience challenged me to step beyond my role as a classroom teacher and develop my skills as a trainer. After completing follow-up activities, I was honored to become an EWB Master Trainer. This opportunity increased my confidence and motivated me to support other teachers in their professional development journeys.

My involvement with EWB continued through speaking clubs, webinars, mentorship sessions, TOEFL preparation courses, and the International TESOL course during 2024–2025. These experiences helped me improve my methodological knowledge, apply modern teaching strategies, and create more interactive and student-centered learning environments. They also strengthened my communication, leadership, and mentoring skills.

One of the most memorable experiences was participating in the English Language EXPO – National Conference in Dushanbe in 2024 and 2025. These conferences allowed me to exchange ideas with educators from across Tajikistan, learn from experts, and become part of a wider professional network committed to improving English language education. In July 2025, I was honored to be selected as the EWB Regional Representative for the Khatlon Region. This role has allowed me to support teachers, promote EWB initiatives, and contribute to professional development activities in my region.



*EWB Regional Conference, Bokhtar.*

Looking ahead, I am committed to supporting teachers in my region, sharing best practices, organizing professional development activities, and encouraging more educators to benefit from the opportunities provided by EWB.

I am deeply grateful to EWB for believing in teachers' potential and creating opportunities that empower educators to grow, lead, and make a positive impact. My journey with EWB continues, and I look forward to the new opportunities, challenges, and achievements ahead.

*EWB National Conference, 2024.*

Another important achievement in my EWB journey was my participation in the English Teaching Mentor (ETM) Program from June to November 2025. Through 114 hours of intensive training, I gained advanced pedagogical knowledge, mentoring strategies, and practical tools that strengthened my ability to guide and support other educators. As a result of this experience and my active engagement, I proudly became an alumnus of a U.S. Exchange Program, which was a significant milestone in my professional growth. EWB has transformed me not only as a teacher but also as a leader and mentor. It has taught me the value of lifelong learning, collaboration, and sharing knowledge with others. The certificates, trainings, and leadership opportunities I have received through EWB represent not only achievements but also the responsibility to continue contributing to the education community.

*EWB National Conference, 2025.**EWB workshop, Abdurahmoni Jomi District.**Access teacher training, 2026.*



Mehri Niyozshoeva.



## ONE WEBINAR AT A TIME: HOW ENGLISH WITHOUT BORDERS CHANGED MY JOURNEY

By **Mehri Niyozshoeva**, Secondary School English Language Teacher, GBAO, Tajikistan

I still remember joining one of my first English Without Borders (EWB) webinars. My microphone stayed muted almost the entire session—not because I had nothing to say, but because I wasn't yet confident enough to say it. Sitting in my home in the mountain village of Mun, Shugnan district, the Gorno-Badakhshan Autonomous Region (GBAO), Tajikistan I never imagined that one day I would be leading professional development sessions for English teachers across Tajikistan. Looking back, I realize that this quiet beginning was the first step in a journey that changed my life.

I have been teaching English for 13 years, and I have always believed that education creates opportunities. However, teaching in a remote community often meant limited access to professional learning. Like many teachers, I wanted to improve my skills, connect with other educators, and bring fresh ideas into my classroom. Everything began to change when my colleague, Soro Marodalieva, introduced me to the newly established English Without Borders Network.

The Thursday webinars quickly became part of my weekly routine. At first, I struggled with listening comprehension and lacked the confidence to speak in English. There were moments when I wanted to join the discussion but chose to stay silent, afraid of making mistakes. Still, I kept showing up. Week after week, my confidence grew.

One day, I found myself sharing my thoughts during a webinar without overthinking every sentence. It may have seemed like a small moment, but for me, it was a turning point. EWB didn't just improve my English—it helped me find my voice.

As my confidence grew, so did my classroom. I became more willing to try new teaching strategies, encourage my students to communicate, and create a more engaging learning environment. The more I learned, the more I wanted to share with others.

One of the first opportunities that came my way was participating in the Second National Conference as an active member of the EWB community. Meeting passionate educators from across Tajikistan reminded me that professional growth is even more meaningful when teachers learn from one another. Soon afterward, I was honored to receive an EWB Mini Grant, an experience that encouraged me to believe more strongly in my own ideas and abilities.

Another major milestone was being selected for the Tajikistan Secondary School English Teachers (TSSET) Program. Through TSSET, I had the opportunity to travel to different regions of the country and facilitate training sessions for English teachers.

