

**Advancing English for Media Literacy in Kazakhstan PROJECT**  
**PERFORMANCE and FINANCIAL REPORTING GUIDE**  
Association of Teachers of English in Kazakhstan KazTEA

Facilitator's Name: Marina Kudritskaya  
Contact email and mob: [marinakudr@gmail.com](mailto:marinakudr@gmail.com)  
Cohort #: 2

Period: April-May 2022

Number of Project Beneficiaries/Participants:27  
BA / MA /PhD students among them  
BA – 5; MA – 4; PhD student -1

---

1. A detailed description of the progress made to-date toward the project's objectives and outcomes.

As can be seen from the final presentations,

(<https://drive.google.com/drive/folders/1hUi37ML2TJUWxkmDdLmAGucyVxByXS8j?usp=sharing>) the projects objectives were met and the expected outcomes realized. In the opening session the participants showed little knowledge of the notions referring to Media Literacy sphere, and some of them did not understand the word 'bias'. In the activity provided to see what they already know and what they were interested in, such responses were received as "I don't know how to sort the information or how to find confirmed resources"; "I would like to improve my English language skills in media"; "I am not sure about the components of social media patterns or how to use them correctly"; "I don't know the true motives given by a certain media channel"; "I don't know how to improve my media skills"; "I am interested in strategies to transform media into a meaningful source of learning the target language"; "I want to know more facts that are true about the modern political situation in the world", etc. While in the final presentations they demonstrated their skills in creating media messages of a variety of formats: a video reflective journal, an online newspaper article, a satirical comix style art news message and a university department advertisement. In all formats English was used appropriately for the situation and media chosen for publication and met the criteria for the final presentations in the self-assessment check list  
[https://docs.google.com/document/d/1mgZFuaj6\\_kZelHgR1fMWoU7X4tpThPYv/edit](https://docs.google.com/document/d/1mgZFuaj6_kZelHgR1fMWoU7X4tpThPYv/edit)

2. The target audience.

The course target audience are teachers of English as a foreign language at different levels of the education system of the republic of Kazakhstan: there were ten university teachers, five lyceum teachers, five graduate students who were completing their BA education, four secondary school and three private school teachers. The average person would be a young teacher of about 25 years old who teaches English to teenagers and is responsible not only for skills development, but also for broadening their life horizon and helping them build 21 century skills that are required for being successful in modern life, Media Literacy skills included. The course helps these teachers develop their own Media Literacy and feel confident in working with the younger generation, being able to demonstrate how to identify bias and propaganda in the media messages, or how to critically assess the quality of the information delivered.

3. The program is on track/schedule which is completed within the estimated period of performance

The program was kept on schedule and those participants who could commit time and effort to the completion of the online course, got financial aid and their certificates from Pennsylvania University in time. All of them also received RELO and KazTEA certificates of achievement since they proved their dedication by attending the offline sessions and actively participating in them, as well as in the Coursera Forum discussions and Facebook page commenting.

4. Any challenges to implementing the program and strategies to address the issues faced. Any lessons learned implementing the project that may be beneficial for KazTEA
  - One third part of the group failed to complete the course due to their busy schedules at school or university. It concerns four out of five lyceum teachers and three out of five graduate students, and two secondary school teachers. Probably in the recruitment form there should be a point stating how much time they will need to complete the course and asking if they are likely to have this required time on their schedule. As I believe some of the participants overestimated their time resources and thus could not find the necessary periods in their weekly schedules. That was the major challenge.
  - Another major challenge was the continuing pandemic, as three course participants reported their illness and had to miss three meetings because of their health issues. However, they never stopped working on their inline course and thus managed to complete it on time.
  - A minor challenge was related to the American Corner working hours – it turned out they are not open on Saturdays because it is the schedule of the Regional Library where it is located, and thus the planned visit by the American Embassy Cultural Officer had to be arranged with the Regional Library Director, but later was cancelled altogether. It meant the regular meeting time on Monday, May 23 was rescheduled twice and some of the participants who had to change their life plans because of that finally could not be present at the very important meeting on May 23. If it were possible to schedule all the visits beforehand and then keep to the plan, then the offline meetings would be planned accordingly without any need to be rescheduled.
5. Success stories, photographs, or other documentation and multi-media to share with KazTEA and RELO to show the program's progress and impact.

<https://drive.google.com/drive/folders/1hUi37ML2TJUWxkmDdLmAGucyVxByXS8j?usp=sharing>

6. Any activities planned to embed learning outcomes in the teaching process as short-term impact

School and university lessons that include some parts of the English for Media Literacy online course, a presentation “How to make English for Media Literacy a part of any English course” at the 18th International KazTEA Conference “Transition from Online to F2F Education: Bringing Distance Learning Strategies to the Classroom”  
1-3 June 2022.