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Accelerating English Language Learning in Central Asia

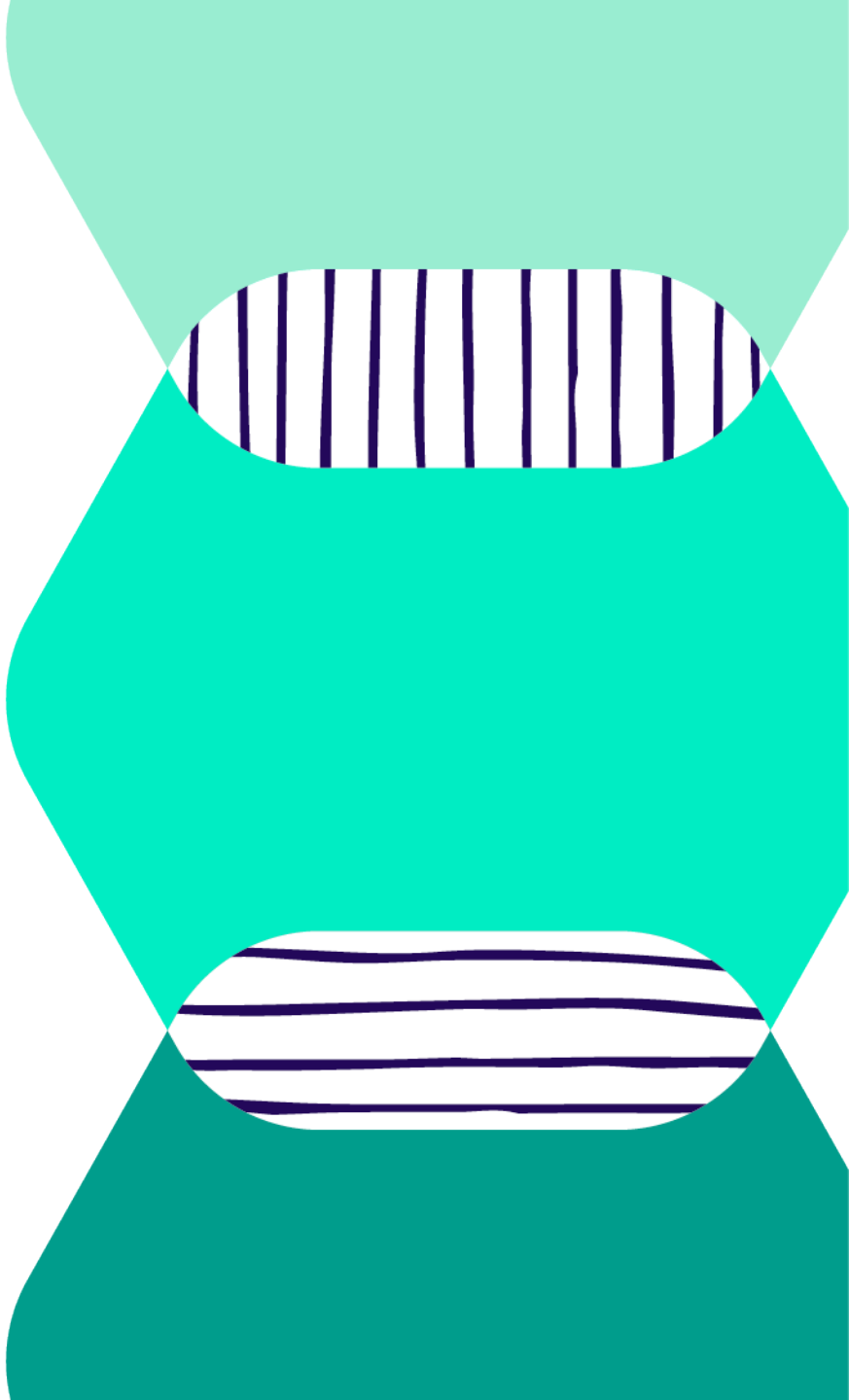
Strand 1
Mini-Project Reflections and Mid-check

Session 4

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Today’s aims:

- Understand the purpose of structured reflection as a tool for monitoring project progress, evaluating outcomes and supporting continuous improvement.
- Apply a structured reflection framework to their AELLCA III mini-projects, using guiding questions to review achievements, evidence, learning, collaboration and sustainability.
- Identify priorities for further project development by recognising challenges, considering necessary adjustments and agreeing on concrete next steps.
- Plan and support the dissemination of learning and outcomes on the webpage.