*I still remember standing in front of fellow educators and thinking about the teacher who had once been too shy to unmute her microphone. That moment reminded me how far I had come.*



EWB National Conference, Dushanbe, 2022.



*Mehri Niyozshoeva.*



Looking back, I realize that English Without Borders gave me much more than professional development. It gave me confidence, inspiring mentors, lifelong friendships, and a community that believed in me before I fully believed in myself. It transformed me from a teacher searching for opportunities into someone who now enjoys creating opportunities for others.

Today, I continue to support fellow educators by sharing ideas, facilitating workshops, and encouraging teachers to keep learning, no matter where they live. If my journey has taught me one thing, it is this: where you begin does not determine where you can go. Sometimes, all it takes is one webinar, one supportive community, and the courage to take the first step.

The opportunities continued to grow. Through programs supported by American Councils, I completed the Open Spring Course and later participated in the C5+ONE program, including its in-person component in Kazakhstan. With the guidance of EWB Director Nasiba Mirpochoeva, I also developed and led an educational camp, strengthening my leadership, teamwork, and project management skills. Even becoming an alternate candidate for the Teaching Excellence and Achievement (TEA) Program in 2024 taught me an important lesson: every experience, whether it ends in success or disappointment, is an opportunity to learn and grow.



*EWB Summer Training of Trainers, Guliston, 2026.*



*EWB Summer Training of Trainers, Guliston, 2026.*



*Mehri Niyozshoeva.*

## AN INSPIRATIONAL TEACHER WHO SHAPED GENERATIONS

By **Zokirjon Nazarov**, EWB Regional Representative in Khatlon Region; English Language Teacher and Teacher Trainer

*Some teachers educate students for a few years, while others leave a legacy that lives on through the lives they shape. Ustod **Abdunazarov Ahmadkul Shodikhonovich** is one of those remarkable educators whose dedication, wisdom, and compassion have inspired generations of students and earned him the respect of colleagues and the wider community.*

Born on November 27, 1947, in the village of Rohi Sotsializm, Abdurahmoni Jomi District, Khatlon Region, Tajikistan, Ustod Abdunazarov grew up in a hardworking farming family. After graduating from Secondary School No. 4, he pursued his dream of becoming a teacher at the Tajik State Pedagogical University (now named after Sadриддин Айнӣ). Upon completing his studies, he began his teaching career at Secondary Schools No. 4 and No. 14, where his passion for education quickly became evident.

In 1997, when State Lyceum No. 1 of Abdurahmoni Jomi District was established, he joined the institution at the invitation of its first director, Mirzo Boboev. He devoted the next twenty-seven years to the lyceum, serving with professionalism and commitment until his retirement in 2024 due to illness. Over the course of his remarkable 55-year teaching career (1969–2024), he educated thousands of students, leaving an unforgettable mark on their academic and personal lives.

For Ustod Abdunazarov, teaching was never limited to delivering lessons. He believed that education should shape character as well as intellect. He inspired his students to become responsible, disciplined, patriotic, and compassionate citizens. His classroom encouraged curiosity, critical thinking, and respect, while his kindness and high expectations motivated students to achieve their full potential.

Today, his former students proudly serve their communities in education, journalism, healthcare, government, law enforcement, the military, and many other professions. Others have continued their studies and built successful careers in countries including the United Kingdom, the United States, Japan, China, Belgium, Canada, Türkiye, the United Arab Emirates, Kazakhstan, Russia, India, Saudi Arabia, Iran, and

*Ahmadkul Abdunazarov and Zokirjon Nazarov.*



Uzbekistan. Many of his students achieved outstanding results in national Olympiads, gained admission to leading universities through the Presidential Quota Program, and earned prestigious international opportunities, including the FLEX exchange program in the United States.

In recognition of his exceptional service, Ustod Abdunazarov received numerous awards, including the Excellence in Education and Science of the Republic of Tajikistan badge, Certificates of Merit, and honorary diplomas. He also had the honor of meeting with the Founder of Peace and National Unity, Leader of the Nation, President of the Republic of Tajikistan, His Excellency Emomali Rahmon, on several occasions in recognition of his contribution to education.

For me, however, his greatest achievement cannot be measured by awards or titles. I had the privilege of being one of his students, and it was his professionalism, integrity, wisdom, and unwavering dedication that inspired me to become a teacher. Today, as I stand before my own students, I strive to follow the example he set and to pass on the same values that he instilled in us.

