Developing your mediation skills: summarising
SOCIAL MEDIA

Teacher Notes

Can-do: *Can summarise the relevant points made in short/long texts*

Goal: Learn more about bloggers, vloggers, influencers and social media platforms

Input: Coursebook texts and articles

Output: Summaries of source texts, discussion of social media personalities and social media platforms

Focus: Summarising written texts

Introduction

Processing text involves understanding the information and/or arguments included in the source text and then transferring these to another text, usually in a more condensed form, in a way that is appropriate to the context of situation. In other words, the outcome represents a condensing and/or reformulating of the original information and arguments, focusing on the main points and ideas in the source text.

The key word of the processing information scales in both speaking and writing is 'summarising'. Whereas in *Relaying specific information* the user/learner will almost certainly not read the whole text (unless the information required is well hidden!), in *Processing text*, he/she has first to fully understand all the main points in the source text. Processing text is thus related to Reading for information and argument (sometimes called reading for detail, or careful reading), although the information concerned may have been given orally in a presentation or lecture. The user/learner may then choose to present the information to the recipient in a completely different order, depending on the goal of the communicative encounter (CEFR CV, 2020).

Key concepts operationalised in the two scales (processing text in speech and in writing) include the following:
- summarising main points in a source text;
- collating such information and arguments from different sources;

Can-do statements
The lessons are designed for students at B2 level, but can be adapted to B1 level.
- Can summarise the important points &/or the relevant points made in longer texts.
- Can summarise (in English) spoken and written texts (in Lithuanian) on subjects related to his/her fields of interest.

There are two lessons on the topic of Social media. Lesson 1 is not designed to facilitate mediation. It is a conventional lesson designed to input and practice the sub-skill of summarising. Lesson 2 focusses on summarising, but is more challenging in that students have to summarise longer texts from specific perspectives. It also focusses on mediation involving cross-team collaboration – forming, switching and reforming groups, and working in different pairings to create information gaps and to maximise interaction. It's fun but challenging. Completing the lesson in 45 minutes might prove ambitious.

Activities:

- Reading, summarising, writing

- Cross grouping aka cross-team collaboration

Summary of procedure

LESSON 1: Bloggers, Vloggers, and Influencers	45 minutes
1. Lead in -- What are bloggers, vloggers, influencers	5
2. Summarising short texts • Highlighting content words / phrases & paraphrasing • Practising summarising	20
3. Discussing features of a good summary	15
4. Homework	5
LESSON 2: Media platforms	45 minutes
5. Discussing social media platforms	5
6. Analysing and comparing summaries written at home	15
7. Mediating a text by summarising it	10
8. Analysis & reflections on mediating, summarising and collaborating	15

Materials:

1.Student worksheets [4 pages] 2.Teacher notes [6 pages] 3.Slides for classroom work [23 slides] 4. Appendices	Appendix 1: Summarising short texts Appendix 2: Good summary (ChatGPT) Appendix 3: Homework tasks Appendix 4: Homework texts

LESSON 1

Lead-in

What are bloggers, vloggers, influencers?
What is the difference between them?
Do you think the people in the photo are vloggers or influencers? Why?

- Have students answer the questions in pairs or make this a short teacher to class Q & A, to see what students already know. Accept but don't comment on correct or incorrect their responses are, because the texts given below define the terms (Vloggers are also called YouTubers).

1. Summarising short texts. Highlighting content words

Task 1. Read "*A key distinction between a blogger and an influencer*" and its summary.
  - Underline or highlight the parts of the original paragraph which are included in the summary.

- Have students work individually and then compare in pairs.
- Use the PowerPoint slides (7-8) 9 to check/show the highlighting or give out Appendix 1a as a handout.

Notes:
- Highlighted words tend to be content words.
- Q: Why are 'distinction, or 'niche' not highlighted? – they're content words.
- A: Because the summary writer is using her own words – paraphrasing ('difference', 'specific content') – also true of 'prioritising' and 'overshadowing', which helps the summary writer to express the ideas "*people know you for your articles and the information you provide first and your name or personality second*" and "*identify with their personality* before *their 'niche' or the information they provide*" concisely and creatively (slide 10)

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- Can you identify which features of a good summary they include?

> - It's less than ½ the length, almost ⅓. (slide 11)
> - It includes all the relevant info.
> - It's clear.
> - It's accurate, i.e. no wrong info, and it's rather accurately written.
> - The summary writer paraphrases well, i.e. says it in her own words.

Task 2. Read "Content creation", underline or highlight the main ideas and use the highlights to write a summary. Compare your summary with the summary below.

   What are the similarities and differences between them?

> - Have students highlight text individually and then compare in pairs before writing a summary individually. Next, have them compare their summaries with the exemplar summary (Appendix 1b, slide 14), and in pairs compare and discuss their own summary's similarities and differences. The similarities / differences question helps prepare them for the question regarding a good summary.
> - Using the PowerPoint slide 14, show / check the highlighting and the summary (+Appendix 1b):
>   - Non-repetitive opening sentence;
>   - 1 sentence on each term, + workload;
>   - good paraphrasing
>   - no definition of SEO. Is that OK?, etc.

2. Discussing features of a good summary

A good summary should be ⅓ to ½ as long as the short original text.
   1. How long should a summary of this text be?
> Between 50 and 80 words [155/3=52 // 155/2 = 78]
   2. What else should a good summary be? Brainstorm a list of features of a good summary.
   3. Compare your list with that of ChatGPT.

