

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

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Cohort #: #2
Period: **April 25th – June 19th, 2022**

Number of Project Beneficiaries/Participants: **20**
BA / MA /PhD students among them:

BA students – 9
MA students – 7
PhD students – 2

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

All the project sessions and activities were held according to the 8-week calendar plan and the session materials delivered by KazTEA and RELO. The first two sessions were devoted to the aims of the course, its blended format, MOOC’s presentation and the procedure of the trainees’ applying to the financial aid from Pennsylvania University for Media Literacy course, and Coursera navigation where the trainees registered for English for Media Literacy online course and studied how to use the platform. Then the trainees did the test suggested in the calendar plan and discussed the messages in order to define the social media rules which were broken in the examples given.

Sessions 1-5 were held according to the schedule. The sessions materials suggested by KazTEA were of great help as there was a big choice of them. As usual, brainstorming was held at the beginning of the sessions by means of online tools like [AnswerGarden](#) or graphical dictionary [VisuWords](#). There were interactive icebreaking activities as well like “Find the label to the brand’s history” so that the trainees could work with different peers, at the same time, creating a friendly atmosphere in the classroom. “What’s the news?” was another activity to be discussed or told at the beginning of the session. The trainees need to check the our local or world news and share the most interesting one pairs and later in the classroom what news they come to know from their partners.

The new content was introduced using video, followed by the question answer work, think-pair-share activities or group/classroom discussions after which the trainees presented their ideas to the whole group. Some videos were taken from Coursera Media Literacy course, others – from Oksana Torubara ENGLISH FOR MEDIA LITERACY MOOC Guide Student’s Book, VOA Learning English or other resources. The following video and texts were used:

1. “Why do we consume? The functions of consumption”, Jackson, Tim: *Paradies-Verbraucher. Aufstieg und Fall der Konsumgesellschaft, Postwachstumsgesellschaft. Konzepte für die Zukunft.*, Marburg 2010, S. 103–116. https://www.endlich-wachstum.de/wp-content/uploads/2016/02/Chapter3-Why_do_we_consume-Background_text.pdf
2. “Why is this art teacher wearing the same dress every day for 100 days”, <https://www.youtube.com/watch?v=Bv5NjsXj9pY>, a short episode from “Good Morning, America!” TV program about a teacher’s minimalistic style in wearing clothes. This video can be used in the session devoted to Module 1 of ML course together with the text “Why do we consume? The functions of consumption.”
3. “Dramatic moment hero clings to the outside of a window 80ft up a tower block to save girl, three, after spotting her hanging from the eighth-floor in Kazakhstan” <https://www.dailymail.co.uk/news/article-10806071/Hero-clings-outside-window-80ft-tower-block-save-girl-three-Kazakhstan.html>
4. Photos to show manipulations in the classroom from the website https://lm.facebook.com/l.php?u=https%3A%2F%2Fbrownowl.ru%2F15-fotografij-o-tom-kotorye-pokazyvayut-kak-vse-obmanchivo-v-soczsetyah%2F&h=AT0mmm24xMxMvGSNYzMJRNyTLDOsZuQ9nVHtYQY9g6VeoJR8Qy1mHiEu9-5Z328n_ASSN310IKDjnB_a0-8z76pPbqRyfT-ycNDzrVmuHubSQ7zmrDYISImaE7Zkkdb3jaGC
5. “Race, Ethnicity and Nationality” <https://youtu.be/CqV3CK6QfcU> (Unit 5)
6. “Social Media Highlights Sexism in Olympics Coverage,” (Unit 5) <https://www.voanews.com/a/social-media-highlights-sexism-in-olympics-coverage/3473634.html#:~:text=When%20the%20U.S.%20women's%20gymnastics,the%20middle%20of%20a%20mall.%E2%80%9D>

As for reading techniques, the jigsaw format was more preferable when each group (usually of 3 or 4 people) read a certain part of the text, then the trainees swap their places and form another group so that each of them have read different parts of the text and share their pieces of information.

Grammar and Vocabulary was practiced doing LiveWorksheets exercises on the website <https://www.liveworksheets.com/ep2710744ug> and exercises, created in Wordwall, where the participants played individually on their mobile phones <https://wordwall.net/resource/32789831/order-of-adjectives>.

For winding the sessions up, the trainees did the matching activities usually taken from Oksana Torubara ENGLISH FOR MEDIA LITERACY MOOC Guide Student’s Book.

