

The Role of Facilitators in Blended Foreign Language Teaching

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The Role of Facilitators in Blended Foreign Language Teaching

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This training manual is designed for bachelor students, master students, and Ph.D. students of the educational program «Foreign language: two foreign languages», and «Translation studies» and for everyone who assists groups to learn, whether formally or informally, through workshops, courses or Massive open online courses (MOOC), as facilitator or teacher or trainer.

The purpose of the training manual «The role of facilitators in blended foreign language teaching» is to create communicative competence among trainees, including professional-specialized competence to provide a skilled facilitator approach. This training manual relies on descriptions of how to use MOOC, and Web 2.0 tools in the training process, to show the strategies for successful facilitation and how to become a skillful facilitator.

Descriptions include more details and reveal more nuances and layers of the role of facilitators in blended foreign language teaching and facilitated sessions' scenario for the massive open online course. Today, MOOCs combine several advantages over the traditional education system: high-quality content from the world's best universities, flexible schedules, and this training manual has ascertained practical instructional strategies that are effective in planning, implementing, and facilitating MOOC in blended foreign language teaching.

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Considering your Educators' Stories of Facilitating MOOCs

Each of us has unique experience: who we are and what we've experienced in our situated educational contexts. To help you get to know us better, we introduce our backgrounds and experiences as MOOC facilitators.

Roza F. Zhussupova

I have been living in multicultural surroundings ever since my childhood. I was born in Uzhno-Uralsk city in Russia. But I grew up in Kazakhstan and got my first higher education in Foreign Languages at the Kostanay Pedagogical Institute. After finishing it I had worked at the Kostanay State University for 17 years from being an assistant to an English teacher to the Head of the Foreign Languages Department. It was a tremendous experience.

Now I am an associate professor of the Department of Theory and Practice of Foreign Languages at the Philology faculty in the L. N. Gumilyov Eurasian National University in Astana. I teach different subjects as well as English theory and EFLT, accumulating experience of about 30 years.

As an aspiring continuous learner, I highly value educational opportunities in a range of new innovative areas all the time. As a teacher working at the forefront of teacher training, I am deeply concerned about how teachers in the future will have to face technical issues and being an in-topic teacher. Future teachers will have a challenging time adjusting to multicultural and digital teaching environments, and their teaching practice might be impeded due to a lack of proper training. As for training, the University program has the problems that the students have faced but our state is still young, and the education system has not yet caught up with the pace of the reform and has not yet trained such experts. So, I am aspired to learn thoroughly the esteemed MOOC and study its practice and knowledge in dealing with issues of educational inequity due to promoting the knowledge of facilitating MOOC sessions in my lecturing endeavor.

I would like to conduct comparative research about MOOC-based activities in implementing them in university classrooms. Then I introduce these ways directly to the teaching manual on how to train learners and develop their cognitive, communicative, and professional competencies in

blended learning. I share my gained knowledge with my students and work for the benefit of Kazakhstan's education.

I am so grateful to British Council in Kazakhstan and RELO in Kazakhstan for existing in our lives and making it meaningful.

Tatyana Yu. Shelestova

I was born in Kazakhstan, where majored in Foreign Languages at Buketov Karaganda University and approached to my dream to work as a higher education university teacher. Now, I am an associated professor at Buketov Karaganda University but I never get tired of a curriculum area and that I am developing my knowledge in a range of areas all the time by collecting evidence about my practice and its impact on my students' learning.

I believe that trying to be an expert in all areas of teaching all the time is impossible and in vain. I consider teaching as the way for keeping my professional skills up-to-date and I love learning something new from my students. For example, the students sometimes cheat on their tests with the help of their smartwatches. Well, I respond by making next tests less scary but the process of mastering knowledge easier and funnier. I ensure that teachers need to research things before teach them to students.

The search for new methodological approaches to teaching English issues really pushed me into science. Since 2020, I have been heading the research on the topic «Facilitators in advanced training of teachers in blended learning: efficiency assessment, methodology, vectors of competence development», funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan.

My heartfelt thanks go to all the following people, who helped me in various ways and inspired me to be better, push harder, and go further:

- My colleagues and friends for giving advice on various matters and our collaborative work;
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- My husband and my children for understanding why the wife and mom tend to delve into her research work and for asking gently but from time to time if she had finished the training manual or manuscript yet.

Anna N. Kalizhanova

I am Russian from Lithuania but living and working in Kazakhstan because my parents were born in this country. I have been teaching English since 1998 contrary to my first major in Mathematics and ICT. It so happened that my parents wanted me to engage in Math's, and I, as a dutiful daughter, followed their mainstream dream until I understood that it had been hopeless because I had always wanted to teach and translate foreign languages.

I can say that I understand English as my native language because I learned it myself from scratch. I majored in Foreign Languages having 16-year experience in teaching English as a foreign language. Since then, when I hear from my students that they study without happiness because they go after their parents' dream I always ask why not to start going after theirs and watch their reaction. At the same time, what I believe is nothing goes unnoticed and unrecorded. The knowledge of Mathematics and ICT allows me to see and do what other people consider impossible. I easily generate research ideas in transdisciplinary sphere and never get tired of thanking my parents for making me a good analytical thinker, capable of asking provocative questions, which is the main responsibility of a facilitator – the one, who shows many alternative ways to improve and become more efficient and, what is the most crucial, sincere.

Stay honest and do what you love against dogma and other people opinion if you see a chance to help and improve the whole world around. Respect your opponents, actively listen to them, learn from them, but make decisions on your own – that's what I can help others understand as a professional facilitator.

I am grateful to RELO in Kazakhstan, British Council, and JSC «National Center of Qualifications Improvement «Orleu» for granting me such an opportunity to facilitate people's lifelong learning.

INTRODUCTION

Welcome to study with the help of this training manual «THE ROLE OF FACILITATORS IN BLENDED FOREIGN LANGUAGE TEACHING», designed for bachelor's, master's, and PhD students of such educational programs as «Foreign language: two foreign languages», «Translation studies», «Foreign Philology», and for everyone, who assists individuals or groups of learners in either formal or informal lifelong learning through lessons, workshops, or massive open online courses (MOOCs), as a teacher-facilitator.

The purpose of this training manual is developing trainees' facilitating competence by providing skilled facilitator approach. This training manual relies on descriptions how to use MOOCs and other Web 2.0 tools in training various disciplines, shows successful facilitation strategies and tells its reader how to become a skillful facilitator.

Each theme of the training manual «THE ROLE OF FACILITATORS IN BLENDED FOREIGN LANGUAGE TEACHING» is accompanied by practical examples and reflective practices to enhance teaching and learning. The topics include numerous details and reveal some nuances of the role of facilitators in blended foreign language teaching in the context of Kazakhstani educational environment.

Since such MOOCs advantages as high-quality content from the world's best universities and flexible schedules have been recognized over the traditional education system, this training manual has ascertained practical instructional strategies that can be found effective in planning, implementing, and facilitating MOOCs in blended foreign language teaching on the example of facilitated sessions' scenario for Coursera massive open online course «English for Media Literacy» by the University of Pennsylvania.

Enjoy your training and feel free to contact our team of authors in case you would like to propose, suggest, and recommend something that will help us improve this book.

Thank you very much for choosing us and starting a challenging but exciting trip in the world of facilitated sessions, discussion forums, and instant fruitful feedback.

*«Develop a passion for learning.
If you do, you will never cease to grow. «
Anthony J. D'Angelo*

CHAPTER 1. BLENDED FOREIGN LANGUAGE TEACHING IN THE CONTEXT OF KAZAKHSTANI EDUCATION

Theme 1. Blended Learning: What is the Right Thing to Do?

The term 'blended learning' started to appear actively in foreign publications since the late 90s of the 20th century. This technology was investigated in 2006 by C. Bonk and Ch. Graham, who defined blended learning as (1) combination of different ways of learning; (2) combination of different teaching methods; (3) combination of learning in the course of personal communication with learning in the online mode online [1, p. 39]

While the first two aspects are pretty conditional when defining blended learning, the third definition is based on the opposition of traditional and innovative ways to learn. According to C. Bonk and Ch. Graham, blended learning is a form of learning that combines traditional learning during personal or face-to-face communication with learning through the use of computer technology [1, p. 42].

Blended learning provides a wider dimension for classroom traditional teaching, so students can interact with their teachers [2]. Face-to-face interaction is a highly pushing method for both the teachers and students and it helps to develop social and communicative skills. Traditional classroom teaching along with online courses provides students to interact with teachers and well-designed methods give students the experience of discussions with their classmates on different aspects of the course and sharing ideas. This helps to develop self-esteem in students, remove their hesitation, develop the skill of communicating effectively, and develop good listening skills. Moreover, the virtual classroom is a part of supported teaching which provides students with an option to learn anywhere, anytime, and from anyone. Students can be a part of a virtual classroom meeting with their co-students and teachers in cyberspace.

As the pandemic situation had shown in 2019–2020, teachers and students did not have to be physically present in the classroom. They could

'raise hands' by clicking a button. A list of other students in the class was visible, and students heard the instructor's speech. Additionally, the instructor passed a virtual microphone to any learner so that the whole group heard him or her. A huge amount of informational computer-based technologies was presented and computer applications were shared across the Internet [3, p. 48].

The webinar is such an essential feature of blended learning that students participate in seminars on different topics relevant to them via an internet connection. All the participants are connected through different software like Skype, Google talk, etc., present their papers, and take part in discussions through video conferencing. Online assessment is one of the advantages of blended learning as immediate feedback. Online assessment helps to make the evaluation system more formative, convenient, and faster. It is a more reliable and objective way.

Some students do not find classroom teaching beneficial, as they continuously require personal guidance and complete attention. Such students may choose the option of e-tuition, which is provided in ICT-supported teaching, getting personal guidance in cyberspace via video conferencing.

Besides, educational blogs provide students with a platform to show their creativity. Moreover, educational blogs appear a good platform to discuss paramount topics that are not part of syllabi like those related to social issues, political problems, and other issues relevant to youth like drug addiction, population education, etc.

E-learning can give access to the target language culture through the use of video conferencing, YouTube videos, meaningful topic-related videos, or chat rooms. These tools not only give EFL students greater access to native speakers but also enable learners to interact and collaborate with their foreign peers [4].

Language is itself communication and through exploiting the mentioned tools students gain more exposure to the target language than in traditional language classes. In addition, if learners are properly motivated, they might become even more encouraged to practice the language frequently without formal instruction settings. Using websites can help students to improve their academic skills, such as reading and writing. They can also learn how to conduct basic research and cooperate with fellow students. The blended course gives students an opportunity to revisit lectures or seminars. The more

frequent tutor feedback means that students manage to practice the language more often and are able to avoid repeating previous errors [5].

Both online and blended learning can be divided into two categories: (1) synchronous (in real time through online video conferences or online classes) and (2) asynchronous (at any time convenient for students, without the need to complete the same task at the same time) [6].

Back in 2007, ICT in Education were classified according to their integration into traditional education [7] (Table 1.1).

Table 1.1 – Classification of Types of Blended Learning

| Term | Definition |
|-----------------------|--|
| Web-enhanced learning | Courses that use a minimal amount of online content, such as posting curricula and course announcements. |
| Blended learning | Courses that use some important online resources in face-to-face learning, but less than 45%. |
| Hybrid learning | Courses in which online classes replace 45–80% of face-to-face classroom meetings. |
| Fully online learning | Fully interactive courses for which 80% or more of the lessons are hosted and taught online. |

B. Tomlinson and C. Whittaker in their book «Blended Learning in English Language Teaching: Course Design and Implementation» [7] offered their classification of forms of education, based on the amount of time spent on online activities. They identified four forms: (1) web-enhanced (minimum online presence); (2) blended (up to 45% of time online); (3) hybrid (45–80%); and (4) fully online (more than 80% of all studies is done online). B. Tomlinson and C. Whittaker also suggested using this interpretation and classification regardless of the scope of blended learning [7].

Among the most significant publications that contributed to deeper understanding of blended learning is the work of H. Staker and M. Horn, who offered six models of blended learning in K–12 schools: (1) Face-to-Face Driver; (2) Rotation; (3) Flex; (4) Online Lab; (5) Self-Blend; (6) Online Driver [3]. The authors admitted that such blended learning models as Face-to-Face Driver and Online Lab have to be eliminated because they seemingly overlap other models and make the taxonomy not easy to fit the diversity of blended-learning models in practice [8].

To date, there are four popular blended learning models in the world with different pedagogical accents, educational needs, and volumes of capital and current investment costs such as Rotation, Flex, a la Carte, and Enriched Virtual.

Model 1. *Rotation* is carried out by means of alternate use in the educational process of traditional full-time classroom training and independent online training in a free mode (remotely using the Internet; according to the reference plan compiled by the teacher; in accordance with the educational trajectory, in the own corporate program of the educational organization; on a special LMS, etc.). This model can be implemented through four submodels:

1.1 *Station Rotation* makes students move from station to station alternating between different learning needs including instruction with a teacher, individual written assignments, reading or a listening station, there must be least one online station. This model perfectly fits in the classroom with a few computers.

1.2 *Lab Rotation* makes students move from traditional classrooms to a specific computer laboratory that allows for online learning.

1.3 *Flipped Classroom* grants to students a schedule of full-time educational activity, including work on projects: students are assigned online tasks and then are invited to practice through joint or individual projects.

1.4 *Individual Rotation* makes students move between the stations according to an individual schedule set by the teacher or a program.

Model 2. *Flex* assumes that each student moves towards his goal at his own pace. To ensure the achievement of educational results and the design of curricula that restrain a flexible approach, only goal-based design of projects can allow the student and teacher to keep the goal in focus and implement personalized learning.

Model 3. *A la Carte* assumes preferential use of e-learning; provision of online, offline and face-to-face support for students; availability of an individual schedule; work in small groups; organization of group projects; individual learning.

Model 4. *Enriched Virtual* is an alternative to online school and allows students to do most of their academic work online at home or outside of school, but attend school for mandatory face-to-face classes with a teacher. Unlike Flipped Classroom, programs with an Enriched Virtual model usually

do not focus on daily school attendance; some programs may involve attendance only one or two days a week.

We have considered a practice-oriented typology, where each model is distinguished by the predominance of one of the three components of blended learning technology: (1) direct personal interaction of participants in the educational process; (2) interactive interaction mediated by computer telecommunication technologies and electronic information and educational resources; (3) self-education.

The presented models are variants of the main ways of interaction of the subjects of the educational process in the conditions of blended learning consisting in a rational combination of brick-and-mortar facilities and electronic components of the educational process. This typology is still dominant in the American tradition of blended learning, at least in relation to school education.

Since 2012, there have been multiple attempts to customize the given classification of blended learning system for different levels of education. Most authors, relying on the typology of H. Staker and M. Horn, modify it in one way or another, selecting certain models from it and supplementing them with their own, but generally maintaining the empirical nature of the approach. For instance, a group of researchers from the Institute of Education Development of the Republic of Tatarstan, in addition to the Rotation, Flex, Enriched Virtual, and Flipped Classroom models offered three more blended learning models: (1) New Profile; (2) Interschool Group; (3) Educational Competition [4]. V. A. Fandey outlined a set of criteria such as *supportive*, *substitute*, and *model of an electronic educational center* to identify three models of blended learning [9]. However, the latter were not correlated with the known models as part of the traditional empirical or any other previously developed typology.

In 2019, a group of Russian scientists used a functional approach to the design of elements of blended learning and identified four levels of basic components of blended learning such as (1) institutional (the introduction of online courses in educational programs); (2) technological (the use of ICT); (3) didactic (training, teaching; synchronicity / asynchrony); (4) synergetic (involving a change in the learning system) [10].

In 2021, another group of researchers from Russia reviewed existing classifications of blended learning models and offered their typology

consisting of twelve organizational and didactic models, which can be implemented at such levels as curriculum, subject, section or topic (within the framework of the discipline), training session, and extracurricular learning technology [11].

As we can see, there is no such thing as a single right approach to defining blended learning in domestic studies. Some researchers concentrate on form, while the others tend to analyze the concept as the method. But, variants of blended learning models make the process of teaching foreign languages more flexible, since the teacher has the opportunity to adapt the educational process based on the existing difficulties and opportunities. Thanks to the potential of blended learning, any teacher has the opportunity to contribute to the development of students' key skills and competencies.