Last Meeting Recap (Planning the Next Month)

Question	Your plan
What is our priority for the next month?	
What are your 2-3 key actions?	
Who will be responsible?	
Who else needs to be involved?	
What do you need to produce?	
What might be challenging?	
What support do you need?	

Five-minute reflection practice

Minute 1 What were we aiming to **achieve**, and what have we achieved so far?

Minute 2 What **evidence** demonstrates our progress?

Minute 3 What have we **learned**? What has not worked as expected?

Minute 4 How effectively have we **worked together**? Who else should be involved?

Minute 5 What should we **change**, continue or prioritise?

Why reflect on our projects?

- Reflection helps us understand not only what we have done, but also what we have learned.
- It helps us identify achievements, challenges and areas requiring further development.
- It enables us to evaluate progress against our original aims and objectives.
- It supports evidence-informed decisions about what to do next.
- Reflection is not simply reporting activities; it is about understanding their value and improving our work.

From description to critical reflection

Description: What have we done so far? (15%)

Analysis: Why have we achieved these results? What factors influenced our progress? (25%)

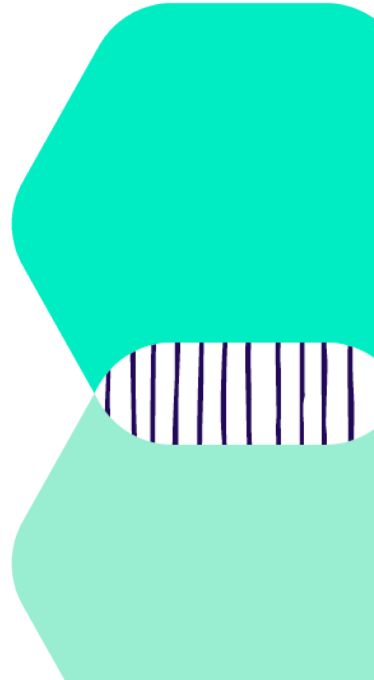
Evidence: What information supports our conclusions? (20%)

Evaluation: What has worked well, what has not worked as expected, and why? (20%)

Action: What should we continue, change or develop further? (20%)

Effective reflection should:

