UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN-MANAGUA

Facultad Regional Multidisciplinaria FAREM – Estelí.

Undergraduate Project to opt to the Bachelor of Arts Degree in Education, with Emphasis in English Language Teaching

Title: *The use of podcasts as a backing to practice English language listening skills in high school students.*

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Endorsement Letter of Approval

Hereby it is stated that the students: **MARLING ARELYS DÁVILA DÁVILA, KATHERINE MARÍA TORUÑO PINEDA AND JULIO CÉSAR DÁVILA CRUZ,** in compliance with scientific, technical and methodological requirements, have completed their undergraduate program in English Language. They have presented the work *The use of podcasts as a backing to practice English language listening skills in high school students* in accordance with the stipulated guidelines for undergraduate studies at the National Autonomous University of Nicaragua, UNAN – MANAGUA; in order to qualify for the Bachelor of Arts Degree in Educational Sciences, with a major in English Language Teaching. Therefore, the aforementioned students are authorized to make the presentation and public defense of the undergraduate research project before any examining board that is deemed appropriate.

This letter is issued in the city of Estelí, on the twentieth day of the month of January of the year two thousand and twenty-two.

Sincerely,

Dr. Marjorie N. Gomez

Advisor

FAREM -Estelí

C.c. archive

Abstract

The implementation of English as a foreign language is not new in high school. However, for a long time we have seen that the learners when they have to acquire a foreign language, they struggle a lot. As they are listening to new sounds it turns out tough for them to get a good understanding of what is being spoken. Thereby, the idea of the creation of the podcast project as a backing to practice English language listening skills came from that problem. In consequence, the project's aim is to determine the standing that podcasts may have in education, and provide the students with a digital resource to practice listening skills using podcasts. To propose this project, it was necessary to prove through data collection that the podcasts as a digital resource is an innovative tool to be used in the classroom, in addition, making sure if the institute and participants had the technological resources to be part of the project. With this proposal we pretend to give the teacher and learners something extra to practice their listening skills where the real context is involved, in other words, the topics that the podcasts offer are present in our daily lives, therefore, the content can be easier to comprehend. In conclusion, we effectuated a lesson plan for each episode of the podcasts which incorporates different activities where we pretend that learners feel encouraged to practice their listening skills.

Resumen

La implementación del inglés como lengua extranjera no es algo nuevo en la escuela secundaria. Sin embargo, durante mucho tiempo hemos visto que los estudiantes cuando tienen que adquirir un idioma extranjero, se esfuerzan mucho. A medida que escuchan nuevos sonidos, les resulta difícil comprender bien lo que está siendo dicho. Por lo tanto, la idea de la creación del proyecto de podcast como respaldo para practicar las habilidades auditivas del idioma inglés surgió de ese problema. En consecuencia, el objetivo del proyecto es determinar el posicionamiento que tienen los podcasts en la educación y proporcionar a los estudiantes un recurso digital para practicar habilidades auditivas utilizando podcasts. Para proponer este proyecto fue necesario comprobar a través de la recolección de datos que el Podcast como recurso digital es una herramienta innovadora para ser utilizada en el aula, además, asegurarse de que el instituto y los participantes tuvieran los recursos tecnológicos para ser parte del proyecto. Con esta propuesta pretendemos darle al docente y a los estudiantes algo extra para practicar sus habilidades auditivas donde el contexto real está involucrado, en otras palabras, los temas que ofrecen los podcasts están presentes en nuestra vida diaria, por lo tanto, el contenido puede ser más fácil de comprender. En conclusión, efectuamos un plan de clase para cada episodio de los podcasts que incorpora diferentes actividades en las que pretendemos que los alumnos se sientan animados a practicar sus habilidades auditivas.

Table of content

I.   Introduction

Podcasts play a very crucial role in education because are something out of the routine even though the students are not accustomed to it. On top of that, podcasts are at reach easily in this current and technological world. So, students and teachers can access that format either from their cell phones or computers. Besides, once you have downloaded them on your phone you can listen to them with no internet connection while traveling, walking, or working out. According to Goldman (2018) states that "Students who can use podcasts as a learning resource experience the benefits of audio learning, experience aspects of podcasting technology and encourages learning outside of the classroom". (p. 8)

From our point of view, Podcasts could be of great relevance for those people who want to develop or acquire a foreign language, such as English abilities; namely listening.

