

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

Facilitator's Name: Zhansaya Budikova

Cohort #: 4

City: Karaganda

Period: 13.09- 20.12

Number of Project Beneficiaries/Participants: 17

The final list of participants involves 13 school and university teachers (12- English, 1-STEM), 4 BA students.

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1. Provide a detailed description of the progress made to-date toward the project's objectives and outcomes.
  - Project participants developed their media literacy skills with the help of materials provided as part of the course, additional resources, online activities, and assignments.
  - In-service teachers were familiarized with strategies for effective participation in MOOCs and improved the quality of their self-study.
  - Participants were able to improve their English language proficiency by using educational materials to access various media sources.
2. Describe your target audience. Who is the average person being served and how will your program assist them?
  - 17 people took part in the project and reached the end: 13 school and university teachers (12 - English, 1 - STEM) and 4 BA students.
  - All participants completed all modules on Coursera and received certificates of English for Media Literacy. On December 1, 2022, 12 project participants received their certificates of achievement. Unfortunately, during the last weeks of the project, five people were unable to participate in the sessions for various reasons (business trips, tight schedule, lack of time). Later, they completed tasks on both Coursera and Facebook, since they were highly motivated.
  - The participants of the media literacy project during the course begin to understand more clearly that their students need to distinguish facts from false information, be resistant to disinformation, and be able to make quick and correct decisions when necessary.
3. Is the program on track/schedule to be completed within the estimated period of performance? If not, how do you plan to get the program back on schedule? Will you require additional time to complete any of the activities?
  - The program was held on schedule, and those participants who were able to devote time and make efforts to complete the online course received financial aid and their certificates from the University of Pennsylvania on time. Participants had the opportunity to complete the course at their own pace and at a convenient time. This played an important role in the timely completion of the project. Eight sessions were held (including a session with a media literacy trainer). Only 5 participants needed additional time to complete the project activities.

- Three participants failed to meet the 70% project completion standard, but managed to complete 50% of the required tasks and, thus, were able to receive certificates of attendance.
4. Describe any challenges to implementing the program and how you have addressed or plan to address the issues faced. What lessons have you learned implementing the project that may be beneficial for KazTEA?
- For some participants, it was problematic to pass the entrance test to determine their level of English proficiency through the EnglishScore mobile application. While working with the application, failures could occur, and some tasks did not open, which led to poor results and retake. In this case, restarting the application or passing the test through another device helped.
  - Difficulties also arose from the fact that most of the participants had no experience with the Coursera platform and their ideas about media literacy were very vague. It was especially difficult for the project participants to identify bias and its types in the media. However, after a session with a media literacy trainer and a session on the bias, the participants had an improved understanding of this topic and during discussions and assignments, they could accurately identify the types of bias in specific situations. Almost half of the participants started a 5-week course on Coursera by the 4<sup>th</sup> or even by the 6<sup>th</sup> sessions. The reason was a late request for financial assistance and waiting for a response. The solution to this problem is to keep in touch with each participant from the very first meeting, to explain the project details both in a group and individually. Because during group sessions, some participants listen inattentively and may miss important points.
  - In rare cases, there were problems with equipment when there was no access to computers in the classroom, and, accordingly, to the Internet. Therefore, the necessary links were sent via WhatsApp, and the listeners used their mobile phones.
  - It is quite difficult to manage a group of participants due to their different locations, experience, and personal characteristics, but our duty as facilitators is to attract a diverse audience and familiarize them with Coursera materials and the project itself. All participants are attached to Google Classroom, where they can be acquainted with all the necessary materials for the online course and our facilitation sessions. As a messenger, WhatsApp is the most convenient for participants.
5. Provide success stories, photographs, or other documentation and multi-media to share with KazTEA and RELO to show the program's progress and impact.
- One of the advantages of the project is the use of various tools (PollEv, Wordwall, Answergarden, Quizlet, Genially, LearningApps, Padlet for discussions, etc.) and sources (Visuwords, CorpusLeeds, COCA, etc.) during facilitation sessions. Participants also had the opportunity to practice creating interactive tasks and designing learning materials as part of their final projects using tools such as StoryBoardThat, Kahoot!, Canva, etc.
  - The main activity of the participants during the session with the facilitator is the discussion and the involvement preceding it. Usually, after the presentation of a new topic and brainstorming, work followed with answers to questions, joint discussions in pairs, or group discussions, after which the listeners presented their ideas to the whole group. The tasks from Oksana Torubara's

manual "ENGLISH FOR MEDIA LITERACY" MOOC Guide Student's Book were most often used.

- Mainly at the first sessions, i.e. at the introductory stage, to improve the quality of communicative competence, mingle activities were used, the main requirements of which are that all participants work with their partners or in small groups, then change partners, listen to their answers and make some notes, if necessary.
- Another technique we love is jigsaw reading. Jigsaw activities force participants to collaborate in order to succeed. They are traditionally divided into groups or pairs, and the task is distributed among them accordingly, which creates conditions for listeners to interact more with each other and ensures that everyone is equally involved in the activity. In addition, for the participants to clearly express their thoughts without distracting from the topic of discussion, it is necessary to provide speech patterns as support. In addition, they can be used to motivate participants to listen carefully to their groupmates, and not only evaluate each other's performances but also explore their similarities and differences.
- It is necessary to follow time management so that participants have time to cover more topics for joint discussions and be acquainted with different points of view.
- The participants liked to analyze the material on the Coursera MOOC, but, in addition, they were interested in participating in sessions where they could share their experiences and emotions while continuing to complete the course tasks. This was a significant advantage of the project.

The list of sessions:

Session	1
<a href="https://www.facebook.com/groups/834481146988513/posts/1529247297511891/">https://www.facebook.com/groups/834481146988513/posts/1529247297511891/</a>	
Session	2
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Session	3
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Session	4
<a href="https://www.facebook.com/groups/834481146988513/posts/1546639802439307/">https://www.facebook.com/groups/834481146988513/posts/1546639802439307/</a>	
Session	5
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Session	6
<a href="https://www.facebook.com/groups/834481146988513/posts/1561322140971073/">https://www.facebook.com/groups/834481146988513/posts/1561322140971073/</a>	
Session	7
<a href="https://www.facebook.com/groups/834481146988513/posts/1561350717634882/">https://www.facebook.com/groups/834481146988513/posts/1561350717634882/</a>	
Session 8	
<a href="https://www.facebook.com/groups/834481146988513/posts/1568232583613362/">https://www.facebook.com/groups/834481146988513/posts/1568232583613362/</a>	

- Most of the participants noted that they liked the sixth session devoted to the most challenging topic "Bias and its types". During this session they were able to demonstrate and consolidate their knowledge through the description of photos from "The New York Times: What's going on in the picture?", the passage of Kahoot! on the defining types of bias, becoming familiar with pieces of news for the subsequent creation of a poster and presenting it to the audience using the Gallery Walk strategy.

6. What activities are planned to embed learning outcomes in the teaching process as short-term impact ?
- During our sessions, the participants enjoyed working with the Coursera platform and its options. They have found other materials within their professional interests and are going to get another certificate from the platform: Altyngul Serzhan and Dina Bolatova have started preparing for IELTS using Coursera.
  - The future implementation of materials and insights from the course in their teaching practice is also important for our graduates. For example, university teacher Aigul Aratayeva is going to hold a discussion among BA students on the topic "Bias and Stereotyping in Media" within the framework of the discipline "Language and Intercultural Communication".