3-2-1 Comprehension Check



Task 1. Blended learning Model in the Republic of Kazakhstan

Review the scientific literature from such scientometric databases as Google Scholar, RSCI, Scopus, Web of Science, etc. to reveal the model of blended learning implementing in the Republic of Kazakhstan for the last three years. Fill the table below and make a conclusion in the form of a summary.

| Blended learning model | Extracts from the papers | Resource reference | Educational institute | Classes |
|-------------------------------|---------------------------------|---------------------------|------------------------------|----------------|
| | | | | |

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Theme 2. Using Web 2.0 Tools in Blended Foreign Language Teaching

Digital era dictates extensive changes in all aspects of human social life, and education has not become an exception with such instruments as e-books, e-resources, and e-learning that tends to be implemented through innovative communication and a combination of Web experience and world knowledge. Like other countries, Kazakhstan pursues digital literacy in education at all levels, from introducing information and communication technologies for educational purposes (ICT in Education) to their practical implementation on a regular basis. The efforts of Kazakhstani scientists and educators have been traced in using ICT in Education for such purposes as upgrading foreign language skills; establishing authentic intercultural environment; creating digital materials; switching between teaching styles and roles; increasing learners' motivation; improving conditions for lifelong learning, and many others. However, connectivism-oriented technologies have not become widespread developed and applied yet [1, p. 263], although connectivism relates to the 21st century skills competencies [2, p. 18].

Kazakhstani teachers prefer WhatsApp chats to other digital tools [3, p. 2]. Such communication and learning tools in connectivism as massive open online courses (MOOC) discussion forums are still unpopular among Kazakhstani educators [4]. Some university professors still prefer formal lectures, included a large amount of teacher talking time, few comprehension-check questions, and poor interaction in the classroom, as well as prefer to substitute a teacher-guided independent study with MOOCs [5] that are accused in incapacity due to participants' low motivation and their need for «more coordination and direction towards the completion of assignments» as well as the lack of quality pedagogy in online courses [6, p. 31–32]. Both students and school teachers prefer to complete any online course for the sake of gaining a certificate rather than for establishing useful connections with peers [7]. During COVID-19, many students and their parents criticized teachers for increased amount of homework, absence of feedback and individual attention [8], whereas teachers identified the lack of direct contact with students as the main drawback of online learning [9].

Besides, digital tools assists in setting goals for the course, focusing on communication skills development; educational process quality and students'

cognitive activity improvement; the search for necessary information optimization and further implementation [9]. Also, the use of ICT tools provides an opportunity for lifelong learning regardless of age, place, and time; creates a piece of unified information and educational environment for students, taking into account their level and learning trajectory [10]. Moreover, the need for students' information security makes important to develop and apply new-generation educational materials via various ICT instruments for education purposes [11]. Furthermore, foreign language teachers' ICT competence includes value-motivational, cognitive, operational, communicative, and reflexive components, means the ability to use various ICT for language skills formation [12], and is nothing without a combination of theoretical knowledge of modern Web 2.0 tools and their practical application [11].

Language teaching methodology has also been influenced by digital technologies, inclusion of which helps achieving educational objectives and affects not only the means, forms, and methods of teaching but also the process of evaluation and control, and the roles of participants in the educational process [11]. Web 2.0 tools can be useful in systemizing information, optimizing the educational process, organizing students' independent work, modernizing assessment forms, and increasing students' motivation and autonomy [13, p. 55]. In other words, the use of ICT increases learners' metacognitive awareness of self-regulation and self-assessment in foreign language teaching as well as facilitates active feedback among foreign language learners and their instructor [14, p. 99].

Web 2.0 tools provide a collaborative environment, where users contribute to growing collective knowledge, develop web-based materials, and participate in online communities [16]. For instance, students can participate in international telecommunication projects, where they foster their intercultural awareness and learn to choose the right technologies and software to create authentic intercultural products such as virtual tours of universities [15, p. 102] or drone-assisted virtual field trips [17]. The examples above demonstrate how intercultural communication keeps pace with soft skills and digital literacy [18]; therefore the widespread use of social services, blogs, wikis, podcasts, social bookmarking services, etc. became inevitable and even desirable in foreign language teaching.

Recent finding shows that the implementation of Web 2.0 technologies

is not only relevant but mandatory for teaching and learning. Many academic and EFL instructors are forced to create e-products to compete successfully with their colleagues and to upgrade their qualification category. As practice shows, the main problem is the selection of suitable material from the whole variety of Web 2.0 services for its further integration into English teaching methods. Thus, understanding of how to select the latter to form learner's communicative foreign language competence, in accordance with Common European Framework of Reference for Language (CEFR) [19] and standards for using technologies in English as a second language teaching (TESOL Technology Standards) [20] is crucial and requires thorough attention.

Integration of Web 2.0 in traditional education can be implemented not only with the help of a large selection of tools but also in different volumes. There is a wide range of blended learning options, that is, the ratio of face-to-face and virtual elements in teaching. At one end of this spectrum is a complete transition to a virtual learning environment, with occasional synchronous classroom meetings or online conferences. The opposite option on the spectrum is the limited use of Web 2.0, such as homework assignments, project lessons, «flipped learning», or organizing a shared Internet space for the transfer of instructions and assignments between teacher and students.

Contemporary foreign language education faces a number of issues such as failures in the operation of websites, untimely placement and delivery of tasks, lack of video and audio communication and technical support, poor practices of oral speech, a weak level of pedagogical design, and few well-developed and diverse databases of online tasks [21]. During COVID-19 pandemic, foreign language training was transferred to distant and online formats, which proved to become challenging for many students and teachers [22]. Since then, there are still obstacles to the effective and optimal use of Web 2.0 tools despite their capability. We see the need for a detailed study of this problem to provide methodological recommendations that will contribute to the qualitative integration of Web 2.0 tools into traditional and blended training.

In this regard, we created an online 5-point Likert-type scale questionnaire on the Google Forms platform. The participants appeared 158 teachers, selected by convenience sampling from the existing administrative territorial units of the Republic of Kazakhstan. The study aimed to reveal

foreign language educators' perception on systematic use of Web 2.0 tools in teaching practices on a regular basis according to four criteria: (1) attitude to blended learning; (2) adaptability to blended learning; (3) Web 2.0 tools awareness; (4) Web 2.0 tools application. For data relevance we used the method of triangulation: three researchers checked each answer for eliminating any biases while interpreting results.

Data results appear in the following summary table 2.1:

Table 2.1 – A summary table of university and school teachers' perception on blended learning

| Criteria | University instructors | School teachers |
|---------------------------------------|-------------------------------|------------------------|
| Positive attitude to blended learning | 59% | 93.8% |
| Adaptability to blended learning | 32.5% | 50% |
| Web 2.0 tools awareness | 48.7% | 56.3% |
| Web 2.0 tools application | 29.9% | 37.5% |

As we can see, school teachers reported on more positive attitude and preparedness to blended learning than their university colleagues. It can be explained by systematic use of approved by legal educational authorities three online problems such as Kundelik.kz, Bilimland, and smk.edu that allowed organizing timetables and home assignments as well as downloading study materials [23]. In universities, where instructors have more freedom regarding the choice of online platforms, it was difficult to come to the unified standards that were not developed by the pandemic times. The difference between Web 2.0 awareness and usage, indicated by both university and school teachers can be explained by the overuse of WhatsApp for personal and professional communication [8]. Although both level teachers regularly take part in various workshops and trainings, they hardly ever apply gained knowledge after receiving the certificate of completion.

Recommended by the participants Web 2.0 tools for using in learning foreign languages allowed arranging them from the most efficient to the least (Table 2.2).

Table 2.2 – Ranking of Web 2.0 tools for learning

| University instructors | School teachers |
|------------------------|-----------------|
|------------------------|-----------------|

| | |
|---------------------|--------------------|
| 1. Coursera (70.9%) | 1. MOODLE (81.3%) |
| 2. Quizlet (44.4%) | 2. Quizlet (75%) |
| 3. TED (27.4%) | 2. DuoLingo (75%) |
| 4. MOODLE (23.9%) | 4. TED (43.8%) |
| 5. DuoLingo (23.1%) | 5. edX (18.8%) |
| 6. edX (12.8%) | 6. Coursera (6.3%) |

Recommended by the participants Web 2.0 tools for using in teaching foreign languages allowed arranging them from the most efficient to the least (Table 2.3):

Table 2.3 – Ranking of Web 2.0 tools for teaching

| University instructors | School teachers |
|---|---|
| Zoom sessions (83.9%) | Internet websites (25%) |
| University LMS & SMS (60.4%) | WhatsApp (75%) |
| PowerPoint, Canva, etc presentations (56.1%) | Kundelik.kz, Bilimland, and smk.edu (75%) |
| You Tube videos (28.6%) | |
| MOOCs (26.3%) | |
| Webinars (21.6%) | |
| Jitsi, MS Teams, Google Docs (< 1%). | |
| Kahoot, Quizlet, Skype, Microsoft, Moodle and MS Teams (0.4%) | |

The results in tables 2.2–2.3 prove discrepancies between the knowledge of Web 2.0 tools and its practical implementation on the part of schools teachers and using instruments for conducting classes or presenting new material on the part of university instructors. Neither university nor school teachers reported on the use of connectivism–based instruments such as online discussion forums for either teaching or learning. In all, many respondents use online technologies in their practice, however, they are not sufficiently comprehended and often spontaneously at the discretion of the teacher. To solve this problem, an integrated approach is required to realize the enormous capability of educational platforms, but primarily to understand the essence and forms of manifestation of the Web 2.0 phenomenon.

We have made an attempt to systematize information in the selection and application of Web 2.0 tools that can provide teachers for the opportunity to realize their pedagogical potential and stay tuned with modern education


realities, focused on such affordances as (1) organizing task-based learning (TBL), (2) creating authentic materials for intercultural exchange, (3) media literacy, (4) critical thinking, and (5) soft skills formation in learner-teacher efficient cooperation (Table 2.4).






Table 2.4 – Categories of Web 2.0 Tools in terms of their five affordances




| | |
|---------------------------------------|--------------------------------------|
| Annotations and notes | Editing and publishing photos |
| Audio and podcasting tools | Presentation and video editing tools |
| Blogs | Publishing and drawing tools |
| Synchronizing calendars | Portals and social networks |
| Collaborative writing tools | Bookmarks |
| Mind maps or brain-storming | Quiz and assignment generators |
| Communities of educators and learners | RSS (Rich Site Summary) |
| Communication and discussion tools | Timelines |
| Educational platforms | Video conferencing |
| Online boards | Video sharing |
| Cards | Virtual worlds |
| Microblogging | Wikis (encyclopedic sites by topic) |

Typically, Web 2.0 tools have several vectors of application, and the teacher can use their potential depending on their needs and the material base of the school. Table 2.5 lists some Web 2.0 resources, their capacity, and their capability for language teachers.

Table 2.5 – Selected Web 2.0 Tools, their Capacity and Capability for Foreign Language Teachers

| Tool | Capacity | Capability |
|--|---|--|
| Google class  | A resource for coordinating and organizing students' homework, supporting lagging learners, providing with individual feedback, offering online resources or strategies for re-learning undamaged material. | This tool saves teacher's time for processing assignments and writing reviews as well as equips instructors with such additional tools of the Google service as translator, marker, spelling checker, comments, etc. |
| Evernote | A resource for organizing notes | This tool allows collecting all the |

| Tool | Capacity | Capability |
|--|--|--|
|  | <p>and information for the research or project. It allows students to save text, images, audio and PDF files from the Internet, which are always available via a link.</p> | <p>necessary information of any format in one place, quickly consolidating information for a project or presentation, creating a visual collage of the collected data, as well as sharing it with others using a single link.</p> |
| <p>EduFlow</p>  | <p>A resource for creating personal online courses. It allows combining various types of training activities on one platform, including video, text materials, synchronous online training and feedback from students.</p> | <p>The resource appears both an electronic copy of the lessons, available to learners for repetition of material or catching-up, and a completely independent distance course, which nice design and the ability to comment and evaluate allow maintaining constant feedback with students</p> |
| <p>EducaPlay</p>  | <p>A resource for creating interactive tasks of different types such as search by map; crossword; riddles; fill the gaps; dialogue; dictation; quizzes; search for a match; search for words; composing words from letters; making sentences from words.</p> | <p>The service allows organizing remote or synchronous individual practice / consolidation of skills, engaging the highest levels of cognitive activity by making students create tasks themselves and evaluate the quality of each other's work</p> |
| <p>Squigit</p>  | <p>A resource for converting speech or text into animated videos.</p> | <p>This tool allows creating interactive video lessons for both blended and online learning. It gives students the opportunity to independently create interactive video simulators on the topics studied</p> |
| <p>Quick Worksheets</p>  | <p>Web-based application is for creating professional-quality, fully customizable worksheets. Smart algorithms automate routine work, and clean templates save teacher's time on layout.</p> | <p>The resource allows speeding up the process of creating handouts, which can be implemented both online and in person. In addition, this resource can be provided to students to independently create assignments for each other.</p> |
| <p>Netvibes</p> | <p>This resource is for tracking</p> | <p>This resource allows practicing</p> |

| Tool | Capacity | Capability |
|---|--|--|
|  | student blogs or building websites. | writing skills and IT literacy of students using personal blogs, and for creating a blog. |
| Trello  | This tool is for creating visual boards that offer a compact and visual way to move and represent material with the help of a variety of widgets for managing and coordinating online collaboration. | This tool allows creating a board with all teaching materials, set deadlines and assign assignments to those responsible for them, monitor progress and exchange comments with students. Boards allow adding material, moving elements freely, tracking the progress of the curriculum, and working on individual projects within the same discipline. |
| Quizlet  | This service is for language practice. Any assignment created on Quizlet can be inserted into a website or blog | The tool allows learning vocabulary, phrases, and concepts of a foreign language by working with cards, created either by teachers or by students. |

In many ways, the disclosure of the Web 2.0 resources potential depends on the creative approach of teachers but the resources themselves can be used in several directions. Here are some examples of differentiation of the Web 2.0 potential depending on the level in Bloom's taxonomy.

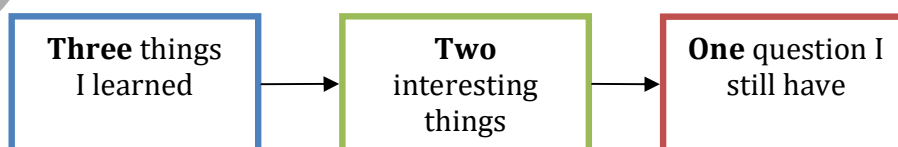
At the level of memorization, such a tool as [NETVIBES](#) can be used for submitting material to students: text in a foreign language for familiarization, grammatical material, rules, and analysis of vocabulary. At the application level, [NETVIBES](#) already serves for the development of writing skills: publishing posts or essays on the model of a teacher, and commenting using predefined phrases. At higher-order levels, such as synthesis and estimates, [NETVIBES](#) can be used as a platform for students' own blogs with reflection on the material they have passed, where they can combine the studied concepts, grammar, and cultural aspects, as well as evaluate each other's work under specified headings.

The tool [EDUCAPLAY](#) allows creating video with embedded questions that is suitable for the level of understanding and development of listening skills. The same site develops tasks of a different type, and the student, faced with the task of creating a task on his own, will have to analyze the material (grammar, text, audio, etc.), understand it, and disassemble it into parts in order to isolate the elements suitable for the task. This application of the tool is suitable for the analysis level.

As we can see, the potential of Web 2.0 tools for foreign language teachers is almost limitless. Its productivity makes it possible to include students in independent search, selection of information, and a participation in project activities, which forms their competencies of the 21st century. However, given the unequal opportunities and awareness of students, regardless of the number of digital elements in training, it is important to explain in detail how to use the chosen Web 2.0 tool, clearly identify the final goal, and understand what competence develops when using this resource.

Summing up, Web 2.0 tools have a huge potential for foreign language university and school teachers and depend on the capabilities and creativity of the user. In the vast majority, they reduce the amount of paperwork, automate many processes, such as mailing, checking assignments, providing instructions and contacting them, if necessary, etc., create space and inventory for cross-cultural projects, and also bring the teacher and the student into direct communication; the exchange of views between colleagues to a new level, faster and corresponding to modern requirements, such as collaboration and cognitive competence approach. The lack of real language practice can be compensated by the help of Web 2.0 tools that create a language learning environment, allowing students to extract and generate knowledge, and not remain passive recipients of it.

3-2-1 Comprehension Check



Task 1. Web 2.0 Tool Choice

When preparing to the lesson:

- 1) *Identify* and *choose* the most convenient tools among a large variety of tools;
- 2) *Learn* how to use the chosen instrument in the classroom;
- 3) *Share* with colleagues how to make the chosen tool more effective in foreign language teaching;
- 4) *Explore* how to engage your learners in creating new materials with the help of the chosen tool;
- 5) *Teach* other to use your tool and learn from others how to use their instruments.

