



Developing your mediation skills:
relaying specific information
SCHOOL TRIP



Teacher Notes

Can-do: *Can extract information relevant for a specific purpose and relay that information orally.*

Goal: Deciding where to go

Input: Online information (internet search)

Output: Recommending a school trip

Focus: Understanding mediation
Relaying specific information



Introduction

Relaying specific information refers to the way some particular piece(s) of information of immediate relevance is extracted from the source text and relayed to someone else. Here, the emphasis is on the specific content that is relevant, rather than the main ideas or lines of argument presented in a text.

Relaying specific information is related to reading for orientation (although the information can be given orally in a public announcement or series of instructions). The user/learner scans the source text for the necessary information and then relays this to a recipient.

Key concepts operationalised in the two scales (relaying in speech and in writing) include the following:

- ✚ relaying information on times, places, prices, etc. from announcements or written artefacts
- ✚ relaying sets of directions or instructions
- ✚ relaying specific, relevant information from informational texts, like guides and brochures, from correspondence, or from longer, complex texts like articles, reports, etc. (CEFR CV, 2020)

Can-do statements

The lessons are designed for students at B2 level, but can be adapted to B1 level:

- ✚ Can use online information to help make decisions
- ✚ Can extract information relevant for a specific purpose and relay that information orally
- ✚ Can extract information relevant for a specific purpose from a number of sources, collate it, and relay that information (CEFR CV, 2020)

This unit introduces students to mediation and gives them practice in one of the six mediating text activities: relaying specific information. Because mediation is action-oriented, the lesson is intentionally more interactive than can be in other cases.

Activities:



- Reading for the necessary information



- Cross grouping aka cross-team collaboration

Materials:

1. Student worksheets [5 pages]
2. Teacher notes [6 pages this document]
3. Slides for classroom work [23 slides]

4. Appendices

- Appendix 1: two girls' audio transcript
- Appendix 2: Kazlı Rūda fact sheet
- Appendix 3: completed fact sheets of other trips
- Appendix 4 & 5: task 4 analysis & reflections
- Appendix 6: a guide of transcribing student audios
- Appendix 7: a sample email



Summary of procedure

Introduction: Lead in + student self-assessment			2 - 3
Task 1: Mediating a text (how to)			15-20
<ul style="list-style-type: none"> Listening [to 2 girls sharing specific information about a coach trip to Kazlų Rūda] Comparing the information mediated by the 2 girls with that of the web page Understanding mediation: sustained monologue vs. dialogue; how to foster mediation interactively 			
Task 2: Creating a fact sheet ('expert groups' prep for mediation by creating fact sheets)			10-15
<ul style="list-style-type: none"> Choosing or be assigned a school trip Brainstorming what they already know about the destination Visiting internet site, translating content and creating a fact sheet by completing the given tables 			
Task 3: Mediating texts and deciding which trip to recommend ('decision making groups')			15
<ul style="list-style-type: none"> Relaying specific information for each of the 4 destinations Participating in discussion & deciding which school trip to recommend (audio record discussion) 'Reporters': telling whole class which trip they recommend & why 			
Task 4: Analysis, reflections and next steps			15
<ul style="list-style-type: none"> Task fulfilment Working as a team 	<ul style="list-style-type: none"> Being a mediator Being an active listener 	Use of English	
Task 5: Writing an email			20-30
<ul style="list-style-type: none"> E-mail to international partners suggesting adding the one-day trip to their programme 			Homework

Please note:

1. Lithuanian to English or English to English

The source texts are in Lithuanian, and it is more authentic, and, actually, easier for your students to read the webpages in Lithuanian, translating the info and completing the fact sheets in English. However, if you would prefer that they work in English only, choose a website which allows switching between languages.

2. Audio quality

The audio quality of the 2 girls talking about *Kazlų Rūda* is not as good as we would like. However,

- ✚ it is authentic (the students will probably hear other groups talking in the background, the sub-text of which is that audio-recording is not unusual)
- ✚ it is a good example of what students typically do when asked to mediate (i.e. the mediators give a sustained monologue rather than interacting and dialoguing, and the listeners don't listen, they're waiting their turn for them to speak) and the audio makes it easier to highlight that mediation requires the mediator to dialogue and interact.

Lesson Procedure (Timing 90 minutes, thus two lessons, however, if mediation is well familiar with students, the scenario can be played out in one lesson.)

Lead-in

Start with the "What" we're going to do. Outline the scenario and describe what students are going to do.

SCENARIO

You are participating in the international project. Your project partners are coming to Lithuania for a project meeting. You are going to devote one day to visiting one of these Lithuanian sites. You have to agree with your partners which site would be best to visit.

You'll be working in groups of 4.

- ✚ *You're going to choose a particular school trip, brainstorm what you already know about it, then go online, research and create a fact sheet for your school trip.*
- ✚ *Then, in your original groups you'll use the fact sheets to discuss the different trips and decide which one to recommend and why.*
- ✚ *Then we'll analyse your performance and focus on mediation.*

The objective is to see whether you ...