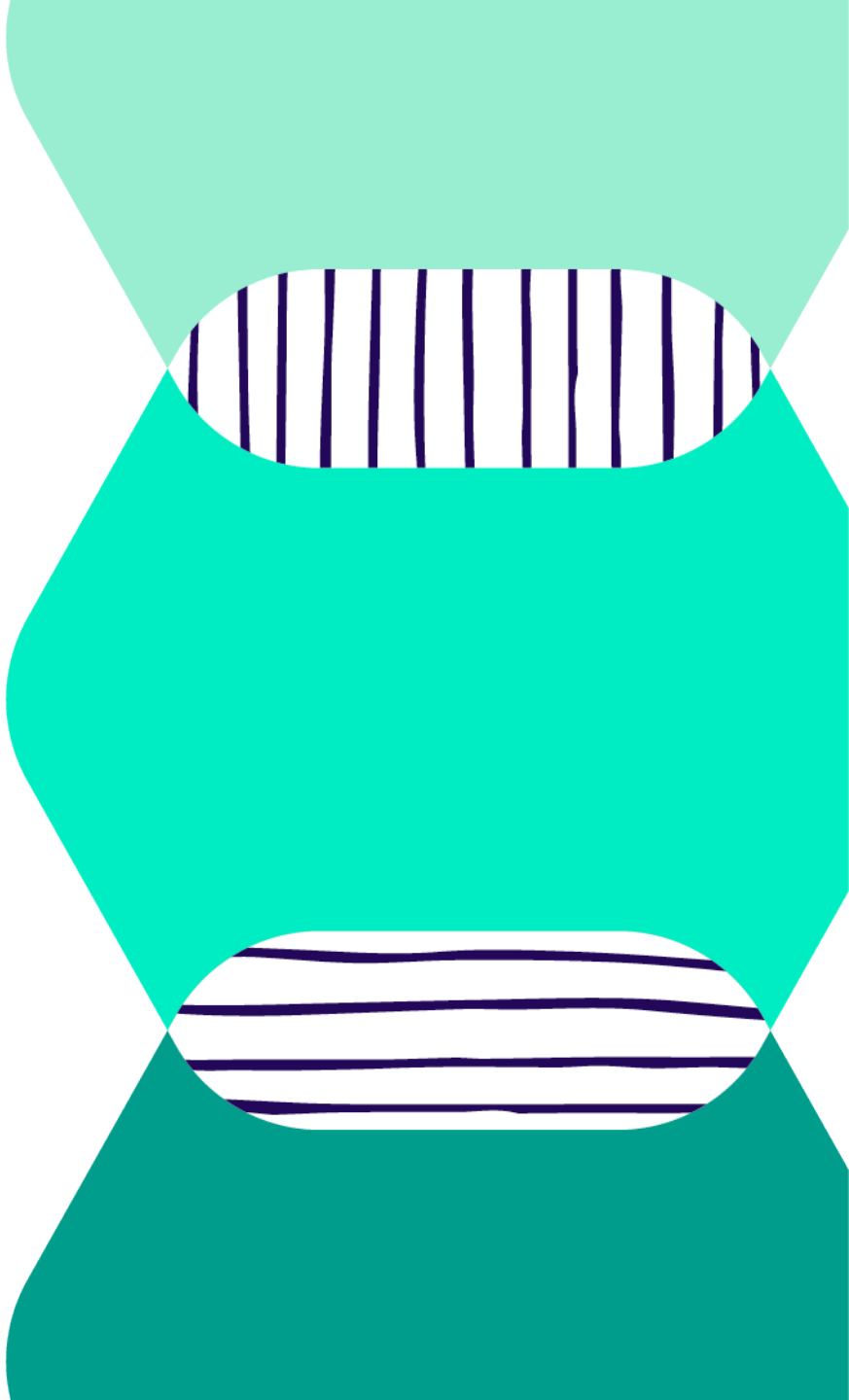
- Be specific and honest.
- Support claims with evidence or examples.
- Acknowledge challenges and unfinished activities.
- Consider impact, rather than simply counting activities.
- Lead to decisions and practical improvements.



Website Pages

Regardless of the pathway or institutional context, every team should conclude its reflection by discussing these six questions.

1. Achievement
2. Evidence
3. Learning
4. Collaboration
5. Sustainability
6. Next Steps



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ENGLISH IN CENTRAL ASIA



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become increasingly significant in the ral Asia, which includes Kazakhstan, nglish language learning and usage, in schools and universities across the uality of instruction vary widely between countries and regions.

In all five countries, there has been a growing emphasis on English due to their integration into global trade, participation in international organisations, and collaboration with Western countries. English is also regarded as a vital skill for young people seeking opportunities abroad or with multinational companies, particularly in fields such as technology, science, and business. Many universities in Central Asia have introduced English-medium programmes, often in collaboration with Western institutions, to enhance the academic and professional opportunities available to students.

Structural Curriculum Enhancement and Institutional Modernisation of ESP

Institution: International University for the Humanities and Development (IUHD)
Pathway 3: Curriculum & Institutional Development
Lead team: Maya Orazova, Hurma Sultanova, Jahan Saparova, Soltangul Arazmedova
Target group: ESP students in Law, International Relations and International Economics
Focus: Modernising ESP provision through structural curriculum development and institutional enhancement.

Reflect on the progress you have made in implementing your mini-project so far. Consider your original aims, the activities you have carried out, the outcomes achieved, and the challenges you have encountered. Support your reflections with specific examples or evidence wherever possible. If some activities are still in progress, explain what you have achieved to date, what you have learned, and what your next steps will be. Focus on progress, impact, lessons learned, and priorities for further development, rather than simply describing the activities you have completed.

1. What progress have you made in identifying gaps in the existing ESP curricula for Law, International Relations and International Economics?
2. What changes have you developed or introduced to the curricula, learning outcomes, course content or teaching approaches?
3. To what extent do the developments so far address the professional language needs of students in these three disciplines?
4. What evidence or feedback have you gathered to evaluate the relevance and effectiveness of your work?
5. What challenges have you encountered in developing or implementing curriculum changes, and what have you learned from them?
6. What are your priorities for the next stage of curriculum development and institutional implementation?