2. The target audience.

31 people out of 70 applied were enrolled to the course. However, at the first session there were 25 participants, and only 20 of them managed to receive the certificate: 17 participants received certificates of achievement and 3 participants – certificate of attendance. There are some reasons to this:

- 10 people attended just the first 2 or 3 sessions and stopped it. One of them got sick with pneumonia, others couldn't go on because of the school schedule. There was the period of the term summative assessment at schools and the final exams. Maybe, it affected their attendance and progress.
- Some trainees couldn't catch up with the program because of their being overloaded at school. At the interviewing a facilitator should find out more details in this respect and make the decisions about the enrollment.
- In future, any facilitator should consider the period of summative assessment in order to avoid such gap.

As for the rest 20 who were certified, they tried to attend all the sessions though sometimes they missed 1 or 2 sessions because of the reasons like assessment period at school, exams at MA/BA studies, or summer camp. Besides, some trainees missed the sessions after the holidays on May1 and 9, because they were on the way to Nur-Sultan from other cities.

On the whole, the group consisted of one BA student, nine BA teachers, one MA student, seven MA teachers and two PhD students. The rest ten trainees were BA teachers who mainly work at secondary schools. Nearly all the students work at school except two, who teach in educational centers. Interestingly, five teachers work at BINOM school.

Concerning the trainees' language level at the beginning they had:

- C1 level – 1 (Zhazira Sabekova from Binom School)
- B2 level – 11 trainees
- B1 level – 7 trainees
- A2 level – 1 (Aisaule Marat, a school teacher, was enrolled because of her high motivation, and she had 401 marks, i.e. B2 level for Speaking at EnglishScore, which she passed additionally, and for Listening, Reading, Grammar and Vocabulary she showed A2 level with 221 marks.)

By the end six people improved their language level from B1 to B2 level. The rest had the same level though the English Score marks were higher than at the beginning. So, the results are the following:

- C1 level – 2 trainees (Zhazira Sabekova and Damira Duysenbayeva, who progressed from B2 level (with English Score 424 to C1 with English Score 585)
- B2 level – 17 trainees (Olessya Sharipova's English Score was slightly decreased at the end from 473 to 467, and in addition, she passed Speaking test which resulted in B2 level with 461 marks.)
- B1 level – 0
- A2 level – 1 trainee (Aisaule Marat progressed from 221 to 260 for Listening, Reading, Grammar and Vocabulary)

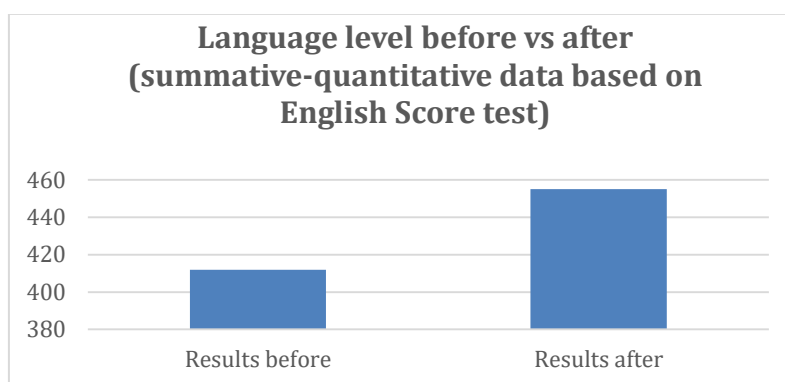
On the whole, the effectiveness of the course is 11% when the average English Score raised from 412 to 455 within 8 sessions conducted from April 25th to June 15th.

The table below shows the trainees' language achievements before and after the course:

	English Score Test Results	Language Level
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##	Trainee's Name, Surname					
		before the course	after the course	Rate of change %	before the course	after the course
1	Ainur Aubakirova	425	467	9%	B2	B2
2	Aisaule Marat	221	260	15%	A2	A2
3	Aizhan Seitkenova	406	436	7%	B2	B2
4	Damira Duisenbayeva	457	595	23%	B2	C1
5	Dina Nurmakhatova	415	442	6%	B2	B2
6	Dinara Tilimissova	380	450	16%	B1	B2
7	Elmira Sultanova	380	406	6%	B1	B2
8	Fariza Kampysheva	456	480	5%	B2	B2
9	Inkar Akhmetova	458	467	2%	B2	B2
10	Kulpash Shynbat	434	467	7%	B2	B2
11	Maira Kenzhebayeva	426	467	9%	B2	B2
12	Nazgul Ibragim	499	497	0%	B2	B2
13	Nazym Anarbayeva	398	400	1%	B1	B2
14	Olessya Sharipova	473	467	-1%	B2	B2
15	Saule Kendirbay	310	442	30%	B1	B2
16	Sholpan Utebayeva	477	480	1%	B2	B2
17	Sultanbek Orazaly	346	456	24%	B1	B2
18	Yerzhan Bolat	390	426	8%	B1	B2
19	Zhazira Sabekova	543	583	7%	C1	C1
20	Zhulduz Kudaibergenova	347	415	16%	B1	B2
21	Average score	412	455	11%	B2	B2

The following graph presents the processed data (results) in the convenient form.