I will always be proud to call Ustod Abdunazarov Ahmadkul Shodikhonovich my teacher. His legacy lives on through the thousands of students whose lives he has touched and whose achievements reflect his lifelong commitment to education. On behalf of his students, colleagues, and friends, I sincerely wish him good health, peace, and happiness. His remarkable contribution to education will continue to inspire future generations for many years to come.



*Ahmadkul Abdunazarov and his class.*



*Ahmadkul Abdunazarov.*



00:07

Specific Prompt Formula:

→ "Using this photo, create  
\_\_\_\_\_ for this topic. My  
students are \_\_\_\_\_ level."

Suggestions:

- the \_\_\_\_\_ ban
- mini \_\_\_\_\_ exercise

# TEACHING TIPS AND ARTICLES

ISSUE 17

AUGUST 2026

EWB NEWSLETTER

*EWB Regional Conference, Dushanbe,  
Tajikistan, 2026.*



# STORIES OF BECOMING

By **Karin DeJonge-Kannan**, EWB Proofreader; Emeritus Principal Lecturer of Linguistics, Utah State University, U.S.A.



Photo credit: DragonImages (via Canva Pro).

When you think back on your life, especially your education and the professional opportunities you pursued, you may be able to discern a neat and tidy story – something along the lines of “I went to school, I loved learning English, I went to the university to become an English teacher, and I found an English teaching position”. Alternatively, your story may not be quite so linear. You may have arrived to the profession by a circuitous route or almost as a surprise. Perhaps you didn’t enjoy school, didn’t like English, or pursued a different career at first.

It is worth reflecting on your story of becoming a teacher because it helps you remember your motivation, the challenges you faced, and the support you encountered. This reflection also helps you identify serendipitous moments – those conversations or opportunities that came seemingly out of the blue and made a lasting impact.

Some years ago, thirteen well-known applied linguists contributed their professional autobiographies to the edited volume *Becoming and being an applied linguist* (Ellis, 2016). Not surprisingly, many of them started out as language teachers. It is certainly interesting to read about the background, education, and experiences that influenced each contributor. But, to me, the book’s primary value lies in how it prompted me to start paying attention to teachers’ professional autobiographies.

I began asking new students in the Master of Second Language Teaching program in which I taught at the time to articulate the how and why of their choice to enter the program. The students shared drafts of their professional autobiographies as one of the first assignments in the first-semester course I taught. Many commented that they had not previously spent much time pondering the journey of how they found themselves in this Master’s program, and that they appreciated the usefulness of this reflection exercise.

The word journey is often used to describe a person’s growth and development through a lens of goals and struggles. While journey originally referred to traveling, our metaphorical journeys are different because there are no maps. Yet, we find guides along the way and helpful information about which way to turn.

The story of our professional journey is at its core a story of becoming -- being a work in progress, changing and growing. Many books have been written about becoming, some were intended for a general readership, such as former First Lady Michelle Obama’s *Becoming* (2018), while others were written specifically for pre-service educators, such as Forrest Parkay’s *Becoming a teacher* (2026). And while you may not intend to publish your own story of becoming a teacher, you will nevertheless benefit from recording it.

When you think of composing your professional autobiography, the format of a prose narrative may come to mind first. However, other formats are also worth exploring. For example, you might draw a spider diagram or mind map, with “me, English teacher” at the center and various labeled lines branching off to indicate the influences on



your development. Or you might create a visual with multiple small streams joining into a river, labeling all the factors that have combined to make you the teacher you are today. As a final example, drawing a multi-level timeline could also yield a useful overview by overlaying your personal circumstances with your professional development and with events and movements happening at that time in the wider world at the national / international level.

The work of reflecting on your origins and how you got where you are today is just the first step. Crucial in fine-tuning your reflections and arriving at insights is the second step of bringing it into a conversation with a colleague or mentor. As you share your professional autobiography with them and respond to their questions, you will grow deeper in understanding your professional motivations, goals, and struggles, as well as the support you have been offered along the way. You will also develop greater awareness of the fact that “and then I became a teacher” was not a destination, but a door through which you entered a new world. Since then, you have continued to grow and develop as a teacher. You are still in the process of becoming. And the best part? You are not doing this alone but alongside others who are also still and always becoming. Together – supporting and encouraging each other – we become better versions of ourselves.

I hope you and the members of your professional learning circle will decide to compose your stories of becoming and that you will create an opportunity for members to share in a spirit of non-judgmental curiosity, with careful attention to each person’s story. Engaging with one another’s professional autobiographies will reveal common themes, which in turn will spark a desire to learn more. And so it goes: ever learning, ever becoming. Together.

