

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
Cohort #: 3

Period: July-August 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.

Activities in the offline sessions took place in accordance with the project's syllabus https://docs.google.com/document/d/1OGBtD_0S4NbGIBE2sYf_F3hipFAAfaSp/edit In Week 1 there was an ice-breaking activity for building the rapport in the group that was followed by the course objectives presentation https://docs.google.com/presentation/d/1VS4ZH4o5_Tgoovrx74ddFp-g91QII0UI/edit Participants took the entrance test and took part in the activity for defining their needs - shared with the group what they already know and what they would like to learn concerning media and language used in media. We also discussed the reasons to apply for financial aid from the course providers - Pennsylvania University. In the second week we worked on Coursera navigation and played a game related to it. This activity helped the participants get rid of the anxiety they had that was related to their limited experience with MOOCs. Week 3 was dedicated to the Media Literacy training conducted by Tatiyana Khassanova. In the subsequent weeks we worked with the topics related to the online course, without repeating its materials, usually one week ahead. For example, in week 4 we spoke of the understanding and comparing media types and pros and cons of social media. Participants were engaged in pair work followed by the mingle activities and whole group discussions.

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 five university teachers, two lyceum teachers, nine graduate students who have just completed their BA education, two young Masters of Education just out of their postgraduate school, seven secondary school and two 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. Eighteen 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. Four participants failed to meet 70% standard of the offline class attendance, but managed the 50% of the required activities done and thus were granted attendance certificates. In general 22 out of 27 participants successfully completed the course and were awarded with a certificate from RELO and KazTEA.

Special thanks should be given to Tatiyana Khassanova, a Media Literacy trainer from Nur-Sultan, who conducted a great session on July,26 2022 and gave the participants a deep insight into the course.

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

In this cohort the major problem was the holiday period, strange as it may seem. People had pre-arranged travel schedules which made them miss one or two classes, and in the beginning in July attendance left to be desired. However, they kept their online activities on schedule and did everything required in the Pennsylvania University course as well as commented on the notes from our offline sessions back home. When returning to Kostanay participants resumed their activities in class and managed to complete the course successfully.

5. Success stories, photographs, or other documentation and multi-media to share with KazTEA and RELO to show the program's progress and impact.

As can be seen from the final presentations,

(<https://drive.google.com/drive/u/0/folders/1iUctPDL8aqXJvzouihSCvQSB3v1LXF>) 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 interview
<https://drive.google.com/drive/u/0/folders/1iUctPDL8aqXJvzouihSCvQSB3v1LXF>
[a](#),
- a newspaper article
<https://docs.google.com/document/d/1djarB1IvbFTsEFuMNHQHbKnmWh5JRmY9/edit#heading=h.gjdgxs>,
- a couple of travel journals published in Instagram

<https://www.instagram.com/stories/highlights/17933642567374039/>

- a trading fair advertisement <https://drive.google.com/drive/u/0/folders/1iIUctPDL8aqXJvzouihSCvQSB3v1LXFa> and [Anastassiya and Yekaterina Shevchuk - Gifts of Kuban in Kostanay.docx](#).

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/1mgZFuj6_kZelHgR1fMWoU7X4tpThPYv/edit

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

School and university training programs that include some parts of the English for Media Literacy online course materials are embedded into the topic related to media.