


REFLEXIVE MIDDLE TERM REPORT

The 20th of March, 2022 marked the beginning of recruitment efforts for facilitated remote learning MOOC courses in Atyrau. Initially, trilingual leaflets were created.

These advertisements were also posted on the following websites: Instagram, Facebook, Telegram, and Whats up. It was posted to my own webpages. I also included a link to the application form on Google Forms.

 <p style="text-align: center;">International Project ADVANCING ENGLISH FOR MEDIA LITERACY</p>	
 <p>WHO Pre-service and in-service English teachers</p>	 <p>WHAT A facilitated Coursera MOOC</p>
 <p>WHEN Apr-June 2022</p>	 <p>HOW Hybrid Learning Blended Learning</p>
 <p>TIME REQUIRED 3-4 hours per week online 2 hours per week in class</p>	 <p>WHERE NIS Atyrau</p>
 <p>RESULTS Pennsylvania University MOOC certificate RELO & KazTEA certificate</p>	 <p>HOW TO JOIN Complete an application form online Take a simple test Come for an interview OR Zoom interview</p>
 <p>HOW MUCH Free</p>	 <p>CONTACT alfiya.bis3@gmail.com</p>

 <p style="text-align: center;">"Advancing English for Media Literacy in Kazakhstan" Project</p>
<p>Project Certification Criteria</p>
<p>Passing the "Advancing English for Media Literacy in Kazakhstan" project with Merit</p> <p style="text-align: center;">Certificate of Achievement Criteria</p> <p>To obtain a Regional English Language Office (RELO) and KazTEA Certificate of Achievement, you must complete more than 70% of the project.</p> <ul style="list-style-type: none"> ✓ complete all the tasks of 5 Modules ✓ make at least one meaningful contribution to all 5 Forum Discussions on the Coursera platform ✓ attend at least 5 offline facilitated sessions (out of 8) ✓ attend at least 3 American English for Educators events on the Facebook group ✓ post or comment at least 4 messages on the MOOC Facilitators Kazakhstan Group on the Facebook page
<p style="text-align: center;">Passing the "Advancing English for Media Literacy in Kazakhstan" project</p> <p style="text-align: center;">Certificate of Attendance Criteria</p> <p>To obtain a Regional English Language Office and KazTEA Certificate of Attendance, you must complete more than 50% of the project.</p> <ul style="list-style-type: none"> ✓ complete all the tasks of 5 Modules ✓ make at least one meaningful contribution to 3 Forum Discussions on the Coursera platform ✓ attend at least 4 offline facilitated sessions (out of 8) ✓ attend at least 1 American English for Educators event on the Facebook group ✓ post or comment at least one message on the MOOC Facilitators Kazakhstan Group on the Facebook page
<p style="text-align: center;">Failing the "Advancing English for Media Literacy in Kazakhstan" project</p> <p>If you complete less than 50% of the project, you WILL NOT obtain any certificate and will not pass the project.</p>

I had conversations with teachers from mainstream schools, colleges, and universities. And every information regarding organized courses was personally explained. Under the terms of the contract, the classes were to be held on the American corner's property or at the school where I teach. It would be difficult for participants to reach the American corner in Atyrau (located in the Nursai microdistrict near the airport) due to its remote location. In addition, per my employment contract, I must work from 8.30 a.m. to 5.30 p.m. as a NIS teacher.

The venue was discussed with the NIS school principal. K. Akhmadiyeva, principal of the NIS, authorized the conduct of classes on school grounds.

The primary challenges in participant recruitment are:

1. The absence of time. Some teachers who have showed an interest in furthering their education work during the second shift. Consequently, they cannot enroll in traditional classes.
2. Teachers residing in rural or outlying areas of the city say that it is difficult to reach the city and the venue, NIS.

3. Some teachers like to engage in courses solely via remote access. They lament the lack of time and chance to arrive. They request the ability to learn online, without in-person classes, and, most significantly, the possibility to earn a certificate.

Positive moments:

Subject teachers' desire and drive to increase their English proficiency.

Consequently, around 28 application forms were submitted. Twenty-five applicants were permitted to enroll in the classes. The majority of NIS instructors hold APTIS and IELTS certifications and have participated in numerous professional development courses. Their IELTS scores range between 6.0 and 7. Some of the participants already possess certifications from Coursera and Future Learn.

