***FOR THE TEACHER***

**Social media and teenage life**[[1]](#footnote-1)

**Type of task**: Raising awareness about social media in everyday life; practising mediation strategies

**Educational level**: (Lower) secondary education - ISCED 2[[2]](#footnote-2)

**Proficiency level***:* B1+ / B2

**Short description and aim of the activity**:

This lesson focuses on written mediation. The main tasks aim at: a) developing learners’ skills in selecting information from a source text (a blog entry), b) summarising messages into a target language, and c) developing the mediation strategies of paraphrasing, providing synonyms, distinguishing major from minor information.

**CEFR mediation scale and descriptor** to which the activity refers:

RELAYING SPECIFIC INFORMATION IN WRITING

* *Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest*

NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC)

* *Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.*

**CEFR mediation strategies involved** to which the activities refer:

ADAPTING LANGUAGE:

* *Can make accessible for others the main contents of a text on a subject of interest (e.g., an essay, a forum discussion, a presentation) by paraphrasing in simpler language*
* *Can make a specific, complex piece of information in their field clearer and more explicit for others by paraphrasing it in simpler language.*

AMPLIFYING A DENSE TEXT

* *Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points*

STREAMLINING A TEXT

* *Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience*

**Languages involved:**

Language A: Greek

Language B: English (FL)

**Linguistic objectives. Students will be able to:**

* use information from a text in Language A to produce another text in Language B
* distinguish between translation (exact reproduction of a source text) and mediation (relaying the main ideas)
* summarise
* paraphrase
* find main ideas
* practise their writing skills

**Other competences involved**:

* to become aware that mediation is an everyday practise
* **Interpersonal skills**: teamwork, collaboration and discussion of everyday issues

**Time/lessons needed for the activity**: 3 lessons of 45 -50 minutes each

**Resource:**

A blog entry (<https://www.hamogelo.gr/gr/el/ta-nea-mas/socialmedia-pos-epireazoun-ti-zoi-ton-efivon/>) (accessed 8 August 2023)

A hard or electronic copy of the Activity Worksheet for each student or group.

**Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Class organisation** | **Ideas for differentiation** |
| **Step 1**(1st lesson) | Students read a blog entry in Greek (Language A) to get a general idea of the topic under discussion. They are asked to provide a title for the text. Teacher divides the class into groups. In groups, students list the key words of the source text in Language B (English).Students split the text into thematic units, providing a title for each one of them in English (Language B). | individualgroup |  |
| **Step 2**(2nd lesson) | In their group, students discuss the following questions. The answers provided in English by each group will be noted down by a group member responsible for that. This will be a summary of an oral discussion. 1. *How have social media changed our everyday life?*
2. *How may social media shape the personality and feelings of a teenager?*
3. *To keep up with social media or not to keep up with? That is the question.*
 | group | Students are expected to use source text information, but they are also encouraged to move beyond it, using their social knowledge on the subject. |
| **Step 3**(3rd lesson) | Students produce an entry in English (Language B) for their school blog under the title: *My life on social media.* | group |  |

**Extra resources for the teacher:**

Before Stage 3, the teacher can remind students of the characteristics of an article (organisation, layout etc). S/he can use this text: <https://www.wikihow.com/Write-Articles>

**Further tips and guidance:**

It may be useful for the students to be asked to use a dictionary as a reference. However, they should be guided so that a dictionary will not be exhaustively used and they will not entirely rely on it.

**Suggestions and ideas for adapting/differentiating for different contexts**

If you decide to teach this lesson using a different Language A, you can select a text (e.g., YouTube video or written text) based on the relation between social media and teenagers.

***FOR THE STUDENT: ACTIVITY WORKSHEET***

**The social media in teenage life**

**Step 1: Reading.**

**A.** In this lesson you are going to work in groups. After splitting into groups, choose your group leader/representative.

**B.** Study the blog entry individually to get a general idea about the topic of the lesson. The title of this internet text is missing***.***

***WHAT WOULD BE A TITLE FOR THIS TEXT? PROVIDE YOUR ANSWER HERE.***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C.** In your group, find any **key words** in the text. You need to use the key words to produce a definition of *social media* in English. Note that the key words also need to be transferred into Language B.





From: <https://www.hamogelo.gr/gr/el/ta-nea-mas/socialmedia-pos-epireazoun-ti-zoi-ton-efivon/> (accessed 8 August 2023)

***YOUR DEFINITION: WHAT IS SOCIAL MEDIA FOR YOU?***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D. Think** of as many types of social media as possible and **make a list** in English, also providing some of their features. You could use the source text for ideas. Ideas can be discussed in any language within the group, but the final product should be presented in class in English.

**E.** Divide the source text above into thematic units and **provide a heading** for each one of them. Your group leader will be responsible for managing the process.

**Step 2: Discussion.**

**A.** In groups, discuss the following questions:

1. *How have social media changed our everyday life?*
2. *How may social media shape the personality and feelings of a teenager?*
3. *To keep up with the social media or not to keep up with? That is the question.*

The leader of each group will be responsible for organising the answers thus deciding on which ones are the most relevant. The source text can be used as a reference, but, feel free to add your own ideas on the basis of your general knowledge and experiences.

**Step 3: Writing.**

Now collaborate with your group and use your notes in order to produce an article for your English school webpage. The title of your text should be: ***My life on social media.***

1. The METLA team deeply thanks *Konstantina Zavalari*, a foreign language teacher in Greece, who created a first draft of this activity. [↑](#footnote-ref-1)
2. [International Standard Classification of Education (ISCED) - Statistics Explained (europa.eu)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)) [↑](#footnote-ref-2)