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Buketov University

Theme 3. MOOCs in Blended Foreign Language Teaching

Although online learning has long ceased to be something innovative in Western universities, it has recently gained popularity in Kazakhstan. The advantages of online learning open new opportunities for the national education system and give rise to thinking about new peaks in mass education; therefore, free online education obviously awaits a prosperous future.

History knows the excellent universities of the United States of America that began to digitize the lectures of leading professors and spread them into free Internet access since the beginning of the 2000s. At the initial stages, users only dealt with fragments of training courses, tests, and various simulators. Massachusetts Institute of Technology became the leader and innovator in this field and already laid out 3,500 of its courses in free access to the worldwide network [1].

It was not enough merely to provide video lectures to access via the Internet, even if they are unique because it did not guarantee that people would learn from these lectures and study them independently, guided only by their motivation and discipline. In this regard, a need to organize the process of online training involved the next stage – MOOC or massive open online courses [2].

Recently some British universities started cooperation with FutureLearn, the developer of the paid distant learning system «Open University» [3]. The purpose of collaboration is just the creation of the method of the MOOC, following the example of American colleagues that already began to use the MOOC courses to test students. Moreover, plenty of universities offer their graduates to pass full-time examinations and receive a certificate for a fee. Perhaps, in ten years, it will not matter where and how one gets knowledge.

Such MOOCs as Coursera [4] provide information on the university issued the course; the professor trained the participants, the syllabus with smart goals, and the certificate at the end of the training. The teachers of Coursera partner institutes create the courses, to complete which one should register on the site and sign up for it in advance or the process. The finished course remains on the site in the form of an archive containing all materials that can be used without tasks' evaluation and certification. The course is

usually built on a weekly basis, where each week has new video lectures and quizzes corresponding to them, which must be completed by the specified date.

Such settings depend on the teacher. In particular, it is usually possible to perform each test many times, while the maximum result is achieved as the final (automatic check), which is counted in the certification process. Tasks are issued each time randomly, so guessing the correct answer by the method of elimination is almost impossible. In addition to weekly quizzes to check and consolidate knowledge, teachers can from arrange practical assignments or mini-projects, to which one can apply the acquired expertise. Such practice involves peer assessment when each participant must check a certain number (4–5) of other participants' assignments, evaluate them according to the rubrics provided and write a review after the personal task has been submitted. It is a mandatory part; otherwise, the final score decreases.

Teachers can add links to additional literature and other sources on the topic as supporting materials and various virtual tools for performing tasks in their courses [5]. Each course resembles some real class for a forum where participants can get acquainted, ask any questions and receive answers to them both from peers and from teachers. Each registered user can create an account for this or that course with a link to his/her home page, after which the participants of this course can gather there and interact in small training groups at different «tables,» each of which is equipped with a chat and an interactive «board» to write, draw, or share files [5].

However, MOOC should not be mixed up with distance courses for their close relationship with students enrolling in the same class. Such a link provided by MOOC is what the average distance education lacks – the social nature of the process in the forms of general chat rooms, forums, and peer-evaluation, often found in MOOC.

Unlike traditional online courses, MOOC started as free platforms. At the moment, their gradual commercialization is taking place. In some cases, the income is earned from those graduates who want to receive original certificates by mail or take personal examinations at the passed course at the university and are ready to pay for it. Some are willing to spend a symbolic fee, can receive a simple electronic certificate. Others are still implementing the MOOC model without a commercial component but just as an experiment.

The online education market is just starting to be created. So, for the first year of its work, the Coursera project [4], which combines courses from thirty–three elite US educational institutes such as Princeton and Columbia University has recruited two million listeners. Three hundred and seventy thousand students enrolled in the nonprofit project of Harvard University and the Massachusetts Institute of Technology edX [1]. Finally, a hundred and fifty–five thousand remote students enrolled only for one course «Introduction to the basics of artificial intelligence» provided by Udacity company [6].

The already mentioned project of massive open online courses Coursera [4] is the most in demand today because thirty–three of the most famous universities in the United States provide training on it for free. At the moment, Coursera pursues a policy of financial aid to students, provided that they accompany their request for funding with a motivation letter. Coursera positions itself as a portal for learning and creating educational networks. Students create their profiles, like on Facebook, upload photos, and group together. There is a built–in function for the planning of training, a calendar of meetings Courserians around the world (a list of 1,400 cities).

The Udacity project, in turn, focused on math and computer science [7]. The names of the courses are much more practical: «How to make a platform» or «How to create a web browser». The main idea of Udacity is the subsequent employment of the training, which makes sense, primarily if one focuses on developing countries, where practical skills may be more important than theoretical training. Such companies as Google and Microsoft cooperate with Udacity courses, but all teachers have required the professionalism in setting out the material.

Google also launched a project Class2Go [8] in collaboration with Stanford University. The main difference from competitors is that Class2Go is an open source platform aimed at working with portable devices – smartphones, iPads and so on where anyone can get involved in this project and develop it at their discretion.

Another already–mentioned leader of the new education segment – the nonprofit project of Harvard University and Massachusetts Institute of Technology edX – relies on elite education [1]. About 120 universities were considered as candidates for participation in the project, and only Berkeley University, University of Texas, and Georgetown University were admitted

to the club so far. edX features a large number of online tools for testing students; the emphasis is on the system and relevant training in such disciplines as computer science and electronics [1]. Thus, mainly the US and the UK develop MOOC, although a tendency for increasing rates in European and Asian countries is continuously growing, although the proportion of courses, in comparison with the English-speaking, is still tiny. Happily, recently, about thirty MOOCs appeared in Russia: Higher School of Economics and Moscow Physicotechnical Institute exhibited at Coursera [9].

The pandemic times turned massive open online courses (MOOCs) into a hit in the higher education sector, gaining worldwide popularity and media attention by offering free online courses via such providers as edX, Coursera, Udemy, Udacity, etc. to thousands of listeners with different backgrounds [10–11]. MOOCs' openness and flexibility in learning new skills [12] together with world-class expertise [13] turned MOOCs into a change agent for higher education worldwide [1], including Kazakhstan [14], where using digital technologies in all spheres of society has been relevant since 2017 [15]. For instance, Kazakhstani universities are called upon to recognize the results of non-formal learning and include MOOCs' credits in the student's transcript if the latter enrolled via such online platforms as moocs.kz and others [16] but the professional standard «Teacher» requires using digital technologies, including MOOCs, in teaching practice on a regular basis [17]. Although MOOCs seem to get the go-ahead at all levels of education of the Republic of Kazakhstan, free educational opportunities provided by the world scientific communities do not motivate their participants to complete training on time due to informational illiteracy of society [18], ICT phobia for learning [19–20], lack of time [21], and the need to study individually for too long [22]. Recent studies indicate unresolved issues in the optimal balance between engagement and dropout in MOOCs due to such challenges as individualized tutoring, interactivity, and feedback [23]. Additionally, despite the initial idea of MOOC as a connectivism-oriented tool to make possible fruitful interactions between wide varieties of participants [24], MOOCs developed by leading Kazakhstan universities are task-based and do not contribute to effective continuous teacher's professional development (TPD) [25]. In particular, a series of recent international projects in Kazakhstan, aimed at TPD via MOOCs and accompanied by facilitators, reported poor use of connectivism-based instruments such as online discussion forums for

either teaching or learning by pre- and in-service English teachers [26] and supported a shift from traditional teaching models to facilitating interactive exchanges among collaborative learners of MOOCs [27].

Since MOOC is an integral part of sustainable education, teachers can use them for their continuous professional growth. We would like to propose the matrix of teacher professional development (TPD) through MOOCs accompanied by the facilitators for pre- and in-service English teachers (Figure 3.1).

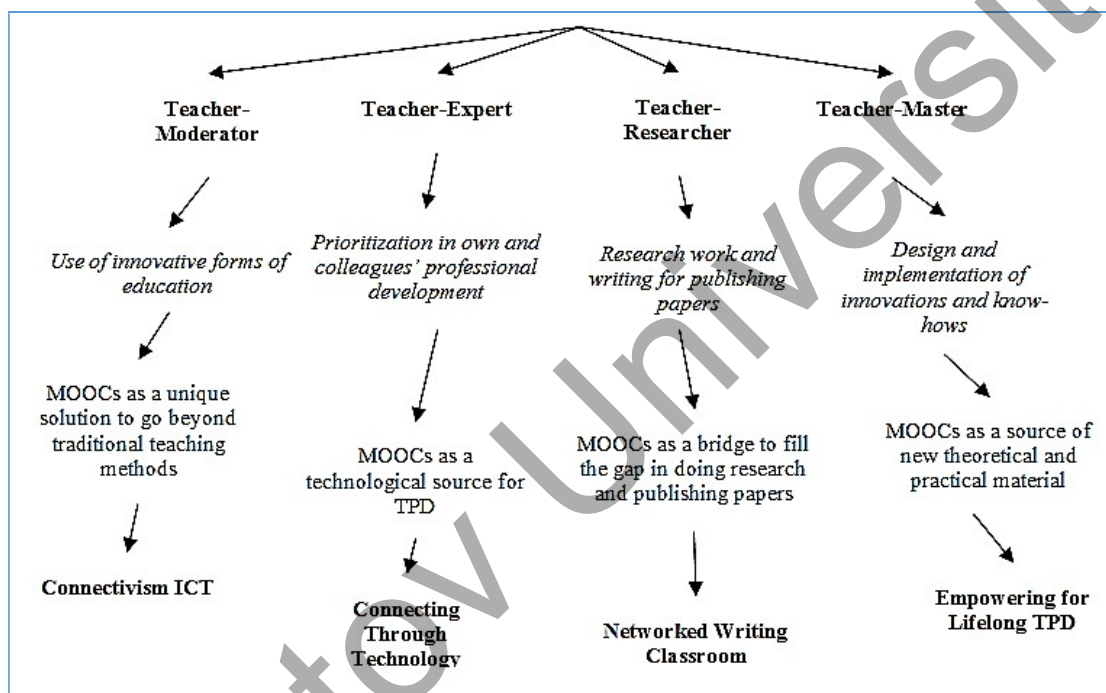


Figure 3.1. The Proposed Matrix of Teacher Professional Competences

As figure 3.1 demonstrates, to become **a teacher-moderator**, any novice instructor should learn to use connectivism oriented MOOCs and such tools as facilitated sessions and discussion forums in their teaching practice [28]. Moreover, in case, teachers are used to communicating with peers and learners via WhatsApp or other messengers, they can turn so customary for them instruments into a platform for discussions or forums.

To become **a teacher-expert**, we recommend learning how to create brand-new forum Tasks or discussion sessions for a group of learners or colleagues.





Any **teacher-researcher** should not only write and publish their





scientific and methodological articles, but also promote their papers and measure individual researcher performance by means of such scholarly social networks as Research Gate, Academia.edu, Mendeley, Kudos, etc. [29] or social media in both formal and informal learning [30].

Last but not least, any **teacher–master** must be ready to inspire one’s colleagues to develop professionally continuously, including with the help of connectivism–oriented MOOCs. In case, the MOOC is not completely connectivism–based, a teacher–master should be prepared to avoid some limitations emanating from its operation within a traditional university setting [31].

We also selected appropriate Coursera MOOCs for each qualification category of a teacher, described in the professional standard of teachers (Table 3.1).

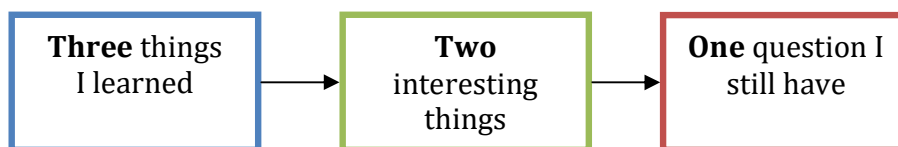
Table 3.1 – Rationale of Coursera MOOCs Selection for each Qualification Category of a Teacher

| Category | MOOC | QR–code | Rationale |
|-------------------|--|--|---|
| Teacher–moderator | Learning How to Learn: Powerful mental tools to help you master tough subjects |  | Opens access to invaluable collective teaching and learning methods |
| | Get Interactive: Practical Teaching with Technology |  | Allows creating interactive lessons with the help of multimedia tools that provide opportunities for collaboration and peer–assessment. |
| Teacher–expert | Foundations of Teaching for Learning: Being a Professional |   | Allows developing connectivism–oriented skills through understanding discussion forums and participating in them as well as creating scenarios for facilitating sessions to build the connections |

| | | | |
|--------------------|---|---|--|
| | | | with colleagues worldwide. |
| Teacher–researcher | English for Media Literacy |  | Allows building media literacy – one of the global competences of the 21 st century. |
| | Miracles of Human Language: An Introduction to Linguistics |  | Provides deeper understanding of linguistics to high–context skills development and gives fruitful ideas for inter– and transdisciplinary studies. |
| Teacher–master | English for Science, Technology, Engineering, and Mathematics |  | Allows boosting the scientific vocabulary and language skills necessary for participating in any international projects. |
| | Teach English Now! Technology Enriched Teaching |  | Talks about the current trends in ICT for Education, removes any fears of using technologies in the classroom. |

Summing up, whatever may be the framework; teachers must be ready for lifelong learning including as many resources as possible [32].




3–2–1 Comprehension Check



Task 1. Analyzing the supplementary material for Coursera MOOC «English for Media Literacy»

1) Look carefully at the following lesson plan, designed to enhance the topic «Advertising in Media» and answer the questions:

- 1.1 What level of students can this lesson suit for?
- 1.2 Was the lesson objective set correctly?
- 1.3 Do you agree on the technologies the teacher used to enhance his/her students' knowledge on the topic «Advertising in Media»? Why? Why not?
- 1.4 What changes would you recommend to make this lesson more efficient?

| | | | | | |
|---|--|---|---|---------------------------------------|---------------------------------------|
| Lesson Objectives | | | | | |
| By the end of the lesson, the students will be able to speak about advertisement fluently. | | | | | |
| Business/Materials | | | | | |
| Video « How do focus groups work? » | | Quizlet cards « Advertising » | Quizlet Test « Advertising » | | |
|  | |  |  | | |
| Warm-up and Objective Discussion | | | | | |
| For this stage, I will ask the questions about the advertisement and the students' experience with them to raise the learners' interest and motivation for further studying: | | | | | |
| <ol style="list-style-type: none"> 1) Can you describe a very memorable TV or Internet advertisement you have seen? 2) Which is your favorite advertisement? 3) How much do you believe advertising influences what you buy? 4) Which kind of advertisement do you think is most effective for you? 5) Do you ever buy unknown brands? Have you ever bought a product because it was associated with someone famous? | | | | | |
| Instruct and Model | | <input type="checkbox"/> R | <input type="checkbox"/> W | <input checked="" type="checkbox"/> L | <input checked="" type="checkbox"/> S |
| I will set the context by demonstrating the video « HOW DO FOCUS GROUP WORK? » with the help of an instructional media. Before watching, I will suggest that my students preview some new words that will probably cause the difficulties in perceiving new information with the help of an instructional interactive « ADVERTISING » on Quizlet. | | | | | |
| Guided Practice | | <input checked="" type="checkbox"/> R | <input type="checkbox"/> W+ | <input type="checkbox"/> L | <input checked="" type="checkbox"/> S |
| For the guided practice, I will suggest the TEST made with the help of Quizlet. | | | | | |
| Independent Practice | | <input type="checkbox"/> R | <input checked="" type="checkbox"/> W | <input type="checkbox"/> +L | <input checked="" type="checkbox"/> S |

For free practice, I will suggest to write at least 7 sentences on the issue «How advertising influences you» using the learned words on the topic. I will also set the questions for discussion: 1) What is the main idea of the video? 2) What is focus group? 3) How did researchers learn about people's preferences? 4) In your opinion how do advertising companies learn about our interests now?

Assessment

R

W

L

S

Here comes the reflection phase where the students will evaluate the degree of usefulness of the information they got.

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Theme 4. The Role of a Teacher–Facilitator in Blended Foreign Language Teaching

The steadily growing need for distance and blended learning at all levels of education exposes both technical problems and the weak willingness of teachers and students to independently study courses and materials using web platforms in a remote mode, which creates obstacles to the transition to a wide and effective use of a rich range of distance resources to improve the skills of educators, and, as a result, to increase the level of foreign language proficiency of students.

Today, the development strategy of modern Kazakhstan is aimed at digitalization of the country's economy, where the State Program ‘Digital Kazakhstan’ has become a fundamental document, presented in September 2017, which declared digitalization the core of modernization of all living standards of Kazakhstanis, including lifelong education [1]. ICT technologies allow to study distantly, without leaving home or office, wherever there is access to the Internet, and distance education itself is less costly financially compared to the traditional form of education [2].