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WESTMINSTER FORUM FOR UZBEK AND SILK ROAD STUDIES

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English in Central Asia participants are encouraged to explore the Forum for Uzbek and Silk Road Studies (FUSRS), a platform for research and discussion on the history, culture, economy, and contemporary developments of the Silk Road region. The forum promotes academic dialogue, interdisciplinary research, and cultural exchange through conferences, publications, and networking opportunities. Explore the forum's resources and engage with ongoing research in this historically significant region.

Recent Posts

- Discussion Questions for Module 3, Unit 4
- Discussion Questions for Module 3, Unit 3
- Discussion Questions for Module 3, Unit 2
- Discussion Questions for Module 3, Unit 1
- Discussion Questions for Module 2, Unit 4

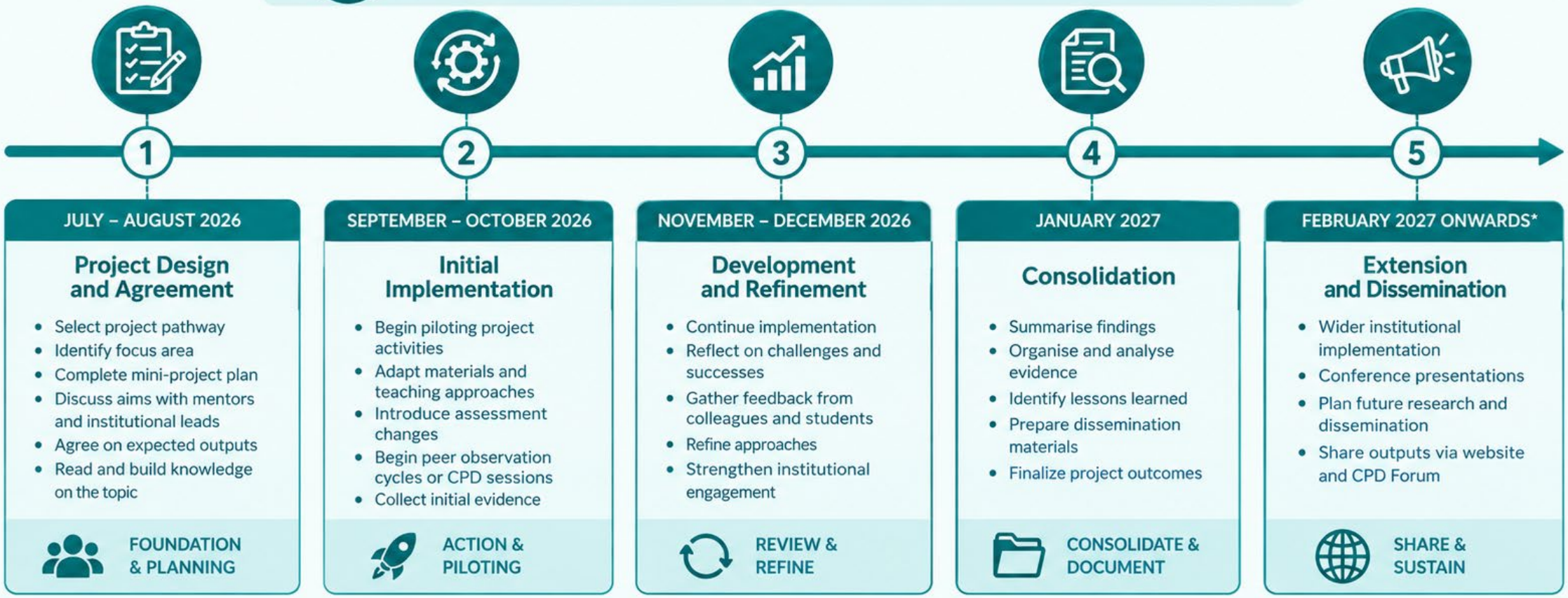
Recent Comments

Parvina Rizoeva on Feedback and Assessment Task

AELLCA III IMPLEMENTATION TIMELINE

A cycle of planning, implementation, reflection and dissemination

Strand 1 begins on 1 July 2026 and follows a structured cycle to support participants in creating meaningful, sustainable and impactful mini-projects.



*If continuation funding is secured, participants may extend their work beyond February 2027 to deepen impact and broaden dissemination.

ChatGPT Image

Before Our Next Workshop

Please email the necessary changes to your project website page by 15 November to A.Bezborodova2@westminster.ac.uk

Project website: English in Central Asia » From Learning to Impact

