

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

Facilitator's Name: Zamzagul Kashkinbayeva

Contact email and mob: [zamza64@gmail.com](mailto:zamza64@gmail.com)

Cohort #:2 Zhezkazgan

Period: April 02- May 31, 2022

Number of Project Beneficiaries/Participants: 34

BA / MA /PhD students among them

10 BA students among them, 2 MA students, 1 PhD (Doctor's degree)

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

During studying the course, the participants have:

- built their English vocabulary in general and related to Media Literacy (traditional media, social media, bias, pundit, headline, capture, types of biases, etc.) and improved their reading skills (skimming, scanning);
- Reviewed basic concepts about media and media literacy (five significant questions they should answer while reading or watching news content or messages in smartphones or other devices).
- Investigated the evolution of mass media and weighed the pros and cons of social media.
- Explored the world of advertising and identified targeted marketing strategies working in pairs and micro- groups.
- Analyzed sources and detected bias in different media messages.
- Explored diversity representation in media messages
- Practiced their English with groupmates and peers around the world using Forum on Coursera and discussed in class their success and opinions.
- Improved their English with Coursera "English for Media Literacy" Lessons from University of Pennsylvania (Order of Adjectives, strong adjectives, intensifiers, etc.)
- Learned such issues as "Description & Interpretation" (Benjamin Taylor's Presentation), "Critical Thinking in Mass Media", "Diversity in Media", "Denotation& Connotation", Stylistic devices and techniques in Mass Media, Use of Modern Technology in Mass Media, etc.
- School and colleges teachers and future teachers (students of educational academic programs of Humanities & pedagogy Institute of ZhezU) learned about new apps and websites ("Answer Garden", FlipGrid, COCA, <http://corpus.leeds.ac.uk/>, Padlet, Miro online board, "Voice of America Learning English - <https://learningenglish.voanews.com/a/news-literacy-lesson>, VoA News Words, <https://learnenglishteens.britishcouncil.org/study-break/photo-zone/photo-captions> and many other useful resources)

2. The target audience.

The target audience are English teachers from schools in Zhezkazgan and Satpayev, college teachers from Zhezkazgan and Satpayev, bachelor and master's degree students at Zhezkazgan Baikonurov University, head of the Construction and Machine Technology Department at ZhezU, IT specialist in ZhezU, Biology teacher in ZhezU, PhD in Education working in Satpayev gymnasium – Medet Jandildinov)

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

The program is on track/ schedule, and we have completed the Course successfully.

4. Any challenges faced to implementing the program and how you have addressed or plan to address the issues faced. Any lessons learned implementing the project that may be beneficial for KazTEA

First of all, the challenges with applying for financial aid on Coursera “English for Media Literacy”, but we managed it assisting in the classroom or via What’s app messenger explaining and in other ways helping to all participants.

Many schools and colleges had to change their schedules at colleges or schools to attend the offline classes, some of them have participated in blended format (we were offline in the classroom, they were online, virtually active via Zoom or What’s App video even – some participants joined them, etc.). The Course materials have been placed in Google Classroom “English for Media Literacy” group there. We have created a What’s App chat group with the Course participants to make announcement about E4ML events, show their Coursera Certificates, to explain each other how to join to some resources, etc.

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

**Negative sides or my failures:** 44 applied, 34 people joined, 23 actively attended classes and online events and webinars from E4ML, but only 15 participants have successfully completed all the assignments.

**Positive effects:** Some of participants (Kristina, Nadezhda, Veronika, Medet) were so impressed with the Coursera courses that they have applied to other courses there and even have received financial aid. I think this is a great impact on educators to motivate them towards learning and progress and personal development.

Comments and photos are available at:

<https://www.facebook.com/groups/834481146988513/posts/1414319365671352>

<https://www.facebook.com/groups/834481146988513/posts/1410753209361301>

<https://www.facebook.com/groups/834481146988513/posts/1428677497568872>

<https://www.facebook.com/groups/834481146988513/posts/1410749832694972>

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

The participant of the Course decided to record videos of their emotions and opinions and Nadezhda will create one common video about our Courses in Zhezkazgan. They said that they had learned many resources and materials which they planned to use in their teaching process at school or at college.

Session outcomes:

April 2, 2022 – We have met to learn in brief the topics and questions from Syllabus, learned how to apply for financial aid (first, they have registered on Coursera), created and joined Google Classroom in “English for Media Literacy” classes. The materials were uploaded to Google Classroom “E4ML”

April 9, 2022. The second session and answering questions for discussion and doing other activities. “Description & Interpretation”, “Denotation & Connotation”

April 16 Meeting with the ML trainer from Almaty - experienced journalist and winner of grants for journalism Aidos on April 16. He presented very interesting and useful information about Media Literacy, fact checking and fishing websites and other material.

April 23, Today the course participants talked about their achievements in Coursera "English for Media Literacy", how many modules they have completed there, their discussion in course Forum. More participants got financial aid and some of them even have successfully completed them. Then we have discussed critical thinking and types of identities - family, professional, socio-economic, gender, religious, etc. We have used the presentation created by Ben Taylor. “Identity Wheel” – Who am I? We came to the conclusion that every person is unique and we should respect each other. Berik recited the poem in the Arabic languages. The more we meet, the more we feel as a team of co-thinkers, friendly to each other and ready to help to the group members.

April 30 April. The first two weeks, two sessions participants of the course had applied for the financial aid, learned about the Coursera platform and taught each other how to register in Coursera, and were active in Ice Breaker activities

May 7. With our Media Literacy team, we have discussed News Literacy Lessons 2 and 3 from VoA about Verification, Establishing the Truth and watched and learned News Words "Fatal", Prohibition, Inevitable, Despair. Then we discussed questions from AE4ML week session

May 14 Today we have discussed Critical Thinking and Diversity in the Media (we have used presentation and materials from Shymkent seminar and RELO). After discussion some participants shared their opinion.

May 21 The Course participants discussed video lessons 4 and 5 from VoA, then watched Presentation created by Olga Furman about Scaffolding Techniques and LOT and HOT questions. “Предвзятость и стилистические приемы в медиа”

May 28, News Literacy Lesson 6 on VoA, discussed NAMLE Key Questions. The participant discussed the Key Questions and what they have learned in this Course.