The present work describes the creation of a podcast as a project designed by ourselves to practice listening comprehension. Our project offers relevant subjects such as the pandemic, environment, Nicaragua's culture, and so on, most topics presented in the programming of the English subject. We know that the interest of students can vary, for that reason we offer a list of different topics that the students can listen to. We point out and acknowledge that probably not all the students are going to feel motivated to practice their listening skills, so at the end of the day just depends on them if they use rightly this material or not. Nonetheless, we expect the best with the development of this project.

I.1.   Problem statement

When we first start learning English as a foreign language, the first ability that we try out in our input is listening; this means that it is essential to develop the other English skills later on. then, when it comes to the output, we put into practice other abilities and sub-abilities.

One of the most common struggles that English learners face is developing a good listening comprehension, and that makes them get stuck in their way to achieve fluency in the language. A lot of English learners know perfectly the grammar rules that they have to follow but when it comes to producing (speaking) they get scared owing to their weakness pronouncing the words' sounds, due to that they affect the listening comprehension of the people that they are talking to. (Khaghaninehad & Maleki, 2015, para. 2)

It is the case of our audience: 10th A grade of Simón Bolivar Institute located in Jalapa city. Those students know about vocabulary and grammar but when it comes to understanding and producing what they hear, the participation turns out a little tricky in the classroom. Another of the factors that as learners and teachers face is the use of correct alternatives to acquire a satisfactory learning in the area of listening comprehension. From our perspective, the use of podcasts could become an essential element for English learners, boosting listening comprehension; but, all of that depends on the interest of the students and how they use this tool.

I.2. Background of the study

English as a foreign language has been implemented in Nicaragua for many decades now. Therefore, this subject has taken a great importance for elementary and secondary school, and even on those people who want to acquire English as a foreign language. However, from our context and based on our experiences as students in high school, and sections of observations, we have realized that the implementation of some tools to practice listening such as podcast is not so common; even though, some teachers make use of audios for instance songs, the podcast is something unknown for most of them. For that reason, in this section we present some information about the use of podcasts in education, especially to practice listening comprehension.

According to Fitria et al. (2015) in their paper "using podcast to improve students' listening and speaking achievements" through different instruments showed that:

Podcasts served meaningful, appropriate, interesting tasks, activities and authentic materials which could attract the students' attention, increase their motivation, and improve their comprehension. hence, based on the results of this study, podcast was an effective and innovative technology-based learning tool in English classroom, especially in integrating listening skill. (p. 1)

Another study called the impact of podcasts on EFL students' listening comprehension in the results obtained by instruments (objective test, lesson plan of listening which treated to students for sixteen meetings, and survey questionnaire) showed that:

The use of English podcasts in teaching listening gives significant impact to students' listening comprehension. to be more specific, regarding to questionnaire indicated that majority of students felt their listening skill improves after listening to podcasts. Moreover, 80 % students (60 % agree and 20 % strongly agree) in agreement that podcasts can enhance their motivation in learning English. In terms of its authenticity, most students thought that podcasts provide them with authentic materials of English listening. Then, vast majority of students (70 % strongly agree and 25 % agree) perceived that the tasks and activities presented in podcasts are interesting. (Abdulrahman et al. 2018, p. 28)

I.3.   Significance of the study

The teaching of English as a foreign language in high schools has been implemented for many years in Nicaragua. However, it is necessary to make emphasis that teaching English is not an easy task, especially to" teenagers" because some of them are not interested in acquiring the language and let alone in improving their skills. On the other hand, who studies and teaches a foreign language should avoid the waste of time in ineffective methods which do not produce positive results as a whole, and do not push the students to keep trying harder. Here we offer the use of podcasts either for teaching in the classroom or just for self-study, we find podcasts as one of the best options to practice listening skills; therefore, this project has its focus on $10^{th\,A}$ grade from Simon Bolivar Institute.

This project will benefit English learners to practice their English listening skills, it can be used by any person who is interested in practicing their English skills as a whole; making

emphasis on this, it is extremely important to keep in mind that the thematic that our podcasts will offer is mainly focused on the programming of the English subject. Also, this can be used by any teacher who wants to try something different in the classroom and help to develop listening skills in his or her students, using podcasts.

The creation of the podcast as a project pretends to give support to the students; Furthermore, as college students, we have thought from our past experiences, and focusing on the need of the students and the real context that we live, it may have a positive impact on them. This podcast project will benefit directly to the students of high school from Simón Bolivar Institute and to their English language teacher. Also, to any person who wants to practice listening skills.