“Can extract information relevant for a specific purpose from a Lithuanian text or texts and relay that information orally in English, and if you can do this, how well you can do it.”

Score yourselves between 1 – 4 (slide 5).

	0	+1	+2	+3	+4
I can do it ...	I can't do it./ I've never done it. /I don't know how.	... with difficulty and badly	... with difficulty but OK	... quite easily and quite well	... easily and very well

Return to their self-assessment after the activity to see if they were correct and whether it was easier or more difficult than they thought.

Task 1: Understanding mediation

This activity is to help students understand the difference between “presenting information”, which is what they may typically do in these kinds of lesson, and mediating information – the former is a “sustained monologue”, not mediation. Mediation requires interaction.

- A. Put students into pairs, they listen and fill in the table (in the student worksheet), then compare with each other. If you are using the PowerPoint, the audio is included on slide 6. If the audio is insufficiently loud, the transcript and the audio are on slide 7. If needed, give the pairs a copy of the transcript (Appendix 1).

The girls' answer grid (shown on PowerPoint slide 8)

DESTINATION	Kazlų Rūda	
Duration	1 day	
Price	€9	
What is included in the price? & what's not included	Included - transport - tour guide services - excursions programme	Not included meals
Itinerary (+ important details)	<ul style="list-style-type: none"> - leaving early in the morning - visit the Forest Museum - walk on the forest path (hear about 18th century artisans, how it got its name) - visit Rimvydas Žigaitis School of Arts - visit the Kazlų Rūda Region Museum exposition 	
Meals	- bring your own food, you can't buy it anywhere	
Recommendation	No reasons given	

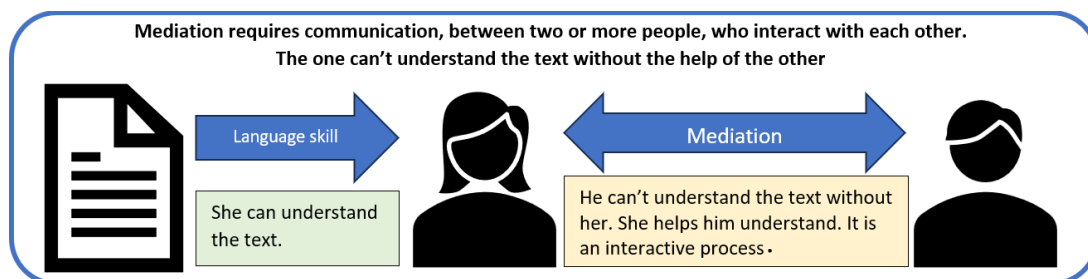
Web page (Appendix 2)

DESTINATION	Kazlų Rūda	
Duration	1 day	
Price	€49	
What is included in the price? & what's not included	Included - Transport, - tour guide's service - tour programme.	Not included - Local guides €10 p.p. - Educational activities €10 p.p. (not sure what these are)
Agenda (+ important details)	<ul style="list-style-type: none"> • Trip to Kazlų Rūda, in Lithuania's third-largest forest. • Forest Museum: learn about natural resources, hunting, forestry, local flora and fauna. • A walk in the forest - solve the mystery of the town's name "Kazlų Rūda." • Visit to city park to see diverse bird population and explore the city's symbols. • Educational activities at Kazlų Rūda's Rimvydas Žigaitis School of Arts (create colourful "emotion maps," make unique postcards, create tattoos with China ink and more). • Visit the interactive museum, learn the story of the town and main landmarks 	
Meals	Not included in the price.	

- B. Compare the information mediated by the two girls with the *Kelioniu laikas*' web page below and answer the questions:
1. How complete and correct was the information which they gave?
 2. How well did they convey the information? Confidently, clearly, fluently, and accurately?
 3. How did they help others understand? How did they know they had been understood?

Was their information correct and complete?	<p>✓</p> <p>✗</p>	<ul style="list-style-type: none"> • Understood and included most of the info • Missing: Local guides €10 p.p.; Educational activities €10 p.p.; 3rd largest forest; Visit city park for birdlife • Wrong: price €49 not €9
Did they convey the info well: confidently, clearly, fluently, and accurately?	<p>✓</p>	<ul style="list-style-type: none"> • Easy to understand • Good, natural fluency • Good English, errors not significant
Did they help others understand the text &/or the info?	<p>✗</p>	<ul style="list-style-type: none"> • No interaction. • No evidence of others listening or understanding • No evidence of girls' checking if the others have understood

So, the girls showed they understood the text about *Kazlų Rūda*, i.e. they have the language skill. They were focussed on presenting the info, so they didn't mediate it (and probably the others in their group were not listening, they were waiting for their turn to present their info).



Students have this diagram on their page 2. Ask them to explain it. Key points are:

- ✚ she can understand the text;
- ✚ he can't; / he doesn't know the text;
- ✚ he needs her to help him understand it;
- ✚ mediation is interactive, it's a dialogue, not a monologue, you cannot mediate to an empty room.