The coronavirus pandemic has clearly demonstrated the need to work together to achieve the Sustainable Development Goals, one of the points of which is quality education. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), as of March 20, 2020, approximately 1.25 billion students (approximately 72.9%) in the world were affected by the pandemic [3]. UNESCO Director–General Audrey Azoulay expressed solidarity to all those who were infected with the coronavirus and tried to overcome it with all their might, at the same time calling on the governments of different countries to cooperate in order to establish distance learning systems, to exchange experience and provide access to new technologies and practices, as well as to continue scientific research [4].

The COVID–19 pandemic disrupted the lives of students both in terms of their level and year of study, and in terms of the completion of the educational program. For example, those moving from secondary school to higher education or from higher education to work, faced special problems: they could not complete the school curriculum and certification properly, and in many cases they were rapidly torn away from their social group. Students who have applied to higher education institutions at the end of 2020 must

pass school exams at the end of the year, for example, the International Bachelor program [5]. Studies in countries such as the USA, Germany, Switzerland, and Denmark show that students spend significantly less time studying during isolation, and some studies report differing data depending on the home environment of students [6]. Educational institutions are experiencing such risks as: reduction of the teaching staff due to difficult adaptation to virtual work, loss of communication between training and practice, budget deficit, lack of spontaneous communication, increased need for supplies of equipment for remote work, fatigue with Zoom and undermining the morale of both teachers and students [7].

According to the World Bank, ‘the level of functional illiteracy among adolescents is projected to increase, that is, the number of students who cannot use reading, writing and mathematics skills to effectively participate in society is growing’ [4]. Aisha Vauda, the World Bank's leading education specialist in Central Asia, noted that ‘the countries of the region have taken rapid measures to ensure emergency access to education, using many channels and formats.’ But it was noted that it was necessary to ‘lay the foundation for a new – high–quality, sustainable and fair education system.’ It was particularly emphasized that it is necessary ‘to ensure the development of digital skills among students, youth, and teachers, and to provide more opportunities for interactive work of a teacher with a student on various remote learning platforms, to better adapt to the needs of the current crisis’ [8].

Despite a significant period of research and the accumulation of certain experimental material, information about possible ways to implement distance education at all levels, the possibilities of its implementation are very limited. During the spring quarantine period, teachers, students, and parents, especially those living in rural areas, faced the problem of limited access to broadband Internet (or lack thereof). Also, the mobile Internet availability of the majority and at least one computer turned out to be insufficient to ensure high–quality viewing of video lessons and attendance at online classes. It was at this historical moment that the system of ‘open education’ was able to solve the above-mentioned problems in the field of education. Open education is a flexible learning system accessible to anyone, without analyzing their initial level of knowledge, using technologies and

methods of distance learning, and providing learning in a rhythm convenient for the student [9].

MOOCs have played a great help in the formation of open education, the development concept of which is based on the ideals of traditional learning, such as the free transfer of knowledge from person to person without any restrictions: demographic, economic, geographical, etc. MOOCs were first developed in 2008 by authors Stephen Downs and George Siemens [10]. Massive open online courses were initially developed as business models, in which the application to learning was considered secondary, came to the fore in order to help improve formal education in the countries of the 3rd world [11]. MOOCs provided free access to the latest courses that could reduce the cost of higher education and even change existing models of higher education. Elite universities have launched open learning portals such as edX, Udacity, Coursera, FutureLearn, OpenLearn, KHAN Academy and others [12].

Leading online platforms in 2020, for example Coursera, opened access to a variety of MOOCs for students and professionals from all over the world, including Kazakhstan; more than 65,000 Kazakhstanis received free access to courses with the possibility of obtaining certificates [13]. A number of Kazakhstani universities participated in the Coursera for Campus project, where students had the opportunity to enrich their knowledge and experience with the best teachers in various fields from world-famous institutions such as Harvard, Stanford, Princeton, Michigan, the University of Pennsylvania and Yale, the Hebrew University in Jerusalem, and receive appropriate certificates and diplomas for free [14]. But, despite such availability of materials from the world's leading universities, not all students are able to complete their studies on time and receive a certificate, leaving open the question of the degree of presence of a school teacher or university teacher in the process of distance learning for both pupils and students.

The founders of MOOC Siemens and Downs based their education on two goals: open access and large-scale [15]. Knowledge is transmitted from teacher to student through open Internet access. Nevertheless, the authors point two global processes of education: diversification and internationalization. Diversification is associated with the organization of new educational directions, training of new courses and disciplines. The procedure for recruiting students, as well as teaching methods and

techniques, is changing. Internationalization is aimed at bringing national systems closer together, finding and developing common universal concepts and components in them, which form the basis of the diversity of national and cultural values of a given country, and contributes to their enrichment.

A prerequisite for this study is a previously conducted study on the use of Web 2.0 tools in foreign language teaching, in particular the Trello platform, which showed that without effective teacher–student feedback, a loss of motivation to learn and, as a consequence, its complete termination is inevitable [16]. Hence, there was a need to consider pedagogical roles and identify the most effective of them. Analysis of foreign and domestic sources shows the following:

In 2020–2021, researchers from countries such as Indonesia, Iran, Iraq, Malaysia, Pakistan, and Turkey have written many articles where the goal is to study the most important hypostasis of a teacher or teaching styles. The role of the teacher is beyond doubt and remains dominant, while it is the teacher–facilitator who is the main person to maintain the necessary motivation to study disciplines in the subject area ‘English for special purposes’ [17]. Researchers from Indonesia agree with this, arguing that a facilitator in learning is someone who motivates students and makes them reflect [18]. The results of the study devoted to determining the main role of the teacher in the context of learning English as a foreign language (EFL) also show the role of the facilitator as dominant, since it is the facilitator who provides the collaboration that is so necessary for students [19]. The need for the formation of critical thinking skills among modern specialists is beyond doubt, and research in the field of determining preferred teaching styles shows that the role of a teacher–facilitator is chosen by those who have highly developed critical thinking skills [20]. Future teachers also indicate the teacher–facilitator as the second most important after the teacher–expert [21]. The role of the teacher–facilitator is also noted in the study devoted to determining the preferred teaching styles for those who go to work abroad. The results of the study show that it is the facilitator who can contribute to enriching the potential of teaching experience abroad and participation in exchange programs [22]. In the context of teaching using information and communication technologies, as well as within the framework of the discipline ‘CALL,’ the role of the facilitator is also a priority, since it

provides the necessary collaboration within the framework of the interaction of participants in the educational process [23].

In Kazakhstan education since 2015, the role of a facilitator has been regularly mentioned cursorily, but as one of the hypostases of a modern teacher and mainly in full-time education. In various reports of universities of the Republic of Kazakhstan on the development of trilingual education, as well as education in general, facilitators are also mentioned, but again as one of the roles of a modern teacher [24–25]. Nevertheless, it has been proven that for the modern young generation of ‘digital natives’, the facilitator is the main and powerful motivator assistant, or ‘facilitator of students' efforts’, while for ‘non-natives’ it is the ‘main assistant in achieving learning goals and objectives’, with which students ‘gain confidence in installing software (47%) and collaborate with other people using shared digital resources’ [26].

Comparing the concepts of ‘pedagogical support’ and ‘pedagogical facilitation’, the analysis of the literature allows us to conclude that ‘within the framework of the modern paradigm of education, integration of the processes of support, protection, assistance is necessary, but at the same time facilitation of initiation and encouragement of meaningful learning and personal growth, independence of the subject in making important decisions for him’ is important [27]. Because teaching can be meaningless and meaningful; aimed at acquiring knowledge or, on the contrary, aimed at acquiring personal experience [28], then we see the main task of the teacher in facilitating meaningful teaching or creating favorable conditions for this [29]. Facilitation can be social and pedagogical: it increases the productivity of a person's activity due to the actualization of the image of an opponent, or it increases the productivity of education due to a special style of communication and the personality of the teacher. In both cases, facilitation helps to increase the productivity of any activity, including pedagogical [28]. This means that if in the social sphere facilitation is carried out by observing the actions of the subject, then in the pedagogical sphere – due to the special style of communication of the teacher with students, the influence of his personality on them.

Back in 1969, Carl Rogers in his book ‘Freedom to Learn’ defined the facilitation of learning as a process through which everyone can learn to live by himself and contribute to the development of the student [30]. Rogers insisted on replacing ‘teacher’ with ‘facilitator’ – an organizer of classes who

is most interested in the needs and requests of students, thinks not about how to master all didactic units, but about how to create such a favorable atmosphere that students want to know, satisfy their intellectual, socio-cultural needs [31]. Rogers opposed some provisions of traditional pedagogy, in which the student passively receives intellectual knowledge possessed by the teacher [32]. In other words, the teacher has knowledge, and the students must learn it; the teacher is the leader, and the trainees are subordinates who do not define any goals, methods, or content and have no right to choose teachers, respectively, their trust in the teacher is minimal. Rogers insisted on the need to shift the emphasis from teaching to teaching in the learning process, to create such conditions for teaching that it ceases to be a simple transfer of information but is a facilitation of meaningful teaching [32].

Recently, there has been an expansion of the role repertoire of the teacher: along with traditional roles, there are also such as tutor, moderator, mentor, coach, and facilitator [33]. Each role is endowed with certain functions that sometimes overlap, causing a legitimate question about the difference between roles and their priority. Let's consider each of the roles in tabular form to compare them (Table 4.1) [34–36].

Table 4.1 – The Role of the Teacher in the Modern Realias

| Role | Purpose | Format | Specifics | Subject |
|-------------|--|---------------------|---|--|
| teacher | knowledge, skills, formation of competencies | educational process | evaluation format, work within the educational standard and regulatory documentation | |
| tutor | formation of reasonableness and confidence in decision-making, increasing awareness in education and self-realization, improving efficiency in | tutorial | assistance in organizing the educational process, optimizing interaction with administrative structures | organization of the educational process of distance education (DE) |

| | | | | |
|--------------|--|--|--|---|
| | education | | | |
| moderator | activation of analytical and reflexive activity of students, development of research and design skills, development of communicative abilities and skills | group, teamwork | interaction, communication, visualization, motivation, monitoring of the educational process | support the educational process of distance education (DE) |
| mentor | organization of personal development skills available to mentor | master class, training, personal contact | personal skills, engagement | evaluative position, conveys mastery in the best way |
| coach | improving efficiency in achieving goals | coaching session | working in a short-term situation, short-term result | motivation for action |
| psychologist | improving the psycho-emotional state, solving related problems | consultations, personal contact | reliance on the theory of personality | experiences of the subject |
| facilitator | strengthening the productivity of education and the development of the subjects of the professional and pedagogical process due to the special style of communication and personality of the teacher | facilitation sessions | removing difficulties, maintaining motivation, connectivism, technical support | conversion of course assignments into easier or more complex ones in order to complete it successfully and productively on your own |

Table 4.1 shows that all role models perform significant and necessary functions in education. However, according to K. P. Zakharov and O. O. Kunina [37] in the article *'The Difference among the Positions of Mentor, Facilitator and Tutor in the Distance Learning System Moodle'*, the primary

position remains with the moderator who establishes contact with students, and then the main positions in the digital educational environment are considered to be the positions of mentor and facilitator, but at the same time an advanced mentor can become a facilitator, but not vice versa. The same authors claim that the tutor's position is more significant, since the tutor's competence is added, and it is the tutor who teaches students to learn, which fully corresponds to the postulate of the 21st century 'learning throughout life' or 'lifelong learning' [38].

Nevertheless, according to E. I. Sokolova [39, p. 1], the concept of 'tutor' is widely used within all formal levels of education 'school – university – system of advanced training', and the terms 'coach' and 'facilitator' are more correlated with informal education, but at the same time 'facilitator' turned out to be the least frequent word in the Russian language [39, p. 4]. Making a comparative analysis of the use of terms, E. I. Sokolova insists that the tutor works individually with each, and the facilitator works with the group [39, p. 8]. I. I. Falyakhov agrees with this statement, he at the same time also analyzes the level of readiness for mentoring and assigns the highest level to the facilitator, while insufficient to the mentor, acceptable to the tutor and sufficient to the coach in motivational–holistic, cognitive, process–activity and reflexive–analytical plans, concluding that it is a facilitator, who is the ideal mentor, because he/she combines elements of mentoring, tutoring, and coaching [40]. However, the variety of terms of the role models of the teacher and their fine line in terms of similarity of functions and differences forces us to continue working to identify the role of the facilitator in the process of mixed foreign language teaching with a possible subsequent proposal of their model and interpretation.

The study of key methods and techniques of facilitation was carried out by involving 61 students of linguistic and non–linguistic specialties in the process of passing massive open online courses on various platforms, the content of which complemented the content of the disciplines fixed in the working curriculum. In other words, students, in addition to traditional classes on recommended textbooks and educational and methodological complexes, had to take massive open online courses on Coursera and Intuit platforms, for example, 'Translation Quality Management', 'Academic Writing', 'Business Correspondence in English', with weekly facilitation sessions. For 15 weeks, the students have worked independently in their free

time based on the materials selected for them by the MOOCs and consulted with the facilitators. After 15 weeks, all students were asked to leave a detailed review of the role of the teacher–facilitator in their additional training, the total result of which allows us to conclude that when taking additional courses, the teacher is necessary for:

- 1) Competent selection of additional courses to improve knowledge of the discipline;
- 2) Successful completion of the courses on time;
- 3) Maintaining and preserving the motivation of students to study disciplines within these additional courses;
- 4) Assistance in solving problems in additional courses that students cannot solve on their own;
- 5) Creating a friendly atmosphere and the necessary joint collaboration in the conditions of distance and blended learning.

In parallel, a survey of facilitators was conducted who already had experience in facilitating various sessions on the topic ‘Distance learning format’ in order to find out what difficulties and problems the MOOCs students faced in the process of switching to a new format of work. 123 respondents took part in the survey and answered 15 questions. The remote format of testing using the online tool Google Forms is used.

The analysis of the survey of facilitators about the weaknesses of the course participants revealed the following problems:

- 1) Lack of time (66.7% of respondents);
- 2) Lack of communication with other course participants (28.2% of respondents);
- 3) Weak technical base (19.7% of respondents);
- 4) Misunderstanding of tasks or instructions (12% of respondents).

In parallel, a survey, involved 139 teachers and 389 students of various levels, was conducted to study the degree of effectiveness of the use of MOOCs in the 2020–2021 academic years. It contained 15 questions created through the online tool Google Forms, which also addressed the question of the role of the facilitator and the need to accompany students during their online courses on various platforms.

The attitude of students to the role of a teacher in the process of mastering the MOOC is shown in the following section:

- 31.1% of respondents regard the support from the teacher during the MOOC as a motivating factor of learning.
- 25.6% emphasize that the teacher provides technical support when using the platform.
- 25.6% say that the teacher helps with difficult topics and tasks.
- 13% of students do not need help in MOOCs.

As the advantages of learning on MOOC platforms, students consider the following opportunities:

- 40.8% of respondents consider the choice of a course according to their level of knowledge and interests as a priority advantage.
- 40.4% of respondents like the opportunity to improve their professional level.
- 32.2% of respondents consider learning at an individual pace to be a plus.
- 27.5% highlight the more modern content of massive open online courses.
- 27.1% of respondents like the opportunity to develop their general outlook.
- 22% of respondents take a variety of task forms and the ability to choose to complete tasks as a bonus.
- 19.6% note the available level of MOOC tasks.
- 17.3% find an opportunity to communicate with course participants and find like-minded people.
- 9% consider it an advantage to be able to transfer the MOOC course into the transcript of completed credits.

Analyzing the feedback and responses of students, we can state the fact that the most important thing for them when taking additional online courses is conducting facilitation sessions by a teacher who organizes, directs, facilitates, stimulates the search process based on the task assigned to students and helps in the successful completion of the MOOC.

The analysis of teachers' responses regarding their role in the process of students passing the MOOC shows the following:

- 52.1% insist on organizing live sessions to discuss the course, its tasks, and the problems faced by participants.
- 40.2% consider their main role to be instructing students about the use of Internet platforms.

- 35.9% of respondents are limited only to providing students with a list of MOOCs in the discipline for additional learning.
- 21.4% of respondents prefer control over deadlines and acceptance of a certificate of completion as proof of the completed task.
- About 1% denies using MOOCs with students.

The analysis of the survey and feedback from students, as well as the survey conducted among teachers, allowed us to identify the following problems that both students and teachers faced when switching to a new format of education and which require the necessary solutions:

- Courses of a certain subject cannot be transferred to the online course format;
- There is partial resistance on the part of teachers regarding the integration of MOOCs into the educational process and their low interest in using these courses as part of the curriculum;
- Questions remain open related to the correct selection of MOOCs, as well as the formation of a curriculum with convenient deadlines for completing the course.

40% of the teaching staff do not know the key features of MOOCs and the effective tools embedded in them to implement the principles of continuity and individualization of education.