I.4.   Objectives:

➢   To determine how the use of podcasts can be valuable for those people who are studying English as a foreign language.

➢   To create a podcast as an alternative to practice English listening skills in context for high school students.

I.5.   Organization of the text.

The organization of the project is structured in different parts. The first section presents the introductory part which contains the problem guiding our project; also, in this section can be found some research to support our theme of the project and key terms definitions, consequently, it states the significance of the study. Secondly, we have literature review where readers will find relevant information to guide them in what is the project about, exploring our

context; then, we have the methodology in which we explain how the project is created, the tools that we use to make it and information about the targeted participants. Lastly, you will find the presentation of our project.

I.6. Key terms.
I.6.1. *English as a foreign language*

"Is the learning and use of the English language as an additional language by users with different native languages in a non-English speaking country." (IGI Global, "n.d", para. 1)

I.6.2. *Learning*

"Learning is an act of getting experience, knowledge, skills and values by understanding what to do and how to do any task by synthetizing the different types of information perceived by us". (Dharmaraj, 2015/2016, p. 4,5)

I.6.3. *Listening*

"Listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. It is one of the subjects studied in the field of language arts and in the discipline of conversation analysis". (Nordquist, 2019)

I.6.4. *Listening comprehension*

"Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken language." (cde Colorado Department of Education,("n.d", p. 19)

I.6.5. Podcast

A Podcast is a common digital audio file (usually in mp3 format) which is recorded using a voice recorder, a PC, a mobile device or -in demanding situations- professional recording equipment. Subsequently, this file is uploaded and hosted in a website or file storage service and is available to users for download. (Aristotle University of Thessaloniki (GREECE), 2021)

II.   Literature Review

II.1.   Implementation of English in Nicaragua

English has been implemented in Nicaragua some years ago, so the students are given the opportunity to acquire a basic level of English according to Walberg (2018).

The Nicaraguan Ministry of Education (MINED) developed a national language policy to include English as a required subject for the entire five years of secondary school. (…) Although students are highly motivated to learn English for future economic, academic, and social benefits, all stakeholders acknowledge that students are not proficient in English after five years of study in a rural high school. (pp. 1-2)

II.2.   Technology in English education

The evolution of technology is present in the education system, as the technology is evolving the education is doing it too and currently both are going hand in hand, as reported by Penny (2014).

Technology is changing the world around us and changing education. Teachers are using it to make their teaching more creative, more innovative and more engaging and enjoyable. Above all, it has the power to increase children's attainment and increase their future opportunities, whatever pat they choose to go down. (p. 3)

II.3. Podcast in education

Podcasts can give us positive results when engaging students in the methodological activities, being an elemental aim to accomplish the educational purposes, in agreement with ICONELT, (2017) stated that:

Using technology like podcasts, the teacher is also able to design an appropriate instruction and develop his or her skill in operating technology. For that reason, to become computer literate and to use technology tools to increase academic performance, teachers need to dedicate training and plans for the ongoing professional development. It is expected the role of technology i.e., podcast as a tool of learning can help teachers and students reach the goals of education. (p. 193)

Some students get bored due to the traditional method, such as repetition drills which students find it uninspiring and tedious. For that reason, the teacher has to look for motivation for those students who are passive learners, and podcast here could become one of the best options to change the same routine, in accordance with Benavidez (2021) mentioned that:

Listening is an active process of understanding by activating various kinds of knowledge. As it is part of the language skills in communication, it needs to be developed

by the application of some effective strategies like podcast. In contrasting with this some students might feel that developing listening skills is difficult to reach due to the traditional teaching methods where the student is a passive learner and the teacher is the central part in the teaching-learning process. (p. 11)

According to Jasemi (n d) Podcasts can encourage students to practice their listening because once that they start using podcasts, they discover that listening is not rocket science. Additionally, they keep getting better in their listening skills finding enjoyment in the process. This is going to increase their motivation to practice even more their listening comprehension and even make it part of their daily routine. (p, 11)

In this context, the students can be part of the process, in other words, they could familiarize themselves with the use of podcast to practice listening English skills, looking for new ways of learning. Since it offers a great variety of contents, the teacher's role would be helping the students in their learning process, making it more enjoyable.