### QUESTIONS TO PONDER:

1. Who are the teachers that were the best influence on you? Name them and write down their specific contribution to your growth and development.
2. How did you feel about learning English when you started? Did that change over time, and if so, how and why?
3. When and how did you make the mental switch of being an English learner to wanting to be an English teacher?
4. When you were a brand-new teacher, what did you think makes a good teacher? Has your thinking about what makes a good teacher changed over time, and if so, how and why?
5. Who have been your mentors in the profession? Name them and write down specifically how each has supported you.
6. Who are your role models today? Name them and write down specifically how each inspires you.
7. Describe 2-3 workshops, seminars, books, or trainings that gave you important “a-ha!” moments and significantly changed how you teach.

This kind of reflection, undertaken privately as well as collectively, forms the heart of what it means to be a thoughtful educator who pays attention to stories, not only the students’ stories but also our own. Stories are not peripheral to the realm of English language teaching. Culture, after all, is the stories we tell one another, using words to do so. Indeed, we can describe ourselves as “verbivores”, a species that lives on words (Pinker, 2007), and “homo fabula”, a storytelling species (Okri, 1997).

### Works cited:

1. Obama, M. (2018). *Becoming*. Crown.
2. Okri, B. (1997). *A way of being free*. Weidenfeld & Nicholson
3. Parkay, F. (2026). *Becoming a teacher* (12th ed.). Pearson.
4. Pinker, S. (2007). *The stuff of thought: Language as a window into human nature*. Viking.



Photo credit: Cnv Studio / CnvStudio Images (via Canva Pro)



# THE IMPORTANCE OF CULTURAL IMMERSION

By **Assia Barysheva**, English Language Fellow (EL Fellow) in Tajikistan in 2025-2026

*My name is Assia Barysheva. I served as an English Language Fellow at Bokhtar State University in Tajikistan during the 2025–2026 academic year. Throughout my fellowship, I experienced cultural immersion by living in the local community, participating in everyday activities, and being immersed in the Tajik language.*

I not only observed the culture but also sought to gain a deeper understanding by exploring the similarities and differences between the traditions of Tajikistan and those of the United States. Experiencing the culture from the inside, I noticed that during the autumn season, Tajik people celebrated the holiday of Mehrgon, giving thanks for a rich harvest and honoring the sun's role in sustaining life. I came to deeply respect these hardworking, friendly, and supportive people. At the same time, I recognized how closely this traditional holiday resembled the American holiday of Thanksgiving, as both celebrations express gratitude for the harvest and bring families and communities together.

To express my appreciation and respect for both cultures, I decided to tell the story of two nations that live far apart but share the same fundamental human values. With this purpose in mind, in the fall semester, I created a scenario highlighting both Tajik and American traditions. Traditions of the USA and Tajikistan was written in English for the students of Bokhtar State University.

Throughout my fellowship, I observed how eager many young people here were to learn English and pursue their educational goals. At the same time, I remained mindful of those learners who were less motivated or less actively engaged in the learning process. Through this scenario, I hoped to demonstrate how interesting, meaningful, and beneficial it could be to develop a strong—even excellent—command of the English language.

When students saw in the story that Americans, like the people of their native Bokhtar, not only worked hard and created material things but also enjoyed reading, playing games, singing songs, reciting poems, participating in parades, and answering quizzes, their interest in other countries and foreign languages grew. They realized that, despite living far apart, people in both cultures shared many of the same values and everyday joys.



Assia Barysheva, English Language Fellow, EWB Regional Conference, Bokhtar, 2026.

This project would not have been possible without the support of the ERC Coordinator, Zeboniso Murodova.

When I shared my idea with her, she immediately embraced it and helped bring it to life by connecting two university English clubs: Friendship English Club, mentored by Mavjuda Saidova, and Stars English Club, mentored by Zubaida Safarova. Both outstanding ERC teachers generously involved their students in the project and supported the rehearsals from beginning to end.

Once the participants had been selected, I printed copies of the entire script for every student so that everyone could begin practicing immediately. We met almost every day for rehearsals. I worked closely with the student emcees (MCs), helping them improve their pronunciation, intonation, expression, and public speaking skills while correcting their language mistakes and building their confidence.



The students represented different levels of English proficiency, so I adapted the script to match their abilities. One memorable participant was Siyavush Nematzoda, whose English was at a basic level, although he spoke Chinese fluently. I selected a short reading from *In a Dark, Dark Wood* that suited his level. Every day, Siyavush came to the ERC, sat by the computer, watched the model video, repeated after the speaker, and practiced diligently. Through his determination and consistent effort, he transformed from a shy student into a confident performer. Witnessing this growth was one of the most rewarding moments of the project.

