

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

Facilitator's Name: Saltanat Kulayeva
Contact email and mob: salty1982@mail.ru

Cohort #:1 Turkistan

Period: January, 2022 – April, 2022
Number of Project Beneficiaries/Participants: 16
BA (3)/ MA (6) /PhD (7) students among them

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

I am a facilitator of the city of Turkestan. To be honest, I really like this project. First of all, it gave our teachers the opportunity to broaden their horizons. 23 teachers participated in our project. From this period the 16 teachers received certificates (11 for participation, 5 for achievement). I can confidently say that all participants have improved their competence and knowledge of media literacy with the help of the materials provided on the Coursera platform (5 modules) and at our sessions. As for the methodological aspects, I can firmly state that we have received a lot from the Coursera. For example, working with the texts in this course, we were able to develop our critical thinking, at the same time, we analyzed information and news from various sources that the course offers us. But most importantly, I want to note that in the course of our sessions, the participants learned about different platforms, saw them in applications such as, Kahoot, Padlet, Miro, COCA, YouGlish, Jam board, Pollev.com, etc. I would like to say that, in terms of methodology, this is a very important aspect. After our sessions, the participants were convinced that they simply have to implement these tools in their learning process. They were also provided with links to various websites.

I wasn't completely sure how much my participants understood the meaning of this project as a whole. I was pleasantly surprised. They understand that the role of teachers, namely the role of media literate teachers is very important because we teach and educate future generations. Of course, the understanding and perception of each participant is individual, but the awareness of this has become better and deeper than it was before the project.

2. The target audience.

The target audience is teachers aged 20 to 50. The main priority for these teachers is certainly the certificate received when participating in such large projects, it is a bonus for their career growth as a teacher. The second important component that the AE for Media literacy project provides is the use of English. At the beginning misunderstanding was observed, since some participants treated this project as English course. Despite the fact that half of the project participants have at least 15 years of teaching experience, almost all participants were interested in communication in English. Technology and methodology are in third place for this audience. Interest in media literacy was at the very last place of priorities for the most of the teachers. Because they hadn't thought about it before. The most wonderful moments for me as a facilitator were when I observed that my participants asked questions that they had

not asked before, exchanged thoughts during our sessions. Listening to them, I have repeatedly observed bias. Therefore, the role of this project is very important for my audience.

3. The track/schedule that is completed within the estimated period of performance
In general, 8 sessions of 2 hours are enough. Honestly, there were moments when we did not have time to cover all the tasks and discuss. In general, I sent these questions and resources for discussion as homework. Although I understand that it is important to repeat the material at home. Of course, the main problem is time management. Sometimes participants think too long and too much, and sometimes they spend more time on one task than the others. It is necessary to limit the time so that the participants have time to cover more topics for joint discussions and listen to different participants.

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

The most important thing was to gather and interest the audience. Unfortunately, not everyone submitted their applications on time. Even though I made an announcement on our university website and social networks and various chat rooms, no applications were received from teachers until the last day. Therefore, I decided to make an announcement focusing on obtaining certificates and sent the ad again. And it worked out.

The second problem that arose: almost half of the participants started a 5-week course on Coursera by the 4th and 5th sessions (even by the 6th). Because they applied for financial assistance late and had to wait for approval. The solution for this is to be in touch with each participant from the very first session, explain to them both in a group and individually. Because during the sessions in the group, some participants do not listen attentively and miss important points.

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

There are photo and video materials from all eight sessions. I provide them separately.

<https://www.instagram.com/p/CZ1p0JKtTOX/?igshid=YmMyMTA2M2Y=>
https://m.facebook.com/story.php?story_fbid=124098766837912&id=100077133672616
<https://www.facebook.com/groups/834481146988513/permalink/1404224883347467/>

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

First of all, our participants implement the materials of this project into the educational process. The most important thing is that many people use this course in their research and papers.