In general, the list of educators consists of:

- eight mainstream teachers (#24, #17, #15, #4, #9, and #30). Two of them are Atyrau University Master students.
- three teachers from rural schools (school named after M. Auezov (Inder district), Zhambyl primary school, (Zhanasharua secondary school (Kyzylkoga district))
- one teacher from Atyrau music college
- nine NIS English teachers
- two NIS Chemistry teachers
- one Atyrau university Master student

The orientation meeting was place on April 6. According to the aforementioned difficulties (which include rural and city teachers who must work the second school shift), I must organize hybrid facilitated sessions. In addition, our participants are split into two groups: teachers began the English Media Literacy Course on Coursera and Canvas. In light of the fact that eight teachers have previously completed their coursework on Coursera, so, they begin their studies on Canvas.

It was decided that the meetings would occur once a week for 1.5 hours. It was decided that all facilitated sessions would be held on Wednesday between 17:00 and 18:30. As stated previously, participants lament the loss of free time. During the week, however, I will actively counsel participants in the workplace and in the What's Up group chat. Additionally, the participants' Google Drive folder has been created. Nearly all participants have created Gmail accounts. In addition, all Coursera participants have been approved for financial assistance at this time.

MOOC facilitator,

NIS English Teacher,

Alfiya Bissengaliyeva.

REFLEXIVE FINAL REPORT

On April 6 at Atyrau, 28 educators began their studies in MOOC courses.

There are two Chemistry teachers among the course participants, as well as English teachers. However, only 21 teachers finished the course. Others discontinued their studies, typically citing time constraints as the reason.

As noted in the midterm report, it was decided that meetings would be conducted once a week for 1.5 hours, and that all facilitated sessions would take place on Wednesdays between 17:00 and 18:30. Teachers were given access to Google Drive and Whats up chat to facilitate communication with course participants and the exchange of instructional materials.

All classes were held in accordance with the following schedule:

1	06.04.22	Orientation session
2	13.04.22*	Start of the course. It was hold in online format due to the fact that NIS organized entrance exam and teachers hadn't opportunity to attend course offline. Review of the 1 st week and 2 nd week
3	20.04.22	Review of the 1 st week
4	27.04.22	Review of the 2 nd week
5	4.05.22	Review of the 3 rd week
6	11.05.22	Review of the 4 th week
7	18.05.22	Review of the 5 th week
8	25.05.22	Final session. Presentation of projects.
		* All sessions were held in a hybrid format because we had participants from remote areas and teachers who had to work in the second shift.

Every Wednesday, course participants send confirmation screenshots showing they have completed the weekly instruction content.

During the sessions, the following tactics were employed: video viewing, conversation, quizzes (Quiz.com, Bamboozle, Kahoot) and YouGlish for vocabulary review, pair and group work, reading short articles, and grammar tasks.

Photo and video materials from the sessions were uploaded to social networks such as Instagram and Facebook (MOOC Facilitators Group).

In addition, all technological concerns were fixed via Whatsapp chat and video chat, and participants were in constant contact with me.

At the conclusion of the course, participants were required to complete final projects to demonstrate their accomplishments and growth. The course participants were separated into pairs, groups, and some produce individual projects. Consequently, the course participants created advertising as follows:

- regarding the course Advancing English for Media Literacy,
- the reflexive video (reflection of the participant's progress)
- talk show (advertisement of the night pot for mothers auditory)
- Promotion of pillow
- Promotion of sport gym
- ice- cream advertisement

At the performance conclusion, participants described and analyzed all employed techniques in their respective projects.

I would like to discuss the courses' advantages and disadvantages.

Positive moments:

- Many participants significantly improved their English proficiency, as evidenced in private talks. In particular, Chemistry and English teachers have made gains.

- Course participant activity. Both offline and online educators participated actively.

- All participants successfully finished their Coursera and Canvas courses and earned certificates.

- Participants noted that they would use all items in their future jobs.

- All participants prepared fascinating projects.

Moments of difficulty:

- Different levels of ICT expertise. When working with a laptop and completing exercises on the Coursera site, teachers aged most frequently encountered technical issues. I was required to provide online and in-person support to these teachers individually.

MOOC facilitator,

NIS English Teacher,

Alfiya Bissengaliyeva.