*"When students confidently discuss their own traditions in English and compare them with U.S. culture, language learning becomes a bridge to mutual understanding." — Mavjuda Saidova, Mentor of the Friendship English Club, Bokhtar State University.*

Another unforgettable part of the performance was the Skeleton Dance. I asked the club mentors to recommend a student who would be willing to perform it. After careful consideration, Mavjuda Saidova suggested her student Mirzolali, who enthusiastically accepted the challenge. I shared a demonstration video with him, and he practiced choreography every day. His performance on stage was energetic, confident, and entertaining, becoming one of the highlights of the event.

The Tajik dance required very little preparation because we already had talented students who performed it beautifully. Their performance added authenticity and cultural richness to the program.

Students from both clubs participated enthusiastically in three quizzes based on the three holidays, showing excellent teamwork and creativity. In the end, the Star Club proudly became the winner! The atmosphere was positive, lively, and filled with friendly competition. The festival created a warm space for cultural exchange, curiosity, and friendship.

Theoretically, such scenarios present field experiences in experiential learning. Students received hands-on experiences and actively participated by creating their small sketches and comments. We heard students' voices in the process. The faculty were intrigued, interested, and participating. The English Resource Center shared ideas, space, and technologies. During this Thanksgiving period, I feel very grateful and fortunate for the opportunity to be in the right place at the right time.

Overall, preparing this performance became much more than rehearsing for a stage production. It was a collaborative learning experience that strengthened students' English communication skills, built their confidence, encouraged teamwork, and celebrated the cultural traditions of both Tajikistan and the United States. It demonstrated how language learning can serve as a bridge between cultures and create lasting connections among students, teachers, and the wider community.

*"This event inspired me to learn more about Mehrگون tradition. I realized that understanding our own culture is the first step toward appreciating other cultures." — Asomiddin Zaidullozoda, Student Participant*

During the Spring 2026 semester, I established the Amateur Theatricals project and adapted, wrote, and directed the humorous sketch "King of Boonland." The play was performed by first-year students during the ERC Graduation Ceremony in May 2026. The Amateur Theatricals Project demonstrated how creative learning activities can enhance students' English fluency, build confidence, and increase engagement in the learning process.

In addition, as part of the Grammar Course with English Language Instructors, "I created a script titled 'At the Party' to teach the Present Continuous tense. The dialogue was designed to help students practice the target grammar structure in a meaningful and engaging context. The video showcased a creative approach to teaching grammar and was presented at the ERC National Conference in Dushanbe in June 2026. The course allowed instructors to experience how grammar instruction can move beyond traditional explanations and include meaningful, interactive, and memorable learning experiences.



EWB Regional Conference, Bokhtar, 2026.

*"I encouraged teachers to continue this work by adapting plays from classic literature, such as The Adventures of Tom Sawyer, and incorporating them into their home reading sessions or English clubs. This approach can help students develop their English language skills, build confidence, and experience literature and language learning in a creative, interactive, and engaging way"*

*"The English Language Fellow Program is an incredible program that leaves a lasting impact on students and teachers. I am happy and grateful to have worked with three amazing English Language Fellows at BSU. Each Fellow brought new ideas, inspiration, and valuable experiences that enriched our teaching and learning. I enjoy using drama, plays, and role plays in my Mentorship Club, and through working with Assia, I learned how these activities can make learning more meaningful, joyful, and engaging. Learners leave the ERC with a positive and calm mood, feeling more confident and inspired. These activities also support the well-being of both students and teachers by creating a positive and encouraging learning environment." – Zeboniso Murodova, ERC Bokhtar coordinator.*

In addition, I view our future as one of close cooperation. I believe that we can accomplish many meaningful projects together. I hope that many other Americans will come to Tajikistan after me and continue building partnerships with local communities. This is my perception as a teacher. And as a person, I consider cultural immersion very important.

Thank you!



EWB Regional Conference, Bokhtar, 2026.



# PRINCIPLES AND MODELS OF ADULT LEARNING: PERSPECTIVES OF AN EDUCATOR ADAPTING TO ANDRAGOGY IN HIGHER EDUCATION

By **Zainab Teraif**, International Education and Lifelong Learning Institute, University of St Andrews, Scotland, UK



Photo credit: BakiBG / Getty Images Signature (via Canva Pro).