80% of respondents did not have a holistic view of independent approaches to the problems of the issues being solved and support from facilitators is required.

The responses of students involved in a 15-week experiment with massive open online courses, a description of the problems identified as a result of a survey of experienced facilitators and teachers, as well as students of different levels in terms of difficulties encountered by the students of the MOOCs, made it possible to draw a portrait of a competent teacher-facilitator (Figure 4.1).

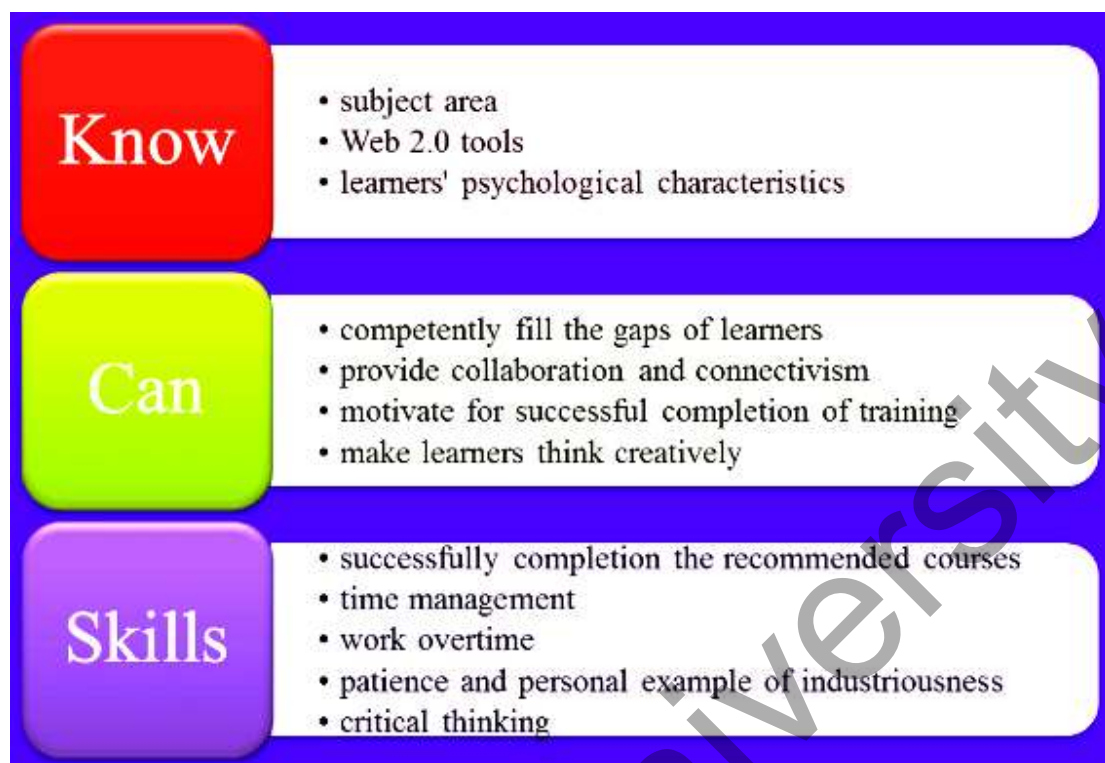


Figure 4.1. A Three-Dimensional Portrait of a Teacher-Facilitator: Knowledge, Skills, and Abilities

Taking into account the subject area of teachers of blended learning, namely «English», the need to engage in discussions in order to teach critical thinking and the availability of soft skills, we have started work on the selection of basic Web 2.0 tools for more successful work of the facilitator and for the preparation of facilitation sessions according to **three key criteria**:

- 1) Communication skills;
- 2) Critical thinking skills of the highest order;
- 3) Survival and flexibility skills.

Many scientists, analyzing the concept of language competence, bring to the fore practical activity, rather than knowledge of vocabulary and grammar. For example, I. A. Zimnyaya, analyzing the concept of competence, interprets it as an actual manifestation of competence, ‘knowledge-based, intellectually and personally conditioned experience of a person's socio-professional life’ [41].

The competencies necessary for students to successfully complete the MOOC course are not limited only to language skills. To successfully complete the course and interact with the facilitator, certain personal qualities are necessary, such as responsibility, organization, ability to work in a team and communicate with different people outside of their comfort zone. These competencies, with all their diversity and ambiguous list, are commonly called soft skills. There is an opinion that today graduates are academically competent and have excellent skills, but they seriously lack such skills as ‘teamwork’, ‘leadership’, the ability to work with numbers and to argue [42].

For soft skills categories such as collaboration, communication and time management, M. Sinken analyzed the tools used in various MOOCs to stimulate self-regulation and active learning using categories created by Scagnoli in 2012 and identified different types of activities and tools for each of them [43].

We have identified such blocks as tools for reading, writing, listening and speaking. The choice of tools was based on the wealth of cognitive skills that the student uses in the process of working with these tools. However, the evaluation of tools requires taking into account not only the benefits of their use, but also more general characteristics. Moreover, each tool should be tested during the facilitation sessions of previous and present experience. One of the simple and at the same time understandable categories for evaluating Web 2.0 tools includes the following categories adapted to our project:

1. Functionality – possibilities of use, applicability;
2. Accessibility – accessibility for inclusive groups, free access;
3. Technical – the ability to integrate with other platforms, access from a browser or mobile application;
4. Design – convenience, pleasant interface, offline access;
5. Data protection – registration, secure connection, export or archiving of data;
6. Social presence – the popularity of the application in social networks, updates and development;
7. Teachers' experience – testing of the tool, experience of application among Kazakh teachers [44].

To date, more than 100 tools providing Internet access have been analyzed, their advantages have been highlighted, cognitive skills and

competencies developed by them, as well as testing in the educational environment of Kazakhstan.

At the same time, the development of a methodology for the advanced training course for teachers of English as a foreign language has begun on the basis of MOOC resources and with the assistance of a facilitator, taking into account Common European Framework of Reference (CEFR) and standards for the use of technologies in the study/teaching of English to speakers of other languages (TESOL Technology Standards) [45–46], for which methodological features of the support of online foreign language courses have already been defined, namely:

- Differentiated approach;
- Identification of the needs of the market of school, higher and postgraduate education;
- Determination of the student body for the planned courses with the participation of facilitators;
- Blended and/or online learning format.

A number of parameters related to the successful completion of massive open online courses by students in the direction of ‘English’ are highlighted:

- Motivation of listeners;
- Skills of self-regulation in learning (skills of setting goals and objectives, self-control, monitoring one's own educational activities and correcting behavior);
- The level of interactivity of the online course and the degree of «isolation» of the listener;
- Computer literacy and technical equipment of students;
- Previous MOOC experience;
- Socio-demographic characteristics of the student.

Thus, during the experimentation, it was assumed that a number of English language disciplines would be taught at Kazakhstani universities such as Buketov Karaganda University, L.N. Gumilev Eurasian National University, Shymkent Miras University for 15 weeks of one academic year with the use of facilitation sessions in order to clarify and define the role of a teacher-facilitator in order to support participants of massive open online courses. To help the project participants adapt to the Coursera platform, ensure maximum involvement of participants, their cooperation and

mastering new competencies, a facilitator teacher was involved in each group, whose role contrasted with the activities of an ordinary teacher.

Based on the results of the questionnaire and various forms of the survey, the main tasks and the principle of the facilitator's work were clarified and outlined. The experience gained helped to describe in detail the functions of the facilitator, their difference from the generally accepted ideas about the teacher–supervisor. Thanks to the facilitation sessions, all participants successfully completed courses on the Coursera platform, and later used the platform to study other courses within their professional fields and interests.

It was determined that such an innovative approach in education is determined through the ability and willingness of facilitators to design and model the educational process necessary for this group of students using various educational technologies based on knowledge of their potential capabilities. This is what makes the learning process at the university methodically organized and technological, i.e. predictable and as close as possible to the planned results.

Within the framework of such design, it is advisable to use mixed models created on the basis of various educational technologies that have proven themselves well in the practice of higher education in Kazakhstan on the example of MOOCs.

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«Anyone who stops learning is old,
either at twenty or eighty.
Anyone who keeps learning stays young.
The greatest thing in life is
to keep your mind young.»
Henry Ford

CHAPTER II. MOOC FACILITATORS IN THE KAZAKHSTANI EDUCATIONAL CONTEXT

Theme 5. Kazakhstani Facilitators as Agents of Sustainable Development of Local Educational System

Our case study includes a series of significant international and regional events, where the issue on the role of facilitators in teacher professional development (TPD) through MOOCs as well as on their training peculiarities was raised and voiced by local teachers, participated in AE MOOC Facilitated Sessions Project as MOOC facilitators (Table 5.1).

**Table 5.1 – A Series of Significant International and Regional Events,
Contributed to a Pool of Local Facilitators’ Development**

| Event ID | Date | Event Name | Host | AE MOOC facilitators’ contribution |
|-----------------|------------------------------|---|---|--|
| Event 1 | 01 October 2019-30 June 2020 | AE MOOC Project | KazTEA, US Embassy RELO, American Corners in 16 Kazakhstan cities | Novice AE MOOC facilitators got a basic understanding of facilitation and reported the need for further exploration of the role of MOOC facilitator. |
| Event 2 | March 2020 | AE MOOC training for Access program coordinators and instructors | RELO (Central Asia) with EL Specialist Mary Catherine Boehmer | Access program coordinators and instructors, among whom there were AE MOOC facilitators, who got aware of MOOC camps, their types and strategies to facilitate sessions. |
| Event 3 | March-April 2020 | «Using Educational Technology in the English Language Classroom» MOOC Engagement Sessions | KazTEA & US Embassy RELO | Novice AE MOOC facilitators gained knowledge in using various digital tools for teaching. |
| Event 4 | August 2020 | Online extended meeting of the Republican Scientific-Methodological | <i>Kazakh Ablai Khan University of International</i> | AE MOOC facilitators initially aired the need for facilitated sessions, during |

| | | | | |
|----------|-----------------------|--|---|---|
| | | Council | <i>Relations and World Languages</i> JSC | which MOOC participants could consolidate the material for its further use. |
| Event 5 | 18 February 2021 | Online meeting of National Scientific Council (NCS) in Research in the Field of Education and Science | The Committee of Science of the Ministry of Education and Science of the Republic of Kazakhstan | AE MOOC facilitators became researchers: their application for funding a research «Facilitators in professional development of blended learning teachers: effectiveness assessment, methodology, vectors of competence development» was approved for grant funding by MES RK. |
| Event 6 | 15 March-04 June 2021 | Proposal Writing for Success at International Conferences project | RELO (Central Asia) with EL Specialist Jimalee Sowell | Intensive training of writing abstracts for international conferences allowed AE MOOC facilitators presenting their outcomes at two large-scale events, organized by TESOL International Association. |
| Event 7 | 28 April 2021 | Increasing Online Engagement of English Language Learners Forum | RELO, KazTEA, and the British Council with the support of MES RK | AE MOOC facilitators shared their experience in the report titled «Active Learning via Social Websites: Best Experiences and Challenges from Kazakhstan.» |
| Event 8 | 17 July 2021 | ELT Leadership Management Certificate Program (Online) | TESOL International Association | AE MOOC facilitators gained leadership skills and watched the work of international facilitators. |
| Event 9 | 30 August 2021 | Autumn '21 Virtual IPE | International Publishers, Greece branch | AE MOOC facilitators voiced the question of the role of English Teachers' Associations in TPD. |
| Event 10 | 08-11 November 2021 | Actual Problems of Philology and Foreign Language Teaching Methods. The 3 rd All-Russian Scientific-Practical Conference with International Participation | Novosibirsk State Pedagogical University Foreign Language Faculty | AE MOOC facilitators were recommended to conduct a more thorough investigation on the difference between facilitator and other teachers' roles, which was done. |
| Event 11 | January-December 2022 | «Advancing English for Media Literacy» Project | KazTEA & PF «The Society Development Information Support Fund» | AE MOOC facilitators carried out a training of facilitators for TPD aimed to strengthen resilience to disinformation by increasing the media literacy |

| | | | | |
|----------|-------------------------|--|--|--|
| | | | (FIPRO) funded by RELO | through Coursera MOOC «English for ML.» |
| Event 12 | 22-25 March 2022 | TESOL 2022 International Convention & English Language Expo, Pittsburg, US | TESOL International Association | AE MOOC facilitators presented their abstract titled «Less Massive but More Efficient Online Learning for EFL Teachers» |
| Event 13 | 01 October-15 June 2022 | Passing the baton to schoolteachers' training through MOOC from RELO to British Council. The start of Future English Online Teacher Community (OTC) for EFL Teachers project | The British Council & <i>National Center for Advanced Training «Orleu»</i> JSC | AE MOOC facilitators were selected for facilitating Future English Online Teacher Community (OTC) for EFL Teachers project, where gained connectivism-based practices |
| Event 14 | 13-16 June 2022 | Language Teachers as Innovators: Digital Literacies and Communicative Approaches 2022 | TESOL Regional Conference at Inha University, Tashkent, Uzbekistan | Experienced facilitators shared their experience in their report revised in the light of upgraded skills titled «Less Massive but More Efficient Online Learning for EFL Teachers» |

For convenience, we assigned each of thirteen events a sequence number from 1 to 14 when arranging them in a chronological order from the earliest to the latest. American English MOOC Facilitated Sessions Project [1], held between 01 October 2019 and 30 June 2020 and involved 394 EFL and STEM pre — and in-service teachers from 16 Kazakhstan cities, was the starting point. It focused on training facilitators for teacher professional development through MOOCs in the collaborative discourse of Kazakhstan Teachers of English Association (KazTEA) and Regional English Language Office (RELO) of US Embassy Kazakhstan.

AE MOOC project itself and its impact provided the impetus for research in identifying the role of facilitators in TPD through MOOCs in the context of Kazakhstan, education well described by Kalizhanova et al. in 2020 as: (1) the first experience in MOOC on a large scale in Kazakhstan, thanks to which the main responsibilities of MOOC facilitators were clarified; (2) showed a weak link in TPD regarding school teachers' poor organization skills, lack of time, desire to obtain the certificate rather than establishing a professional network, and the need for technical, social, and individualized support; (3) revealed motivational potential of facilitated sessions in timely and efficient accomplishments of Coursera MOOCs; (4)

reported a shift from traditional teaching to facilitating effective communication amongst MOOC participants; (5) proposed some solutions how to work online with a diverse group of learners [2]. Since then, AE MOOC facilitators participated in several events, during which they gained additional skills and knowledge in both EFL teaching and TPD via MOOC facilitation. For instance, Events 1, 7, and 12 equipped novice facilitators with facilitating skills by participating in American English MOOC Camp [3-4], watching the work of international facilitators, and acquiring connectivism-oriented approach to facilitating MOOCs respectively. Events 2, 5, and 7 contributed to developing the knowledge of using digital tools for teaching all four English language skills, academic writing, and ELT leadership relatively. All events allowed MOOC facilitators learning from peers and sharing their expertise as well as establishing good rapport with professionals worldwide.

The presented sequence of chronological events fully coincides with the idea of continued educational outcomes by at least 1-year training [5]: our accumulating knowledge process is still ongoing after more than two years of continued development as facilitators. Our experience justified another idea about the importance of additional educational training for sustainability of the results [6]: we actively participated in various events to fill gaps in contemporary teaching practices to become professionals, who manage to facilitate other teachers' professional development. We also prove the fact that such long-term training requires human and financial investments [7] that the local NGOs usually lack thereby need external support from the local education authorities (LEAs and international educational organizations (IEOs) [8]. All this allows us proposing the framework of developing a pool of local facilitators for sustainability in teacher professional development, including via MOOCs, based on fruitful cooperation of local NGOs, LEAs, and IEOs (Figure 5.2), where the contribution of each party is clearly seen from Table 5.2.