Definitely, there are some trainees who can contribute to KazTEA activities and projects in the future in Nur-Sultan. They are:

1. **Ainur Aubakirova**, MA, definitely, has leader's potential, as she is open-minded, technically literate, positive and very creative.

Her email: ainuraubakir212@gmail.com.

2. **Dinara Tilimissova**, who has two MAs, she is Master of Pedagogical Sciences and Master of Economics and Business. Dinara is very interested in KazTEA activities and has a desire to participate in some other projects.

Her email: dinaratilimissova@gmail.com.

3. **Damira Duisenbayeva**, Master of Social Science, is an extremely responsible, motivated young teacher, good at IT and her language level is C1.

Her email: duisenbaevadamira@gmail.com.

4. **Kulpash Shynbat**, Master of Science, can be interesting for KazTEA, as she is a specialist in Science and her English is very fluent and good. Besides, Kulpash's final presentation about bias was very meaningful and rather professional.

Her email: kulpashs926@gmail.com.

5. **Sultanbek Orazaly**, a young promising teacher, literate in IT technologies, conducts workshops for his colleagues at school, has recently created a platform for learning English in rural districts of Akmola oblast.

His email: sultanbekorazaly@gmail.com.

6. **Zhazira Sabekova**, MA, works at Binom School, which is a new trend in our country's education and becoming popular today. Zhazira is an experienced teacher and has CELTA certificate, her English is C1 level, she can activate KazTEA in Nur-Sultan City.

Her email: zsabekova9@gmail.com.

So, the average ML trainee has, mainly, B2 language level, is interested in the content of the course, and is ready to share the knowledge acquired with his/her students and colleagues. They understand that their students need to define facts from fakes, be resilient to disinformation and be able to make quick and right decisions when it is necessary.

3. **Any challenges to implementing the program and strategies to address the issues faced.**

This course was both interesting and challenging for me.

The content of the project is vital for today's situation as we receive too much information from different sources. The trainees agreed that social media is everywhere and at any time. Sometimes it is not easy to define if the information is a fake or a fact. From this point it is necessary to educate students, teachers, any person in media literacy which is becoming complicating due to digital and information technologies.

It was challenging to conduct the course in a blended style. I came to know such platforms and websites as AnswerGarden, VizuWords, Canvas, [www.liveworksheets](http://www.liveworksheets.com) and WordWall. It was a rare case when the Internet in the classroom didn't work, and the trainees used their mobiles, the link to the exercises was sent by *whatsapp*.

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

The final projects presented at the last session can be an example of such stories. The most interesting ones were made by:

- Aisaule Marat and Aizhan Seitkenova’s project was done in the form of research on the topic “What is written on your T-shirt?” They made a video in the Botanical Garden of Nur-Sultan where Aisaule and Aizhan asked the passers-by this question. The people interviewed were of different ages. Later they asked the colleagues and students at school. Finally, they presented the results of their research in the graphic form and drew conclusions.



- Ainur Aubakirova and Damira Duissenbayeva prepared a funny cartoon story and a poster with their images showing how they helped an experienced teacher to define fake news in social media. In a way it could be used as an advertisement to Media Literacy course.



- Inkar Akhmetova and Zhazira Sabekova’s project was devoted to pet animals and the problems their owners face with. They were very particular about the target group, i.e. people who have pet animals at home, and raised some issues concerning humane attitude towards the pets and appealing that people must be responsible for their little friends.



- Kulpash Shynbat gave a thought provoking presentation about bias with explanation and examples. She chose not an easy topic but demonstrated her profound understanding of it.



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

I think that 16 hour-course can be perfect for such a course though one additional hour is necessary for handing in the certificates and doing the test with the questionnaire as the last session was too intensive because of the trainees' projects and presentations. Besides, there must be some time to print the certificates and analyze their progress.

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

To make the presentations more effective and interactive other technology except PowerPoint, for example Canva, could be employed.

At the stage of informing the audience about the coming course it would be better to start communicating directly with the city Educational department immediately after having sent the email letter because online informing is not enough.