

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 #:1 Kyzylorda

Period: January, 2022 – April, 2022

Number of Project Beneficiaries/Participants: 25

BA (16)/ MA(8) /PhD (1) students among them

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

During this period, the 25 teachers participated in the project in Kyzylorda. From them the 21 teachers received certificates (2 for participation, 19 for achievement). To date, I can firmly say that the 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. Because during the sessions we trained our critical thinking and analyzed information and news from various sources based on the knowledge provided on Coursera. In addition, at our sessions, our participants learned about different platforms, saw them in applications such as, Padlet, Miro, Visuwords, WordWall, COCA, YouGlish, Jamboard, Pollev.com, etc. Of course, I'm not saying that our teachers don't know at all or haven't heard of them. They do and they have, but have not used it in their lessons. 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. An important component of the project is that this whole process takes place in English, which means that our participants perceive and produce information on such a serious topic in our time in English.

I wasn't completely sure how much my participants understood the meaning of this project as a whole, so I asked the question ("What is the purpose of the project?") in the first two sessions, then in the fifth, and then in the eighth. 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 24 to 40. 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 for the participants is the use of English. At the beginning there was even such a misunderstanding, some participants even thought that this was an 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. They were very interested in practicing in English. Technology and methodology are in third place for this audience. Nowadays, we can say that students know no less than teachers, "what would

surprise students?", what tools to implement for effective learning, these questions were a priority for my 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 program is on track/schedule which is completed within the estimated period of performance.

In my opinion, 8 sessions of 2 hours are quite enough. However, in my work as a facilitator, there were moments when we did not have time to cover all the tasks and discuss, if I am not mistaken, in our three sessions. Therefore, I sent these questions and resources for discussion as homework. I think the problem here 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 very first problem for me was to gather an audience of participants. Despite the fact that 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. The concept of "media literacy" was alien and distant for the teachers. 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. 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 carefully 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 at

<https://www.facebook.com/photo/?fbid=1235142537011324&set=g.834481146988513> –
<https://www.facebook.com/groups/834481146988513/permalink/1377957392640883/>
<https://www.facebook.com/groups/834481146988513/permalink/1368933346876621/>

1) At the session devoted to social media we read a story about a woman on a Facebook page Humans of New York. It wasn't a debate. The incredible story of an ordinary person was a very pleasant basis for conversation and left nobody indifferent.

2) At the session devoted to biased information we discussed the reasons that might make teachers create biased information about their students. It was really hot discussion, most of the participants were involved in the discussion.

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

As a short-term impact, one of the participants intends to conduct one lesson for her 9th grade students on media literacy. Since it is now the 4th quarter, most of the teachers who work with high school students have already conducted their lessons on Mass Media. It should be noted that introducing this topic into the educational process, it is necessary to take into account the age and level of competence of students.

This is the list of teaching resources developed by Aidana Yerlen – EFL teacher at “Easy English” TC, holder of various certificates of life-long learning.

<https://padlet.com/aidanayerlen93/2ehj0eijmd7j84mn>

Materials on Media Literacy compiled for high school students

https://miro.com/welcomeonboard/aTZOMkM1M3JJUHpJS3NiU2c0eGFmcmNWZFRKeU1qWUJaYkFrbWlqRlhMUWJUSElvZ2p3RFF6SG9VV3VUa0VFanwzNDU4NzY0NTIyNjk0NjkxMjkz?share_link_id=425467470753

Materials for teaching scanning and skimming skills