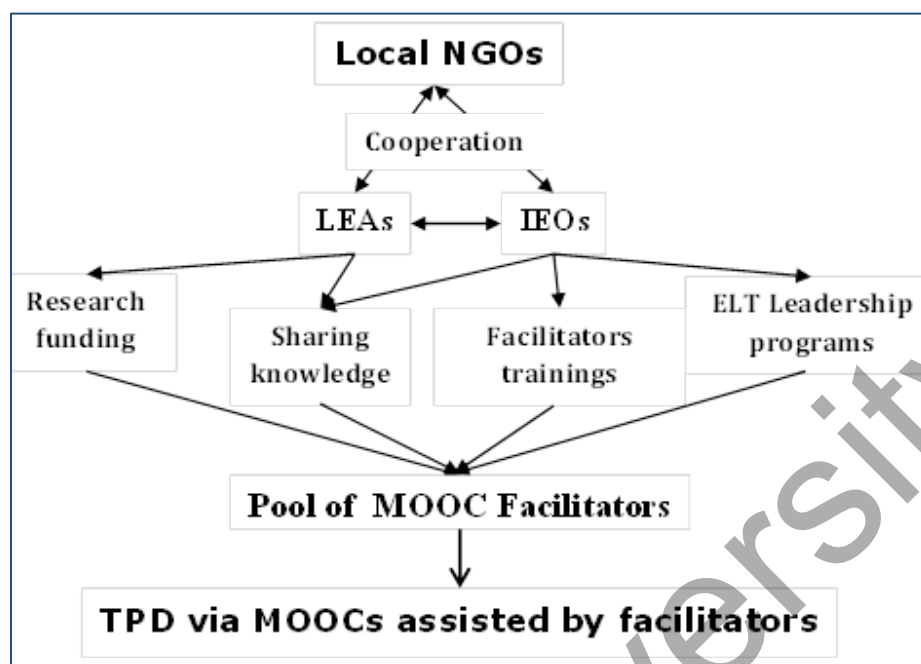


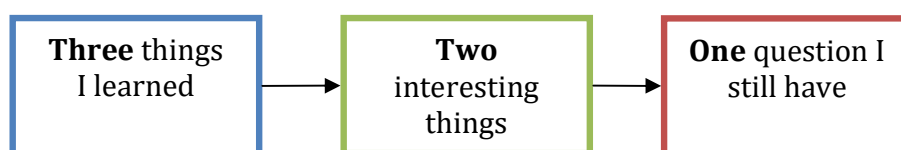
Figure 5.2. Joint Efforts in Developing a Pool of Local Facilitators

Table 5.2 – Cooperation on the part of NGOs, LEAs, and IEOs to developing a pool of local facilitators

| Necessary skills | Event ID | Funded by |
|-------------------------------|-------------|---|
| Facilitating MOOCs for TPD | 1; 2; 7; 12 | RELO in Central Asia & British Council |
| Digital literacy | 2 | RELO in Central Asia |
| Academic writing | 5 | RELO in Central Asia |
| Research skills | 4; 5; 9 | MES RK, RELO in Central Asia |
| ELT Leadership | 7 | RELO in Central Asia |
| Sharing knowledge | 1-14 | MES RK, RELO in Central Asia, British Council |
| Building professional network | 1-14 | MES RK, RELO in Central Asia, British Council |

Active participants from KazTEA with constant financial and human support from RELO in Central Asia and British Council have come a long way from its humble beginnings in 2019 to turn from experienced EFL teachers into experienced and well-qualified facilitators.

3–2–1 Comprehension Check



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Theme 6. Tools and Techniques of Kazakhstani Facilitators

Facilitated Sessions Guidelines.

The tone of a group's work in Facilitated sessions is affected by the opening and closing activities. To start a group off well requires setting a positive tone for the Facilitated sessions. Closing the meeting involves leaving the group with a sense of commitment to and clarity about what has been decided.

When Facilitated sessions are opened and closed well, that make the group's work satisfying and productive. The opening of the meeting is an important time to establish group norms and to reinforce the idea of the group's work, where every member contributes to the group's output. At the closing is the time to solidify decisions made, clarify action items, and determine ways to make the next meeting even more productive.

When choosing opening or closing activities for a group meeting, first ask yourself some questions about the group and the situation.

- What is likely to be the attitude or spirit of the group?
- What are the strong and weak points of the group?
- What is the group's attitude toward working with a facilitator?
- How well do group members know and respect one another?
- What is the goal(s) of the activities? (What do you want the activities to accomplish?)
- How much time can be used for these activities?
- What are the absolute essentials that must be covered?
- What will be the group's attitude toward and exposure to the topic at hand?
- What difficulties (time, resources, noise, and attendance) might come up?

After you have assessed the situation and the group, you are ready to brainstorm and decide what the flow of the opening or closing activities will be.

Opening a Group's First Facilitated sessions

The opening activities of a group's first Facilitated session are critical in focusing the group, setting a positive tone, and gaining commitment from members to proceed. Here are some typical things that need to happen at most first Facilitated session:

1. Welcome - Welcome to the meeting, to the group;
2. Icebreaker (to introduce people to one another) - Introductions of participants, facilitators, and guests (may be in the form of an icebreaker to relieve tension and draw people into the group);
3. Agreement to objectives and purpose of the meeting - Brief explanation of roles (facilitator, recorder, group leader, members);
4. Individual expectations for the meeting - Agreement on objectives and purpose of the meeting;
5. Explanation of facilitator's role - Agreement on suggested ground rules and a chance for participants to add ground rules of their own;
6. Suggested ground rules and agreement- Individual expectations or desired outcomes for the meeting;
7. Administrative details - Administrative details (ending time, break times, lunch arrangements, location of phones and rest rooms, sign-ups for other activities);
8. Agenda (content and process flow of the meeting) - Flow of the meeting (brief outline of the content and process to be followed).

When gathering each person's expectations for the meeting (Number 4 above), record names and expectations on a flip chart. When everyone has finished, go back through the items quickly and indicate whether the expectation is likely to be met, given the objectives and design of the meeting. At the end of the meeting, briefly return to the list of expectations, asking each person whether and how his or her expectations were met.

After a brief introduction to the value of having ground rules, along with a few examples, a group can come up with some initial ground rules at its first meeting. After a few meetings, post the ground rules again (some facilitators post these at every meeting) and ask the group to review them. («How are we doing with our ground rules?» «Are we keeping them?» «Do we need to change them or add any new ones?») This gives the group an opportunity to correct some of its bad habits. Instead of finger pointing, it becomes a group effort to identify ways to function better by setting new standards. If the group is only together for one or two days, give the group

Closing a Group's Ongoing Facilitated Sessions

Closing activities help make sure the results of the Facilitated session are clear and that everyone knows what he or she must do next. Group members also give feedback on the meeting process and plan details of the

next meeting. Typically, closing a group Facilitated session involves the following:

- Reading over the written and posted *decisions* that were made during the meeting and checking for understanding and buy-in;
- Reviewing *action items* (who is going to do what by when);
- Acknowledging *items that surfaced for the first time* during the meeting and asking the group how they want to deal with them;
- Making *arrangements for the next meeting*—setting date, time, and place;
- Going around the group to hear *each member's feedback* on the meeting («What went well?» «What could be improved?»); and
- Occasionally, *informal time* and refreshments, giving members a chance to socialize and/or deal informally with work-related issues.

Closing a Group's Last Facilitated Sessions

It is a good idea to have a closing Facilitated session instead of ending the group sessions with verbal or written notice. People will feel better about the group and its work, whether it was finished or not, if they have a chance for a closing meeting. Here are some suggestions for what to accomplish at a final group meeting:

- List any miscellaneous work that must be done;
- Have each group member share what he or she found most rewarding and important about being part of the group;
- Allow time for people to express appreciation to one another and to the group leader and facilitator;
- Offer opportunity for members to exchange phone numbers and addresses;
- Return original documentation and materials to group members;
- Give group members a chance to relate what they learned about group work and what they would do differently next time; and
- Present awards, recognition, or gifts to every group member to signify the value of each person's contribution.

Work on Forums

Most often, forum options on MOOCs are the main means of interaction between students and their connection with teachers. Despite their widespread use, some analytical studies show that forum usage is generally

low and one-sided [1]. The disadvantage of tutor moderation is that it can close the discussion of the participants. At the same time, peer support forums fail to offer adequate assistance. At the same time, some studies show a relationship between the activity of the forum and the success of completing the course [2-3]. Zhang C. et al. [4, p. 113] stated that instructor interactions with students in the forum matter in promoting student to persist and learn more in the MOOC.

Thus, it makes sense for a facilitator to take the lead in organizing the forum among the participants so that this tool realizes its potential in terms of the academic success of MOOC participant, as well as helping to develop cognitive and communication skills.

In this type of the work, the main task of the facilitator is to analyze the MOOC material and set the topic of the forum in a way that maximizes the cognitive and communication skills of the participants. Moreover, the facilitator faces an organizational issue: in addition to setting the topic of the forum, it is necessary to prepare an online space for discussion, and set the discussion parameters, i.e. the number of words, the number of comments, the nature of the comments, their content, etc. In most cases, facilitator is required to keep a record of the activity of the participants.

The difficulty arises in the fact that, when it comes to MOOCs on a third-party resource, the facilitator does not have the opportunity to monitor the forum, track his group of participants and obtain more detailed data about them. In this case, web 2.0 tools may help.

According to the development carried out by the grant project team, work with the form should include the following aspects:

- setting a discussion question based on the topic of the course
- answer to the discussion question by the participants
- mutual meaningful commenting by the participants of each other
- general discussion of the results of the forum at the online meeting of the participants and the facilitator.

The discussion question should touch upon the subject of the course and be of a complex nature, require the participants to analyze and synthesize the information and skills obtained during the training. In addition to discussing the question, the form may request the implementation of some practical work, for example, an essay, a mind map, a project, a presentation, or an action plan.

As an example of facilitation work with forum, we will give the following sample, organized to discuss the material studied in the course «Academic English» by University of Queensland (Figure 6.1). The course was chosen as part of tutorials in the subject «English for IELTS», more specifically to develop the students' writing skills. Its relevance is also reinforced by the general tasks of higher education, which include writing term papers and bachelor's thesis.

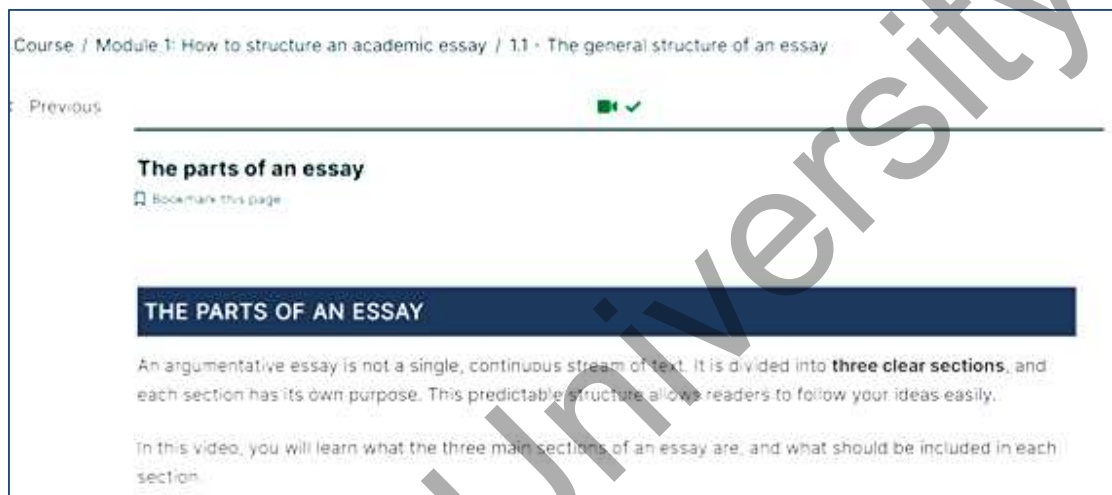


Figure 6.1. edX Course Forum

Web 2.0 tools:

The platform *Padlet* was chosen as the hosting tool for the forum due to its ease of interaction, the ability to leave comments and multimedia applications, and vote for the board posts. Online discussions were held on the Jitsi.com platform at the end of the week devoted to the discussion on the form.

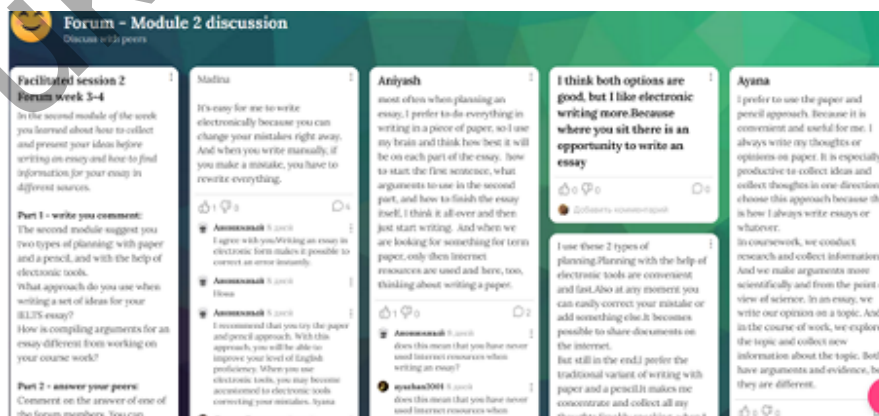


Figure 6.2. Forum for the Second Model of the MOOC

The first comment on the form belongs to the facilitator, who set the topic of discussion. Participants had a week to work with the form. Figure 2 represents the form of the second module of the MOOC at edX. The following tasks were posed by the facilitator:

Part 1 - write you comment:

The second module suggest you two types of planning: with paper and a pencil, and with the help of electronic tools.

What approach do you use when writing a set of ideas for your IELTS essay?

How is compiling arguments for an essay different from working on your term paper?

Part 2 - answer your peers:

Comment on the answer of one of the forum members. You can either give this person advice or ask a clarifying question.

See you at the session!

Part one involves arguing your position as well as comparing two ways to plan an academic essay. Such a question forces the participants to return to the course material, find parallels and differences. In addition, this question asks participants to share their own essay writing experiences, which will activate communication skills.

Part two also ensures active communication of the participants. It not only allows them to compare their perceptions with those of other participants, but also to engage in polemics if the views of the participants do not agree. In this way, connections are established between participants, cognitive skills of analysis and synthesis are used, and free communication is practiced in a meaningful life situation.

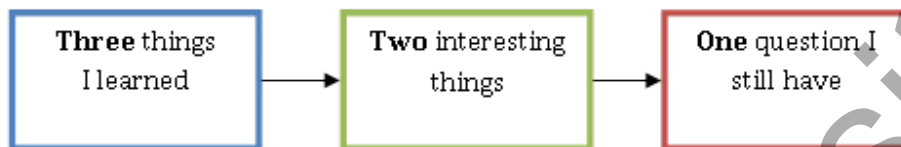
At the online facilitation session, the result of the forum discussion is reviewed. Participants have the opportunity in small groups to discuss everything they read on the forum, express their attitude, and come to a common conclusion.

For example, in the case of the questions presented above, the participants clearly understood the importance of personal opinion and good sources for different types of written work and came to the conclusion that a large part prefers to interact with paper and pen when planning their writing

assignment, despite the fact that digital devices are more convenient in terms of editing and carrying anywhere.

Now it is high time to consolidate the information on the facilitation of forums, you should prepare your own question for a discussion.

3–2–1 Comprehension Check



Task 1

1) Study the following playlist:



2) This playlist is presented as a MOOC simulator. Imagine that all these videos are the material of one course. Choose one of the videos according to your birth month. If you were born in January, your video is No. 1. Since the playlist is limited to only eleven videos, those born in December also choose the latest video No. 11.

3) Come up with a discussion question about your video. The question should require participants to apply their communication skills in an extend manner, as well as involve high cognitive skills, such as synthesis, analysis, and evaluation. Formulate the question clearly, so that participants can follow your instructions.

4) Explain how your question develops participants' cognitive skills, how it develops communication skills.

4) Suggest a forum hosting platform and explain Web 2.0 chosen for this exercise.

5) Evaluate the works submitted by two of your peers.

As this task implies a peer review, follow the steps to evaluate the works:

1. Did the classmate provide the task according to the specified playlist?
2. How clear and understandable is the question for the forum?

3. Is the choice of web 2.0 justified for the forum?
4. Is it clear what skills are being developed by the question?
5. To what extent do you agree that the tasks develop these skills?

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6.1 Facilitated Sessions' Scenario for the Massive Open Online Course «English for Media Literacy»

Below comes our facilitated sessions' scenario for the massive open online course «English for Media Literacy», developed by the instructors of University of Pennsylvania and located on the platform Coursera.

SESSION 1

Project Goals and Activities

By the end of the session, participants will be able to:

- Explain the goals and objectives of the AE4ML KZ project
- Analyze their opportunities and give examples of embedding ML online course materials into their teaching practice
- Name 5 parts of the project considered for the Certificate of Achievement and Attendance
- Define format for communicating ideas at the session and after

The participants introduce themselves. The project facilitator explains the goal and components of the project.

Project Goal: Strengthen Kazakhstan's resilience to disinformation by increasing the media literacy capacity of 600 English language educators who will develop Kazakhstan's next generation of responsible decision-makers.

Project Short-term Objectives: To raise 600 project participants' awareness of media literacy competencies and aspects of diverse media consumption.