## ANDRAGOGY VS. PEDAGOGY

Andragogy, also known as Adult Learning Theory, refers to approaches used in adult education, whereas pedagogy is a child-focused teaching approach (Knowles, 1973). Regardless of their background and history, adult learners undertake a course of learning that is different from that of younger learners in terms of needs and expectations. Thus, learning about andragogy provides teachers with practical guidelines for creating successful lessons in order to meet the needs and expectations of mature learners and help them achieve their desired learning goals. According to Malcolm Knowles (1984), the theory consists of six assumptions about adult learners: 1) The need to know, 2) Self-concept of the learner, 3) Prior experience of the learner, 4) Orientation to learning, 5) Readiness to learn, and lastly 6) Motivation to learn.

Prior to joining Higher Education (HE), I worked for many years in teaching young learners enough to where I may be recognised as experienced and knowledgeable in that department. Therefore, switching from a pedagogical line of action to an andragogical one recently helped me distinguish better between these two approaches. Reflecting from my personal experience, pedagogy is more “teacher-centered” (one-way) in the sense that I found myself sharing knowledge with learners most of the time because the majority possesses little to no prior knowledge nor experience unlike adult learners who usually come to class with prior knowledge and experience that enables them to share more in class, relate to subjects and direct other learners towards their viewpoint, which makes the class more “learner-centered” (two-way). Lindeman (1926) suggested ‘experience’ to be the only core difference between pedagogy and andragogy; however, based on my experience in both contexts, most of Knowles assumptions mentioned previously evidently apply to learners at HE.

## IMPLICATIONS OF ADULT LEARNING PRINCIPLES

It is apparent that the dependency shifts from being mostly on myself as a teacher in my pedagogical experience to being more on the learner in andragogy. Learners in a pedagogical setting seek guidance, explanation, and evaluation from the teacher, and it greatly impacts the level of TTT (Teacher Talk Time) in class. It considerably reduced when I shifted to teaching adults, as they notably had more readiness to learn, orientation, motivation, and most importantly, self-concept. I would display activities on the board, and adult learners would immediately turn to their partners or form a group without any need for instructions, just permission. Adult learners would also monitor their own progression and performance outside class, as they generally were interested in how well they had done. This introduces another assumption in Knowles’ theory, which is the motivation to learn.

The motivation of learners clearly differs in pedagogy and andragogy. Younger learners have more extrinsic motivating factors (e.g., expectations from others, usually their parents).

Thus, their motivation and reason to study is driven by what they must learn to achieve a passing grade or obtain an academic accolade, potentially to meet others' expectations. In an andragogical setting, learners often seek internal inducements (e.g., self-esteem, recognition, advancement) after achieving their learning goals, which illustrates that they are motivated by intrinsic means. Even though there are some external rewards that appeal to adult learners, such as work-related benefits or social recognition, they appear to be secondary when compared to the internal rewards (Knowles et al., 2014).

I believe motivation is closely linked to the first assumption in Knowles' theory, the need to know, as learners generate motivation when they learn why they need to acquire certain knowledge. Therefore, in the effort to drive learners by a need to know before they engage in a learning event in the School of Foundation, I always display the learning outcomes on the board before I start the lesson. Moreover, Knowles, Holton, and Swanson (2014) suggest promoting awareness in learners about what they know now and what they need to know by using "personal appraisal systems, job rotation, exposure to role models, and diagnostic performance assessments" (p. 43).



University of St Andrews. Photo credit: JByard / Getty Images (via Canva Pro).

## ADDITIONAL THEORETICAL MODELS OF ADULT LEARNING

Problem-based Learning is a teaching style that has been implemented in experience-based education, such as medicine and engineering-related training (Hmelo-Silver, 2004). Student learning centers on a complex real-world problem and requires students to reflect on their experiences and use diverse skills such as critical thinking, problem solving, collaboration, and communication, in order to resolve the problem (Barrows and Tamblyn, 1980). Not only does Problem-based Learning create meaningful experiential learning, but it also helps learners develop strategies and construct knowledge (Kolodner et al., 1996). One example to practice this approach in class, specifically in HE, is to have students put together a dream vacation for the teacher based on a low budget.