> - Have students brainstorm Q2 in pairs, and collate their answers onto the whiteboard
>   *a good summary should be ….*
> - Hand out the Chat GPT list (Appendix 2) and let students add the 'missing' features to their list on the board.
>
> | 1. Concise | 5. Well-organised | 8. Engaging |
> | 2. Clear | 6. Complete | 9. Selective |
> | 3. Accurate | 7. Stand alone | 10. Contextualised |
> | 4. Unbiased | | |
>
> - Check their understanding by having students define / explain the less clear ones e.g.
>   - *Stand-alone,* i.e. independent of original text, don't need to refer back to it to understand the summary
>   - *Engaging,* i.e. interesting
>   - *Selective,* i.e. selects the most relevant and significant information from the original content, focusing on the key points that best represent the overall message or argument
>   - *Contextualised,* i.e. it may be helpful to provide some contextual information to help the reader understand the significance or relevance of the content being summarized.
> - 10 features of a good summary is way too many to remember. Perhaps limit it to 5.
>   - Q: Which can be deleted?
>   - A: Perhaps - unbiased, stand alone, engaging, selective, contextualised (?) (slide 18)

3. Homework task

Divide students into groups of four. Assign each student a letter A, B, C, D, and ask students to give their group a name. If there are extra students, have additional As, or Bs etc. but don't make smaller groups by e.g. dropping D. The homework task is described in Appendix 3.

Students A and B will get one text and students C and D will be given a different text to read and summarise focusing on different things:

Students A will have to read *Stars of the Vlogosphere*, make notes and produce a summary focussing on how *Alfie* is portrayed.

Student B will read *Stars of the Vlogosphere*, make notes and produce a summary focusing on how *YouTube* is characterised.

Student C will read *The Instagram Effect*, make notes and produce a summary focusing on how *Lauren* is portrayed.

Student C will read *The Instagram Effect*, make notes and produce a summary focusing on how *Instagram* and *Meta* are characterised.

LESSON 2

4. Discussing social Media Platforms

Which are the most popular social media platforms?
In what ways are they a good thing & a bad thing?

Elicit which social media platforms students use. The most popular (according to Bing):

Globally	In Lithuania
1. Facebook	1. Facebook
2. YouTube	2. YouTube
3. WhatsApp	3. Instagram
4. Instagram	4. Pinterest
5. TikTok	5. LinkedIn
	(interestingly no Tik Tok)

Elicit: in what ways is social media a good thing & a bad thing?

According to Bing they are …

A good thing 👍	A bad thing 🗨
1. Connectivity and comms	1. Info overload
2. Info sharing	2. Privacy issues
3. Marketing	3. Scrolling addiction
4. Content creation	4. Inadequacy & anxiety
5. Community building	5. Cyber bullying & hate speech

Social Media platforms are a good thing (according to Bing) because:
1) Connectivity and communication with friends, family, and acquaintances across the globe.
2) Info sharing news, articles, info
3) Marketing: Companies can reach their target audience, promote products, and engage with customers directly.
4) Individual content creation: Users can express themselves through photos, videos, and art, fostering a sense of individuality.
5) Community building: Social media groups and forums allow people with common interests to connect - hobby groups, support communities, or professional networks.

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Social Media platforms are a bad thing (according to Bing) because:
1) Info overload - Sorting through news, updates, and notifications can lead to mental fatigue and reduced productivity.
2) targeted advertising & privacy breaches, data leaks, and unauthorized access to personal information
3) Addiction & time drain Scrolling mindlessly can steal hours from our day, affecting real-life interactions and well-being.
4) Comparison & anxiety - feelings of inadequacy. Users often compare their lives to others, leading to anxiety, depression, and low self-esteem.
5) Cyberbullying and hate speech, online harassment. Anonymity allows harmful behaviour to thrive.

Tell students what they are going to do (slide 18).

5. Analysing and comparing summaries

Remind students what groups they formed in the previous class and reorganise them into pairs of A's, of B's, of Cs, and of Ds. If you have extras, make a small group of threes.

Then, reorganise the class into new pairs with A sitting together with B and C and D sitting together.

A gives B his summary of how Alfie is portrayed, and B peer-assesses it using the 5Cs table.

C & D do the same, i.e. C gives D his summary of how Lauren is portrayed, and D peer-assesses it using the 5Cs table (slide 20).

Initially students tend to peer-assess superficially. The scoring is useful, but it is there more as a way of getting them to discuss the summaries in more detail.

Ask students to help each other make sure their summary is complete and accurate (informationally).

Repeat the process with B's and D's summaries.

Next, hand out the summaries of Alfie / Lauren to A & B and both A & B compare summaries with the one supplied. Ditto C & D. [Appendices 5a – d]

They should by now have a very good understanding of their text, ready to mediate.

Before they do so, review what mediation is, i.e. dialogic, not monologic. Use the diagram to help and elicit ways both can focus on helping the process by active listening etc.

6. Mediating a text by summarising it

Reorganise the groups so that they are in their original groups. It is easier to use the names they gave their groups than to use A, B, C, D.

Each student then relays their oral summary.

Ask them to use their phone's voice recorder and record the (interactive) oral summary to be played back later. Tell them they cannot read their summary aloud, but they can use their notes.

7. Analysis & Reflection

Still within their teams, follow the collaborative "think, pair, share" strategy, i.e. have them work in pairs, and reflect on each other's performance as mediator, listener, and participant and identify one or two things they did well, one or two things they did less well, and one or two things they can do differently / better next time, and then share with the larger team.

Homework (suggestion)

You may have students use the transcribe function (under the "Dictate" header) in Microsoft WORD, upload their recording, have WORD transcribe it and then they can analyse it in greater detail, including noticing their English usage.