1. What could the two girls have done differently to mediate their info about *Kazlų Rūda*? How can they help others understand?
 - They can think 'dialogue'. Rather than a sustained monologue, they can set up a dialogue by asking their listeners to ask them for the info they need, e.g.,

A: *I've read about Kazlų Rūda and I think a trip there would be great! What would you like to know first what makes me choose this trip?*

B: *How much does it cost?*

A: *€49*

B: *What does the price include? etc.*
 - They can check if their listeners are listening, especially if they're giving a lot of information, e.g. *It's €49. OK? Got that?*

2. What could their listeners have done to help? How could the listeners help her to help them understand?
 - They could listen actively, e.g. nodding, making sounds to show they are listening. They could echo [repeat], recap, summarise, and ask questions, say what they have understood.
 - They could turn it into a Q & A session.
 - They could / should make notes and check their notes are accurate.
3. What can you do to mediate your information successfully in task 3?
 - Obviously, any or all of the above.

Task 2: Creating a fact sheet

- Groups:** Organise the students into groups of 4. If you don't have multiples of 4, double up on one destination and make groups of 5, rather than groups of 3.
- Website:** Check they can access the website, using the QR code.
- Grids:** Check that they're all completing their own tables, they'll need them in task 3.
- Timing:** Use a timer if you have one to ensure they keep within your time frame.
- Answer tables:** These are in Appendix 3, but don't show them at this stage, check whether the students have got all the info, leave that until task 3 has been completed.

Task 3: Mediating texts and deciding which trip to recommend

- Groups:** Ask them to switch groups and form teams of 4, with a student from each of the groups, i.e. one student from group A, one student from group B etc., so that each team has 4 different trips. Ask them to choose a name for their team (and list them on the board).
- Task:** Check they understand the task: each student in turn *mediate* the information about their trip; the team then discusses and decides which of the 4 trips to recommend and agrees their reasons.
- Mediate:** Remind them to mediate rather than present and for the listeners to actively listen.
- Record:** Decide in advance whether to ask them to use their phone's voice recorder and audio record the discussion. It doesn't work well (for task 4) if some groups record and others don't, but more importantly, *it's actually better for task 4 if they all record the discussion, not just one member of the team, because they can then playback individually or in pairs*. Experience shows they enjoy recording, but it can be challenging to set up and teachers in small classrooms ask their students to have the discussion and do the recording in different rooms, or some in the corridor and some in the classroom, etc.
- Report:** Ask them to choose one member of the team to be the reporter, and the reporters share their recommendation with the whole class, giving their reasons. (Write their preferred trips on the board.)
- Decision** Ask the whole class, which one is the most popular? Why? Which is the least popular? Why? Which was the best recommendation? Why?

Task 4: Analysis, reflections and next steps

Teachers often follow-up "fluency activities" with error correction, and there is value in that. There is also value in asking students to think about task fulfilment and how successful they were, and also about how successful they were as a moderator, as an active listener. And, because they have recorded themselves, listening to the playback, not only helps them vis-à-vis task fulfilment, mediation and active listening, but it is also a valuable opportunity for them to notice language – language they use and language they lack.

- Worksheet:** Appendix 4 is a worksheet with a list of reflective questions, like those in the PowerPoint. You could ask them to work in teams or in pairs, discussing the questions and then bring it together in a whole class plenary mode, perhaps using the PowerPoint to display the questions.
- Scoring:** Alternatively, you could ignore worksheet and ask them to focus on whether and if so how well they can mediate by relaying information using the scoring grid Appendix 5 and slide 21. (This is a good first use of playback, because, naturally, the first time they hear themselves, there tends to be a lot of giggling.)
- Transcribe & notice** Another follow-up might be to have them upload their discussions into Microsoft's word, transcribe function and have a transcription to analyse (see Appendix 6 – PPT on creating and using transcriptions of students' recordings).

NOTE: We don't recommend doing both the worksheet and the self-evaluation grid. That might be overkill.

Task 5: Writing an e-mail

This writing task is a closing activity, partly to consolidate and partly to simply close the lesson (see Appendix 7, a sample email).

You are, obviously, in the best position to judge whether you use it as homework or classwork, but whichever you do:

- (a) It is good practice to follow-up with peer-assessment & collaboration, i.e. pairing students up to compare each other's written work and give each other feedback. And if they know that they will have to peer assess each other's work, they are more likely to do the homework.
- (b) For teachers who are keen to develop students' metacognition, an alternative to emailing about the one-day trip, is to ask them to follow-up their reflections with a written action plan. It needn't be continuous text, it could be a fill in the grid activity (see below), they complete it for homework and then discuss with their partner in the next lesson.

Skills	I / we noticed that ...	Looking forward, I will...	By when?
Teamwork & collaboration			
Mediation skills			
Active listening			
Use of English			