Another teaching methodology that is found effective in andragogy is Project-based Learning, and it is defined as a "systematic method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks" (BIE, 2010). In other words, learners actively construct frameworks of understanding by using both the knowledge they already have and new information presented to them (Mahar & Harford, 2005), and the overall outcome is that they "learn by doing". It is very similar to problem-based learning in the sense that it requires learners to work collaboratively in order to achieve a learning outcome. However, in project-based learning, learners are assessed as a group and are expected to produce something, not only to resolve a complex matter. To illustrate using a practical example, and this is something I personally attempted, learners are allocated to groups, instructed to start a company with a specific budget, interview other learners, hire employees, create a logo, design a product, and then advertise it. I would also imagine that in other sectors, having learners create an app would be a common project-based learning activity in this era of technology.

## REFERENCES

1. Barrows, H. S., and Tamblyn, R. (1980). *Problem-Based Learning: An Approach to Medical Education*, Springer, New York.
2. Buck Institute for Education. (2010). What is PBL? Retrieved October 24, 2021, from <http://www.bie.org/about/whatispbl>
3. Hmelo-Silver, C.E. (2004) Problem-Based Learning What and How Do Students Learn *Educational Psychology Review*, 16, 235-266.
4. Knowles, M. (1973). *The adult learner: A neglected species*. Houston: Gulf.
5. Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. New York, NY: Routledge.
6. Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). *The adult learner: The definitive classic in adult education and human resource development*. New York, NY: Routledge.
7. Kolodner, J. L., Hmelo, C. E., and Narayanan, N. H. (1996). Problem-based learning meets case-based reasoning. In Edelson, D. C., and Domeshek, E. A. (eds.), *Proceedings of ICLS 96, AACE, Charlottesville, VA*, pp. 188-195.
8. Lindeman, E. C. (1926). *The meaning of adult education*. New York, NY: New Republic.
9. Mahar, S., & Harford, M. (2005). *Research on human learning*. Melbourne: Department of Education and Training.



Photo credit: Maxim Basinski / vasabii (via Canva Pro).



## HELP US MAKE EWB BETTER

EWB Network grows stronger when its members help shape its future. Your experience, needs, and ideas can help us improve our programs and create content that is genuinely useful to English educators across Tajikistan.

**Here are three ways you can contribute:**

### 1. PARTICIPATE IN OUR NEEDS ASSESSMENT SURVEY

Tell us about the professional challenges you face and the courses, resources, events, and support you need. Your honest responses will help EWB plan future activities based on the real needs of our members.



EWB Needs Assessment Survey

### 2. HELP US IMPROVE THE EWB NEWSLETTER

- What topics would you like to read about?
- Which sections are most useful?
- Would you prefer more teaching tips, member stories, interviews, opportunities, or practical resources?

Share your suggestions and help us make every issue more relevant and engaging: [pr@ewb.tj](mailto:pr@ewb.tj).

### 3. SHARE IDEAS FOR OUR SOCIAL MEDIA PAGES

**Tell us what Instagram and Facebook content would encourage you to follow, comment, share, and participate.** We welcome ideas for videos, teacher tips, interactive posts, member features, discussions, challenges, or entirely new formats. Your suggestions can help us reach more educators and build a more active online community.

Send your ideas to [pr@ewb.tj](mailto:pr@ewb.tj) or message EWB through our official social media pages.

Every suggestion matters. Help us build the EWB Network you want to be part of!





# OPPORTUNITY RADAR

**ISSUE 17**

**AUGUST 2026**

**EWB NEWSLETTER**

*EWB Regional Conference, Khujand,  
Tajikistan, 2026*



EWB National Conference, Dushanbe, Tajikistan, 2025.



## KEEP THE EWB NATIONAL CONFERENCE ON YOUR RADAR

Applications for the EWB National Conference 2026 close on **September 13**. Interested educators are encouraged to apply before the deadline.

Taking place on October 23–24, this year's conference will explore **"American AI in English Language Teaching: Innovative Techniques, Technological Tools, and Future Possibilities."** Participants can learn through practical workshops, panel discussions, poster presentations, and sessions on AI, TESOL methodology, and innovative classroom practices.

It is also a valuable space to exchange ideas, connect with education professionals, and gain recognition for meaningful work.

*Follow EWB announcements for application details and further updates about this year's conference.*

Learn more about the EWB National Conference: <https://ewbn.org/ewb-conference/>.



EWB National Conference  
2026

LEARN MORE

## SHARE YOUR VOICE WITH THE EWB COMMUNITY!

*Do you have a useful teaching idea, an important professional experience, or an inspiring story of growth? The EWB Newsletter invites members to submit original articles and success stories for future issues. First-time writers are warmly encouraged to contribute!*

### ARTICLES

600–900 WORDS

**Share a practical idea that can support other English educators.**

- Focus on one clear topic related to English teaching, teacher development, educational technology, leadership, or another relevant area.
- Connect your ideas to real teaching or training experience.
- Cite any sources, quotations, or materials that are not your own.