To equip 600 in- and pre-service teachers with media literacy skills through training and curriculum implementation

To equip 600 pre- and in-service teachers with strategies and techniques of effective participation in MOOCs (Massive Open Online Courses) to increase the quality of their learning

To upgrade the English language level of 600 project participants through the use of online/ blended learning techniques and training materials to access diverse media sources

Project Long-term Objective: 600 project participants will enable thousands of students in Kazakhstan to think critically about the media and information through embedding media literacy materials at secondary, special and higher education curriculum.

Project Certification Criteria:

| |
|--|
| Passing the «Advancing English for Media Literacy in Kazakhstan» project with Merit |
| Certificate of Achievement Criteria |
| To obtain a Regional English Language Office (RELO) and KazTEA Certificate of Achievement, you must complete more than 70% of the project. |
| <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 |

| |
|--|
| Passing the «Advancing English for Media Literacy in Kazakhstan» project |
| Certificate of Attendance Criteria |
| To obtain a Regional English Language Office and KazTEA Certificate of Attendance, you must complete more than 50% of the project. |
| <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 |

| |
|--|
| Failing the «Advancing English for Media Literacy in Kazakhstan» project |
| If you complete less than 50% of the project, you WILL NOT obtain any certificate and will not pass the project. |

SESSION 2

Coursera Navigation

By the end of the session, participants will be able to:

- Freely navigate Coursera platform
- List the basic Coursera standards
- Name rules for acceptable online behavior

Coursera Navigation. Sign-up (first time users).

1. Type the name of the course (English for Media Literacy) in the catalog search.

2. Select the course.

3. Click on the left «Enroll Now» button

a) Facebook sign-up OR;

b) Email sign-up.

4. You will receive two emails immediately from Coursera:

a) Email confirmation (you need to confirm your email);

b) Welcome email.

Settings. Course Schedule. Revising the process of application for financial aid.

Discussing Coursera's Honor Code and Code of Conduct, Netiquette rules and tips for discussions. Participants in pairs discuss and name 3 things they like most about the basic Coursera rules and Netiquette.

Questions for group work



Meeting with Media Literacy Trainer Tatyana Khassanova.

The meeting aimed at providing information on types of media/social media bias and content authentication methods. The participants practiced their analytical and critical thinking skills through interesting tasks.

Final practice task included group work on rewriting the texts of news reports so that they become biased.

Presentation of messages and identification of the form of bias may be

used by others in the future.

SESSION 3

Media Literacy

Objectives:

- Raise awareness of the concepts 'Media' and 'Mass media'
- Raise awareness of the grammar form for 'media'
- Raise awareness of methods of information perception
- Raise awareness and practice the use of 'consume' and its derivatives
- Raise awareness of the concept 'literacy'
- Analyze reading strategies to enhance reading subskills (skimming and scanning)
 - Write question for the survey (mingle activity), logically communicate the ideas within the survey analyze the findings
 - Write a report in the form of a social media post (Facebook) on the findings

Procedure:



Brainstorming of the concepts 'Media' and 'Mass media' with the help of
Brainstorming of the concepts 'Media' and 'Mass media'

Choose the right version: media is or media are.

Read and find the reason for Media to be plural in the past.

Brainstorm: types and formats of media in the past and these days?

Discussion of different types of media



Media consumption

Name the ways we perceive information today?

Task 1 Work in pairs and discuss the questions. Then briefly tell the class what you have learnt about your partner

1. How often do you see or hear media messages?
2. Where do we see or hear media messages?
3. What was the last media message you received on your way here?
4. What was the last media message which affected your decision?
5. What was the last media message which proved to be a fake?

Language study:

n. consumption. v: consume

Study collocations of noun and verb according to CorpusLeeds



Fill in the chart:

| noun | verb | adj | noun |
|-------------|-------------|--------------|-------------|
| plants | consume | | water |
| | consume | fairly large | |
| | consume | | liquid |

| | | | |
|--|---------|--|--|
| | consume | | |
|--|---------|--|--|

Video:

Pre-watching: Define concepts: Literacy and Media literacy. Answer what Media Literacy is.

Task 1. It is well known that literacy is the ability to read, understand and to create with a written language. Read the descriptions of people and decide if they are literate

1. John is 5. He has learnt already all letters of English alphabet.
2. Steve and Ann are pen-friends. Many years ago they started writing letters to each other; today they exchange e-mails.
3. Hugh has been studying Italian for a month. He can say his name and ask for directions.
4. Bridget got to know from her company's annual report that her salary would decrease next year.
5. Olha doesn't want to buy any food in this supermarket. She knows it is expensive here.

As you know from the video Lynn is media literate and Vanessa is not. What does it mean? How do they consume media messages?

Task 2: Discuss in groups the following questions. Then make a mind-map or a poster illustrating your attitude

1. How does the discussion in class lead us to the concept of media literacy? What does it include?
2. Is it really important in the modern world? Why?
3. What does it mean to be media literate?
4. How media literate is our society?
5. How media literate are you?

Project: My media list

Team work:

1) Think individually and share with your team a set of questions (4–6 Qs) to find from your partner

A Type of Media Usage

Strategies s/he uses to analyze the information they see/hear/read

| | | | |
|-----------------|-----------|------------------|------------------|
| Question | Me | Partner 1 | Partner 2 |
|-----------------|-----------|------------------|------------------|

- 2) Mingle activity:
- Write down the questions your team has developed into the chart.
 - Write notes of your answers to the Qs in the appropriate column
 - Ask two partners minimum and make notes in other two columns.
- 3) Compare and analyze the responses you've gained and write a comment in the Assessment 2 (Week 1) on Coursera

SESSION 4

Types of Media: Traditional vs Social

Objectives:

- Raise awareness of types and features of traditional media, similarities and differences;
- Raise awareness of social media types, its features and reasons of use;
- Use different structures to compare objects and processes in own contexts;
- Discover the positive and negative aspects of social media;
- Apply brainstorming techniques to outline the main idea of a post;
- Write a comment or post on a Facebook page re the latest events within current trends in TEFL.

Brainstorm of types and features of traditional media, similarities and differences of them (30 min)

Task 1. Name types of Traditional Media (PollEv)



Task 2. Work in pairs. Analyze these types of traditional media according to three criteria: speed of information, amount of information, audience. (Handout)

| | Speed of Info | Amount of Info | Audience |
|--------------------------------|----------------------|-----------------------|-----------------|
| Television and radio | | | |
| Newspapers and magazines | | | |
| Billboards, newsstand and mail | | | |

Task 3. Discuss in pairs that *COST* appears one thing that all forms of traditional media have in common.

1. Why are traditional media so expensive to create?
2. Who can afford to create an effective traditional media message?

How can the cost of such message be covered?

Task 4. Name types of Social Media (PollEv)



Task 5. Work in pairs and discuss what makes this type of media «social». Are these features characteristic to traditional media? Summarize the main differences between traditional and social media. Comment on the connections between the two types of media.

User-created content

Two-way communication

On-line social network

Pros and Cons of Social Media (20 min)

Answer the questions about the video. Use the following QR-code to divide the questions:



How can social media be used to support a cause?

What are the usual ways of raising awareness of a cause with the help of traditional media? What are the drawbacks of this way?

How to raise awareness of a cause with the help of social media?

Do you know any causes that worked well? Can you tell about any causes that did not succeed? (Cancellation of the division of the class into two subgroups in English lessons)

Have you or your friends participated in any cause? (Crowdfunding for taking care of homeless animals)

Grammar Focus: *Comparative Adjectives* (20 min)

Review grammar and do the following language tasks:



Language of Social Media

Read the definition of New Media.

Ask participants what words they can associate with the language of new media.

Show the word cloud, check if it has any of teachers' ideas.

Try to explain the meaning of the words that they can see in the picture.
(Participants can use the dictionary if needed.)

Discussion and writing (25 min)

Browse *Facebook* page *Humans of New York*

Look through the group and choose a story to read quickly

While reading make notes of the most *impressive/surprising facts/language*

Define the features (both visual and linguistic) that make this story look appealing.

Report to your group.

Write a comment to the post with the use of 2–3 comparative structures and the language of New Media.

SESSION 5

Media Literacy

Objectives: By the end of the session trainees will be able to:

- Differentiate and apply features of printed and online ads in their professional life
- Recognize the techniques that are used to attract attention
- Practice word order of adjectives and intensifiers (strong adjectives)
- Raise awareness of Facebook page: AE Live Series for Educators, its features and options
- Explain the values and points of views it covers that fit in the ethics of online advertising
- Write 3–5 comments re the ads on AE Live Series for Educators using adjectives and the intensifiers.

Icebreaker. The facilitator distributes the list of participants. Then he/she asks participants to interview each other in order to find commodities, and sets timer for 5 minutes. The more common peculiarities they find the better. After time finishes, the participants quickly present their findings to the whole group.

What is advertising?

Task 1. Fill in the gaps



1. Creating messages to tell people about a product or service and to convince them to buy it is called ...
2. ... is the message that is created about a product for sale
3. People who create advertisements are known as ...
4. People who buy products or services are called ...
5. ... is an advertisement played on radio or television.

Task 2. Work in pairs and discuss with your partner

1. Who needs advertising? What for?
2. Where is it common to see advertisements?
3. What are the new ways to spread a word on your product?
4. What is the goal of any advertisement?
5. How do advertisers get many people to see their ad?

How do Advertisers target Audiences?

Task 1. Work in pairs and answer the questions.

1. What does it mean to target an audience?
2. How can advertisers appeal and reach their audience?
3. What do the consumers need to understand about advertisers 'choice of target audience?

Task 2. There are some things the companies should know about their product's target audience. Make a list of important factors. The following will help you:

**Age sex interest hobbies choice of media living place values culture
beliefs customs**

Project. Work in groups to identify the products or services that might be targeted at these people according to their profiles– their age, the needs and problems, income (StoryBoardThat). Each group chooses one profile and

presents their ideas to the whole group.

Analyzing Advertisements

Task 1. Work in groups to choose an online advertisement and discuss it according to the following plan. Report the results of your discussion to the class

1. Who created the message that is being sent? Do you know the name of the company? Is it a well-known one? What product or service is it famous for?

2. What techniques were used to attract my attention? Make a list. Which of them were the most effective?

3. How might other people understand or interpret this message differently from me? Who is the target audience? Who is likely to buy the product or service advertised?

4. What are the main points of view and values of the product's target audience? Which of them were included or omitted from this message? Why? What information was exaggerated or left out?

5. Why was this message sent? Does it aim at informing customers about the product or convincing them to buy it?

Assignment 1: Look at the Facebook page: [American English for Educators](#) and find the following event *Facebook page of American English for Educators*:



Explain the reason of Facebook choice but not the official website of the U.S. Embassy in Astana?

Discuss the target audience for this page? Why 'Educators'?

Discuss and *write* features of printed and online advertising the poster combines:

- Discuss* the choice of images:
- Explain* the choice of these images.

Guiding: Trainees' attention should be focused at:

- Diversity of resources;
- People of different gender, race, and age groups
- Information in red box about experts and badges, advertising of the series 14
- Logo of different organizations – advertising of the institutions and demonstrate reliability and validity of the event

In groups discuss the techniques that are used to attract your attention:

- Name the date and time for the next series!
- Explain the reason for creating this post!
- Group work: *Participants to leave comments different from 'Hello!'*

Language work: *Write your comment on the ads. Use adjectives and intensifiers.*

Practice the order of adjectives at WordWall.net:



e.g. potential / direct / consistent link to...

brand / vivid/ related image of ...

Writing Task:

Write a post of the American English for Educators or KazTEA «Professional Development of Kazakhstan English Teachers» Facebook group or any other online outlet analyzes considering the online advertising features and ethics requirements. Trainees are welcome to write their piece of advice re advertising the Facebook group American English for Educators.

Resource:



SESSION 6

Learning outcomes:

- Become familiar with how media is constructed
- Define the notion «biased» information;
- Name and define 3 types of biased information
- Explain 2– 3 reasons to present information in a biased way;
- Define vocabulary with its connotation meanings that might present information biased
- Write a review of information that sounds biased explaining the type of bias

Procedure:

Organizational moment. Divide participants into groups using randomizer:



Warm – up:

Describe the photos and define your attitude to it. Explain the evidences that create negative or positive attitude to the photo: (Resources: Seth Sinclair)

Left side photos that present information out of the full context

Right side photos reveal the full context (should be shown after the discussion)

What is Media Bias?

Task 1: Define the notion ‘bias’ and ‘biased message’ (stickers)

Task 2 (optional): Explain sources of information or reasons that might make teachers create biased information about their students.

Review of three types of biased information: by place, by omission and by spin (two additional types: selection of sources and labelling)

Kahoot for Types of Media Bias. Identify examples of each type of Media Bias



Language work: *Connotation vs. Denotation*

Task: follow the QR-code below to define collocations with the words in bold and connotation the context implies upon the words:

Triggered by the invasion – s. cause; *Basic commodities* – s. essentials

(Find new markets within this short time will be) *tough* – s. difficult;

(Brought people to) *frustration* – s. be upset, disappointed / dissatisfaction



The consequences of the military actions in the Ukraine in different sources of information

Task: Study or browse the website and podcast:

Jigsaw reading: *Work in 2 teams*

Team 1: Voice of America: War in Ukraine Will Worsen Hunger, UN Agency Says



Look at the photo. Define the reason of posting it under the title



Comprehension check:

- 1) Find the number of people and the length of the period the World Food Program can supply food for refugees from the Ukraine at present
- 2) Name the reasons that hinder the supply

- 3) Name the reason to name the Black Sea basin as the «bread basket»
- 4) Find the statistics data about the share of wheat that Russia and Ukraine used to produce
- 5) Find the % of wheat that Egypt and Lebanon exported from Ukraine and Russia.
- 6) Answer what other countries became dependent on Russia and Ukraine wheat supply.

Team 2: Situatsiia kriticheskaiia: polovina pedagogov strany provalila novye testy [The situation is critical: half of teachers failed new tests].



Post-reading Tasks and article discussion:

Define if the information objective or biased. Support your idea with examples for the article.

Find evidences that make the information sound reliable.

Explain if you would appeal to this center to train for the qualification test. Give 1–2 arguments for or against.

Explain if you agree with the idea that online version is better to test teachers / officers knowledge compared to paper version.

Explain if the test for English developed in Kazakhstan is valid to test qualification of English FL language teachers, Compare it to Teaching Knowledge Test (Cambridge Assessment Centre)

Brainstorm ideas of applying social media to improve qualification test in Kazakhstan for English FL Language Teachers

Critical thinking and writing / speaking

1) Define if these articles present biased information.

2) Define 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) and explain the reason or evidences of biased information.

3) In pairs or in a group write analysis within 50–70 words by using modals of probability, e.g. might, may, could, can't, must; seems to be, *is likely to be*...

4) Upload your piece of writing onto Google Docs:



5) Roam around, read, and comment on the analysis.

SESSION 7

Objectives: By the end of the session trainees will be able to:

- Name and explain the notion ‘diversity’
- Define the notions ‘dominant’ and ‘minority groups’
- Define the ways diversity could be represented in media
- Define the notion ‘stereotype’
- Outline the ways stereotypes could be avoided in media
- Anticipate problems with the concepts like: race/ ethnicity; stereotype
- Substitute negative forms of verbs with structures to negate nouns
- Apply various linking structures to add, contrast and to show cause and effect

Vocabulary. Review the key vocabulary terms for the topic by studying the flashcards and then try participants to test them, play the games Scatter and Gravity:



Language work: Study linking words



Using Negatives

Brainstorming: (PollEv)



Task 1: Define the categories *social media diversity* can involve.

Guiding: social media is expected to address different groups of people.

Lead-in:

1) Look at the titles of Tengrinews:



2) Define the audience the pieces of news are targeted at?

3) Define the groups of people whose interests are left out from this media.

Language work:

Task 1: Transform the sentences from verb negation to noun negation or interpret the sentences negating nouns:

Tengrinews.kz doesn't address information that could be of interest for teenagers.

Local news agencies do not report on the news related to old-aged people.

Single parents can't find information in local news which could help them with both standing up for their rights and bringing up their kids.

Minority groups are not in the limelight of local news agencies.

Possible versions:

There is no information that could be of interest for teenagers.

Old aged people's concerns are of ignorance for local news agencies.

Single parents' needs regarding their rights and bringing up kids are of no interest to local news agencies.

There is little concern in terms of minority groups' interests and needs.

Task 2: Padlet Discussion: Write 2–3 sentences reporting on the overview of local news agencies:



Task 3. Make up strips (one statement could be used twice) and share with each participant. Give a minute to think over. Arrange two lines, participants speak in pairs within 1 min, then rotate.

1) How can diversity in media affect the life of people consuming media messages?

