

Media Literacy Extension Activity

Part A: Your Teaching Context	
<p>Your Name: Ainabayeva Zulfiya (Group leader/Senior teacher), Sartbayeva Eleonora (Senior teacher), Galym Akzer (Bachelor), Utemis Madina(Bachelor), Sultanbekova Aina, (Bachelor), Amutova Luisa (postgraduate) Your students' age range: 20 Your class size: 20 students Institution: Ablay Khan University of World Languages, Almaty</p>	
Part B: Existing Lesson	
Title of existing lesson:	Watch Out Bias!
Brief description of lesson:	<p>The lesson has lead-in part, this is the orientation part for students to involve into a new topic, activate primary knowledge, schemata, and vocabulary, build a friendly academic atmosphere, organize classroom activities, provoke students' interest to a topic.</p> <p>the main part, during this part the main topic is introduced to students. Students work on a new topic independently with a little support where it is necessary.</p> <p>the conclusion part, when students in group make self-assessment of what was takeaway of this session, how can they use today's information in the future.</p>
This lesson is about...	Increasing students' awareness of biased info, introduce them with types of bias and practice recognizing them in media
Target language of lesson:	<p>Media related vocabulary:</p> <p>Bias Bias by Spin Bias by Omission Bias by Placement Opinion Fact Pundit</p> <p>Language of making presentation. (To start with/Firstly, I'd like to look at..., Then/Secondly, I'll be talking about... Thirdly...My fourth point will be about...Finally, I'll be looking at...At the end of my talk, there will be a chance to ask questions. I'll be happy to answer any questions you have at the end of my presentation)</p> <p>Language of clarification. (Does it mean...? Could you give us an example? I wonder if you could say that in a different way.Could you put it differently, please? Could you be more specific, please?)</p> <p>Language of deduction. (It seems to me..., It must be..., I suppose...,)</p>
Objectives:	<p>By the end of the lesson, students will be able to...</p> <ol style="list-style-type: none"> a) Interpret the notion of Bias b) Recognize types of Bias c) Differentiate biased info from the rest.

	<p>d) Judge how much biased info may influence on everyday decisions.</p> <p>e) Raise awareness of biased info and its consequences themselves, families, friends.</p>
Part C: Media Literacy Extension Activity	
Title of media literacy extension activity	<ol style="list-style-type: none"> 1) Information Bus stop 'Watch out Bias!' 2) How much did you get? 3) Anything to clear up? 4) Check out!
Brief description of media literacy extension activity	<p>Students were given videos with types of bias. Each group worked on its types of bias by analyzing, providing firsthand examples, and preparing some questions to other groups. Then next is students are provided some network print screens to detect type of bias.</p> <p>Then independent work on recognizing biased info.</p>
Target language for CLIL activity	<p>Language of learning: Acquisition of Media related vocabulary, through content and cognition :</p> <p>Bias Bias by Spin Bias by Omission Bias by Placement Opinion Fact Pundit</p> <p>Language for learning: Recycling Media related vocabulary During a poster preparation and presentation. During detection of types of bias on network print screens. During independent work on recognizing biased info.</p> <p>Language through learning: Practicing and extending Media related vocabulary cooperative group work (Poster presentation), asking questions and clarification (Comprehension question table)</p>
Sample of expected product:	<p>This is a sample of 'Watch out Bias!' activities for this media literacy extension activity. I can provide this as a model for my students.</p> <ol style="list-style-type: none"> 1) Students are divided into groups; each is provided with a video. Their aim is to study, analyze, group info to explain a type of bias in a poster. 2) Students of Each group are divided: <ul style="list-style-type: none"> 2 students remain seated and share their info with other group learners 2 students go and obtain knowledge from other groups then come back and educate the rest 3) As students finish this activity, each group provides questions to others to ensure their acquisition of bias type.

	<p>4) As students learn from their partners (other groups) about types of biased info, students are provided some local and foreign social network news. They read titles, and in groups find types of bias they found and then justify their choice.</p> <p>5) Critical thinking and writing. Students find an article in pair They define if article presents biased information, the type of bias (by omission – if any information is missed, by place – the position of this information on the website or by spin – if any manipulation is evident and another opinion is imposed). Then students explain the reason or evidence of biased information.</p>
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Part D: How activity develops media literacy and promotes communication in English

This extension develops media literacy by analyzing information and example provided in video materials, clarifying key notions, discussing, and providing explanations to other group students.

This activity also promotes communication in English by working in groups, by presenting own work in a poster form, developing comprehension questions. In working on an article critical thinking and writing. students explain the reason or evidence of biased information.