### SUCCESS STORIES

400–600 WORDS

**Tell us how EWB Network, a professional opportunity, challenge, or achievement influenced your journey.**

- Describe your starting point or a challenge you faced.
- Explain what actions you took and what support or opportunities helped you.
- Share specific results and their impact on you, your students, or your community.

*Submissions must be original, accurate, and not previously published. The EWB editorial team may edit accepted pieces for clarity, length, and publication consistency.*

Send your contribution to [pr@ewb.tj](mailto:pr@ewb.tj) with the subject line: **EWB Newsletter Submission – Your Name.**

*Your experience could become the idea, encouragement, or inspiration another teacher needs!*



Guidelines for writing  
success stories for the  
EWB Newsletter

LEARN MORE

Photo credit: dolphyn / Getty Images (via Canva Pro).



## COMING SOON: A NEW DIGITAL HOME FOR THE EWB COMMUNITY

EWB Network is preparing to launch a **new website** designed to make it easier for English teachers and learners across Tajikistan to discover opportunities, access useful resources, and connect with the wider EWB community.

The new platform will bring important EWB information together in one convenient place. Members will be able to:

- Follow the latest EWB news, events, and application announcements;
- Explore teaching materials, recorded webinars, guides, and practical resources;
- Learn about professional development programs and funding opportunities;
- Connect with other educators and regional representatives;
- Participate in professional discussions and discover ways to collaborate or volunteer.

When the website becomes available, **we encourage every EWB member to register and complete their profile.** Registration will help members use the platform's community features, find relevant opportunities, and become more visible as active members of the network.

The website will be more than a source of information—it will be a shared digital home where educators can learn from one another, exchange ideas, and grow together.

Follow our official social media channels for the launch announcement. When registration opens, be among the first to join!

### TESOL METHODOLOGY & AI FOR EFFECTIVE USE OF GRADE 10 AND/OR 11 ENGLISH TEXTBOOKS

EWB is launching **Teaching Smarter: TESOL Methodology & AI for Effective Use of Grade 10 and/or 11 English Textbooks**, a free five-week online intensive course for teachers who teach—or are preparing to teach—English in Grades 10 or 11.

Facilitated by **Bakhtibegim Mamadrayonova** (TESOL Methodology) and **Sarvinoz Komilova** (AI in Education), this practical, practice-based course will help participants use the new textbooks more effectively, design communicative lessons, and apply AI tools responsibly to save time and improve their teaching. The course will be delivered through Zoom, Telegram, and Google Classroom.

- Learn more at [teachsmart.taplink.ws](https://teachsmart.taplink.ws).

### EXPLORING PROJECT-BASED LEARNING: EWB PRE-CONFERENCE WEBINAR SERIES WITH DR. RON MORRAIN

EWB invites English language educators to apply for **Exploring Project-Based Learning**, an interactive pre-conference webinar series led by distinguished international educator, trainer, and researcher **Dr. Ron Morrain** (Germany–USA).

Through practical 90-minute workshops, participants will deepen their understanding of Project-Based Learning (PBL) and explore effective ways to use artificial intelligence in the English language classroom.

Dr. Morrain will also participate in the EWB National Conference in Dushanbe in late October, making the series an excellent opportunity to engage with his ideas before the conference.

- Applications will remain open until **September 20, 2026**.
- Learn more and apply at <https://forms.gle/GVHsi87A7APRmmp37>.





## EWB NEWSLETTER

ISSUE 17

AUGUST 2026



Photos: 1. EWB Regional Conference in Dushanbe, 2. EWB Regional Conference in Khujand, 3. EWB Regional Conference in Bokhtar



## EWB NEWSLETTER

ISSUE 17

AUGUST 2026



Photos: 1. EWB Regional Conference in Dushanbe, 2. EWB Regional Conference in Khujand, 3. EWB Regional Conference in Bokhtar

AUGUST 2026

ISSUE 17



### Download EWB Newsletter Now!

Dear Readers, scan the QR code to go to our website and download this and other issues of our newsletter.

992 938883358

[www.ewbn.org](http://www.ewbn.org)

45 Mirzo Tursunzoda Str., Dushanbe

Supported by:  
**U.S. Embassy Tajikistan**

Implemented by:  
**PO Durakhshi Marifat**