2) Why is it important for the media to include different points of view?

3) Why are some points of view left out from the story? What is the message sent by the media not including a particular point of view? How does it affect the information we receive?

4) What happens if media represent people not fairly and accurately? What does it mean —to stereotype people?

5) What characteristics are usually used for stereotyping? Can you give examples of common stereotypes?

6) Why is it important for the media to avoid stereotypes? How can stereotypes in media messages affect the people consuming them? Does it influence the story being told in the message?

7) What can prevent stereotypes from developing? How can media literacy skills save us from false stories and inaccurate messages?

8) How are Different Groups Portrayed?

Group 1 *Race and Ethnicity in the Media*

‘Culture’ vs. ‘Ethnicity’

Culture is the beliefs, customs, arts, language and other aspects of a particular group of people.

Ethnicity comprises similar physical features and culture.

Task 1. Work in a group and discuss the questions. Then briefly tell the group what you have learnt

1) How do you define the notions of race and ethnicity? What are the main approaches to their definitions?

2) What is culture? What elements of social life does it include? How do we call people who share the same culture?

3) How do the media influence our understanding of race and ethnicity? How can media manipulate our attitude to different races or ethnicities?

4) Do media always fairly group people with a particular characteristic together? Give examples.

5) How can stereotypes cause conflicts or bad feelings between people of different races or ethnicities? Give examples.

Report briefly to other groups about your findings

Task 2. Work in your group. Browse a source of media. Define any cultural or ethnic groups any piece of information at the following news website:



1) Define:

If the message presents this ethnic group or culture accurately and fairly. Give examples

Who creates those messages? Who makes benefit of those messages?

What ethnic groups live in Kazakhstan?

Do those ethnic groups have enough opportunities to create their own media messages? Where and how can they tell their own story?

Group 2 *Culture in the Media*

1) Recall the differences between the notions 'Culture' & 'Ethnicity'.

Task 1: Work in groups and watch the video. Discuss with your partners how far you agree or disagree with the following statements

1) Media cannot influence the way we understand different cultures.

2) Culture includes the way a particular group of people behave and their eating habits.

3) There are many cultural aspects that can be seen or experienced.

4) Among the aspects that cannot be seen are beliefs and religion.

5) There can be several cultures within one country.

6) One cultural group can be found in several countries.

7) To better understand the culture one should experience living within it and communicating with representatives of this cultural group.

8) Idea of a particular culture created and shaped by media is often inaccurate, partially true or even false.

9) To look beyond the media means to find ways to learn more about the culture represented in media message.

10) The way Kazakhstani are shown in international and foreign media fully reflects the reality.

Report briefly to other groups about your findings

Task 2: Browse VOA:



1) Research how Kazakhstan and Kazakhstani are seen by people from around the world? What aspects of Kazakhstan culture/ life are famous? What aspects are not known at all?

2) What information about Kazakhstan and Kazakhstani is mostly spread by media? Compare media messages about Kazakhstan created in different countries. How different are those messages? Why? Do the media influence the way the world sees Kazakhstan? Are you satisfied with such portrait of you country? Would you like to change it? How?

3) Find some videos or presentations created by Kazakhstan official bodies or individuals advertising Kazakhstan as a tourist destination. What

cultural aspects are being highlighted? What aspects are omitted? Do those media messages create a true idea of our culture?

4) What would you like to tell a foreigner about your country? What would you like to show? What places would you recommend to visit and see? Make a poster and present it in group.

Group 3: Women in the Media

Task 1. Discuss the questions. Be prepared to report to the group.

- 1) What is the proportion of men and women representation in media?
- 2) What stereotypes about women are often included in media messages?
- 3) In what role is a woman usually presented in media in connection to a man?
- 4) Are men and women described in the same way in most media messages?
- 5) Does the way men and women are described in media influence us? Does it affect the way we understand what it is like to be a man or a woman?

Report briefly to other groups about your findings

Task 2. Work in your group. Browse a source of media:



- Define which target audience most of the articles are directed at?
- How are women portrayed in these articles?
- Do people tend to use the same vocabulary? Why? If any sexist language is used in these articles? Find examples if any

Be prepared to report to the group about your findings.

SESSION 8

Objectives:

By the end of the session trainees will be able to:

Present their piece of news (written, audio, video, graphic) according to the criteria: 1–3 features of social media are used appropriately; the layout and info–graphics of the post are attractive and communicate with the message;

Write and present the information objectively enough with appropriate references to the source of information

Meets the interest of at least 2 social groups

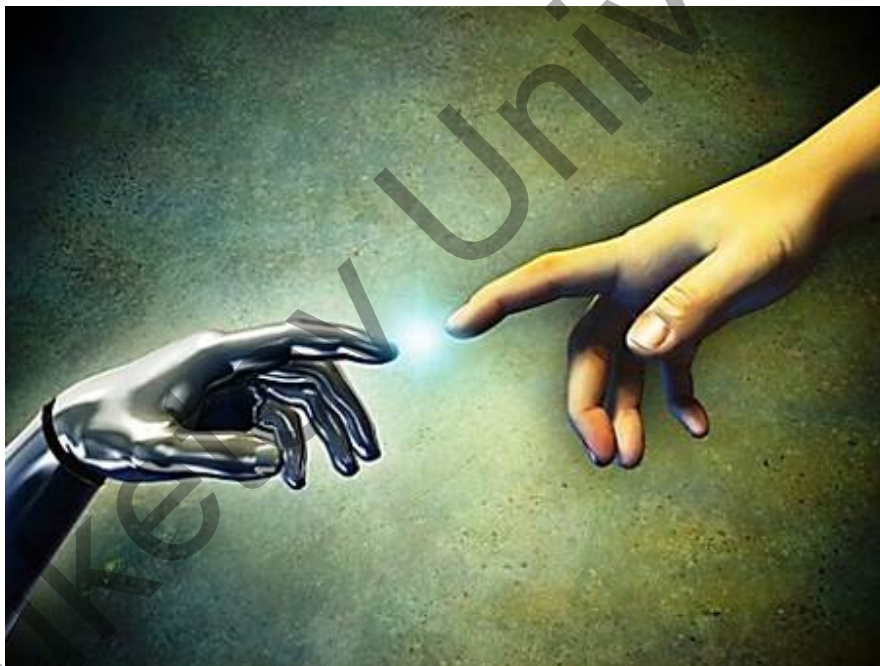
Vocabulary and structures are various and used appropriately

Lead-in

Review the course objectives:

How well can you interpret the information?

Task 1. Look at the image and define the topic/ title of the message?



How Media Literacy unites people worldwide



Task 2. Read the passage and define the words with negative connotation.

Mary is a (easy-going, lazy) babysitter. She is (patient, disinterested), (serious, dour) and (funny, sarcastic). My brother tried to explain this to my parents, but they were (skeptical, suspicious) of his motives and told him that he had better (obey, cooperate with) Mary or he would be in big trouble.

Task 3. Read the title and identify adjectives and their categories

Singapore Airlines stewardesses walk past a giant lollipop candy display at Changi International Airport in Singapore as Singapore reopened its land and air borders to travelers fully vaccinated against COVID-19.

Self-assessment check-list:

Check if your message agrees with the following:

| Statement | Write «Yes» or «No» |
|--|---------------------|
| I have created the message on my own. | |
| I use citations or references appropriately clearly stating the source of information | |
| I have a clear idea about the target audience of my message | |
| My message appeals to readers / listeners' emotions or attitude | |
| My message will change the target audience behavior / attitude to the current situation in this field | |
| My message will make the target audience think about this situation | |
| My message implies 1–3 ideas, values or points of view appropriately | |
| These ideas, values are supported with minimum 2 features of social media and communicate with the message appropriately | |
| Language (vocabulary and structures) are used appropriately and addresses the interests of minimum 2 social groups | |
| My message reflects factual information or opinion with relevant | |

| | |
|---|--|
| references to original sources | |
| My message contains adjectives of minimum 2 categories, structures with negative nouns, modals of probability | |

Project Presentation guidance

1. Participants could send their Google docs link or audio/ video files before hand

2. Participants can present their projects (max 5 mins) during the session

3. Before presentation other participants should be guided with criteria for assessment:

Listen / watch and define 1–2 features of social media

The content is created by speakers,

Symbols / graphics

An option to get feedback from readers/ listeners

Focus at the layout and info–graphics of the post which are attractive and communicate with the message meaning

Focus at what extent the information is created objectively, if there are references to the source of information

Focus at the target audience and define examples of information that could meet 2 or more social groups

Focus at the vocabulary and structures (adjectives of 2–3 categories, phrases to compare, negating nouns, etc.)

Facilitator: General overview of the presentations and mark at least one good point against each criteria

Final Course test



English Score level test as home assignment

Feedback to the project

We developed the criteria for the Project participants' performance progress:

| | Almaty | Shymkent | Atyrau | Karaganda |
|---|----------|----------|--------|-----------|
| Introduction to OTC | | | | |
| Tasks | 1 | 1 | 1 | 1 |
| weight | 2,5% | 2,5% | 2,5% | 2,5% |
| Teaching for Success modules | | | | |
| Tasks | 3 | 5 | 5 | 5 |
| weight | 20,0% | 20,0% | 20,0% | 20,0% |
| Discussion forums | | | | |
| Tasks | 3 | 5 | 5 | 5 |
| weight | 22,5% | 22,5% | 22,5% | 22,5% |
| Live sessions with facilitators | | | | |
| Tasks | 5 | 5 | 5 | 5 |
| weight | 15,0% | 15,0% | 15,0% | 15,0% |
| Webinars by UK trainers | | | | |
| Tasks | 3 | 5 | 5 | 5 |
| weight | 15,0% | 15,0% | 15% | 15% |
| E-portfolio + Reflective Journal | | | | |
| Tasks | 3 | 5 | 5 | 5 |
| weight | 25,0% | 20,0% | 20,0% | 20,0% |
| Special Interest Groups | | | | |
| Tasks | Optional | 5% | 5% | 5% |
| weight | | | | |
| | 100,0% | 100% | 100% | 100% |

Figure 2.1.1. AE4ML KZ Cohort 4 Teacher Performance Reporting

For now, we can say that the most problematic thing regarding MOOC participants' professional development lies in Forum Task participation. According to our prior statistics, both teachers and students disguise to participate in Forum groups because:

- I would prefer to complete such Forum tasks only during the seminars but not at my spare time – 62% of project participants;
- I would prefer to write personal emails instead of public Forums' messages – 25%.

As we can see, both teachers and students still regard MOOCs as something that takes all their free time but concern about their performance and certificates' achievement.

However, the significance of this study is obvious for the redesign of

teachers' professional development in an online-learning environment by integrating MOOCs into the competency framework and may be useful as a basis for further research. It is evident that connectivism-oriented MOOCs provide participants (in our case, pre- and in-service English teachers) with the opportunity to actively engage with their own teaching and learning experience and their acquisition of knowledge in online and offline education environment. The theory of connectivism is profoundly relevant as a theoretical background against which the effectiveness of MOOCs in teachers' professional development can be assessed. Professional development through MOOCs requires learners' self-confidence and the role of a facilitator in this aspect focuses on assisting and guiding the learners during the facilitated sessions to interact with the learning content, the subject matter expert and peers. The function of the facilitator is to persuade and motivate participants to learn, develop and acquire new skill sets through using forum Tasks in MOOCs and share their experience at facilitated sessions.

We will continue to work on the developing Kazakhstani instructors' connectivism-oriented skills.

6.2 Questions for Assessment

1. What are the techniques and processes you use to get the group involved, interacting, and achieving results?
2. If you were going to send those who worked with you to a facilitation class, what are the key topics and techniques you would want them to learn?
3. What are some of the classic mistakes you have seen facilitators make? During those times when you were in the back of the room and someone else was facilitating, what were the things that the facilitator did or didn't do that made you uncomfortable, irritated you, or made you want to jump up and run the session yourself ?
4. What are the situations for which you need better techniques? Consider sessions you facilitated where something didn't go as well as you would have liked. What are those areas for which additional tools would make you an even better facilitator?
5. What should you do at the beginning of every agenda item to get the group focused?
6. When significant time has passed since the last session, how do you restart and get the group focused?
7. How do you avoid asking your first question and getting complete silence?
8. How do you give directions that are accurate, clear, and concise?
9. What techniques are there for keeping a group on track?
10. How do you effectively use breakout groups?
11. How do you keep groups focused during report-back sessions following breakout groups?
12. What are the most important activities to do before closing a session?
13. What do you do with the participants' personal objectives identified at the beginning of the session?
14. How do you ensure buy-in and commitment to the decisions made in the meeting?
15. What do you do with the items remaining on the Issues list?
16. What are guidelines for assigning responsibility for the Actions list?
17. What feedback is needed from the team and the sponsor of the meeting?

18. What do you do if it looks as though you are going to exceed the scheduled ending time?

19. How do you slow down a conversation to ensure that everyone is getting the facts?

20. How do you resolve a disagreement that is based on different values or experiences?

Buketov University

CONCLUSION

Today's technologies provide a huge number of digital possibilities for teachers to keep students motivated and engaged in different types of teaching as face to face, remote and blended learning. Teachers change their roles in various learning environments.

Facilitators create interactive experiences and activities that complement lectures and reading. Participants apply information to real-world projects that simulate the kinds of Tasks that the students would encounter in the real world. By leveraging technologies that enable simulations, visualizations of hard-to-see phenomena, interactive environments, and computer-based Tasks, MOOC provides the types of activities in which the students use the knowledge being taught. In other words, participants learn by doing, and not by consuming.

MOOCs are not a silver bullet to the educational challenges of our day. However, they do provide exciting possibilities for delivering information and promoting valuable learning activities to learners worldwide.

The fundamental characteristics of MOOCs are openness, mass character, collaboration, and network nature. Online courses are free and available to everyone who has access to the Internet. At the same time, an arbitrarily large number of students can study the courses. The number of courses one can enroll in is unlimited, and all course content is available for download and distribution. In addition, we can talk about the openness of the courses in relation to the listener, who can independently choose MOOCs and plan his schedule of classes.

MOOCs are a phenomenon that should least of all be understood and implemented under the auspices of alternatives to traditional education. Thus, we will impoverish the best traditions of both native and world education. At the same time, embodying the features of a new format of education, MOOC synthesizes education itself, training, self-learning, and mutual learning. At the same time, the emphasis is on the activity and interest of the listener. Based on this message, when developing MOOCs, facilitators fulfill a number of requirements, where we note the special role of the lecturer in the situation of remoteness and unpredictability of the audience. Equally important is the selection of the course content and following the principle of the dominance of creative Tasks when fixing the material. This allows

students to express their attitude to the subject of the course so that there is interest and a desire to exchange opinions, evaluate the work of other students, and generally build work on the principle of social networks.

MOOCs do not imply positive or negative sanctions and provide maximum freedom to the listener in choosing the time, duration, and place of classes. In this regard, we observe that students invent methods of self-motivation and organization of training, as well as seek communities of like-minded people and involve friends and acquaintances in their educational process. Despite the seemingly unpretentious MOOC format (video lectures and tests), students manage to achieve ambitious goals with the help of online education. Some of them are ready to go even further and record their MOOCs for a wide audience.

Since online education has not yet become a mass phenomenon, we turned to social networks to find informants. The selection of informants was carried out according to their personal records on the wall, most often it was a screenshot of the certificate. Because of this, the sample included mainly students with experience in completing the course with certificates.

The online education market is growing every year, and this phenomenon is becoming widespread and gaining recognition from the public. There are more and more new opportunities associated with online education. Online education research is now extremely in demand; however, it is also rapidly becoming obsolete. It is difficult to imagine the research of which aspects of online education will be in demand in just a couple of years. This phenomenon has a huge potential and power and therefore needs careful reflection.

In our opinion, participation in the creation of MOOCs can become a new professional experience for a teacher as a facilitator, necessary for the formation of new competencies necessary for the implementation of educational Tasks in new conditions, where the idea of self-learning and mutual learning is actualized.

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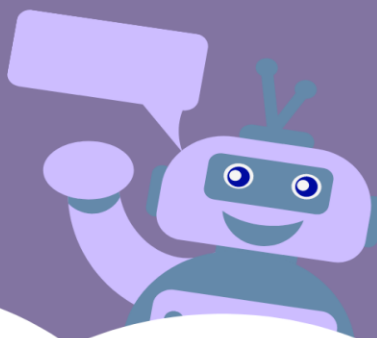
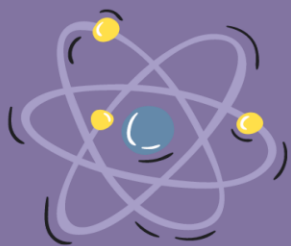
The Role of Facilitators in Blended Foreign Language Teaching

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