II.4. Challenges when using technology in education

When we are part of the education system we have to get updated with the use of technology, and sometimes specifically with some educative platforms, conforming to Nagel (2013), affirmed that:

Key among all challenges is the lack of adequate, ongoing professional development for teachers who are required to integrate new technologies into their classrooms yet who are unprepared or unable to understand new technologies. (…) According to the researchers, teachers and school leaders often see technological experimentation as outside the scope of their job descriptions. (para, 4-6)

Even though there are still teachers that are refusing to use digital materials and information that they can get online, the education system in Nicaragua is already implementing training to work this part. Teachers and students should be exposed to the changes, transforming the Teaching Learning process in positive environments through technological innovation, obviously in those schools that have access to it. Nowadays, there are different ways to work with technology in education without having access to internet, in this case the teacher has to be innovative.

II.5.   Creation of podcasts

When we want to create something different, we need to make a good plan in order to start. Firstly, considering the possible topics that our episodes of podcasts in this case can cover; besides, if those topics are attractive for our audience (students), in accordance with Gray (2021) stated that:

We need to consider these two things when starting making a podcast: 1. Planning Your Episodes. After establishing what type of content, you'd like to be putting out in your podcast, it's time to think about the episodes themselves. So, when looking at how to start a podcast, what are some of the most common questions about podcast episodes? 2.

How Long Should a Podcast Episode Be? Podcast length depends solely on content. Don't cut down good content or pad out succinct work! How long does it need to be to get the message out? If you asked most podcast listeners, a "short" episode would probably be anything under 15 minutes. And a "long" episode would probably be anything over an hour.[1]

II.5.1. *What do you need to create audio podcasts?*

Once that we have already thought about our plan, we need to think about the digital resources that we are going to need for the creation of our podcasts, in line with Stern (n d).

A personal computer (Mac or PC) connected to the Internet. A microphone (built into new Macs, cheap to buy) or digital recording device. Free podcast creation software (GarageBand for Macs, Audacity or other for PCs). podcast- (…) before you begin decide what you want to record. A live lecture, read from a pre prepared script, improvise from your notes or an outline, decide on a general format for your recording, intro music, introduction, segment 1, 2, 3, thank you for listening, advertise your podcast, exit music.

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1 https://www.thepodcasthost.com/planning/how-to-start-a-podcast/

From our perspective, the use of technology in this case can be a little tricky for lack of training or experience; however, with the necessary instructions we can carry out our proposal without spending a lot of time and money. Using relevant information, and tools or steps to follow, the audience will be able to get all the content.

III. Body of the project

III.1. Methodology

In order to develop rightly our project, we guided ourselves with the qualitative approach, because we took our data in general for analysis and implementation; and at the same time that we described the natural context in which the information is gathered. According to Denzin & Lincoln cited in Jena, (2013) they mentioned that:

> A qualitative study is also known as ethnographic research. It studies things in their natural settings, attempting to interpret them. It involves the studied use and collection of a variety of empirical materials- a case study, personal experience, introspective, life story, interviews, observational history, interaction and visual texts. (para. 2)

In this project we worked with qualitative approach because it analyzes and describes the study object through data collection. To conduct the project, it was useful the collection of information from the context, after that we give a brief description of it. This project is focused on the use of podcast as a backing to practice English language listening comprehension in high school students, for this purpose we had to collect information that could help the process and the reader; to understand what is the project about.

III.2. Setting

The project was structured for Simon Bolivar's Institute, it's located in La Mía Community from Jalapa city, it counts with 13 classrooms and a building for the principal and another one for the sub principal. It also has a baseball court but it is outside of the Institute, there are a lot of trees surrounding the whole institute. The institute was built 2 years ago by a Japanese project and it is just directed to high school; besides, regarding technology, the institute has 2 computers and a good number of mini laptops that if you remove the keyboards, they work as tablets as well, and a projector that is used in the different classes.

III.3. Participants

There are 271 students attending this institute, 12 teachers and just one English teacher mostly. However, the physical education teacher provides the English classes to 7th B because he has a bachelor degree in English language teaching. The grade that we are focusing on is 10th A, being 20 students in one schoolroom. In the same way we are going to work with 10th grade because these participants have previous knowledge about English. Those students are around the age of 15 and 17 years old. Also, the students attending this institute are from different communities normally close in distance to La Mia community. Regarding the use of internet in the English classes the students normally use cellphone data connection and WIFI. For that reason, we decided to carry out the project with these participants, because this school has the resources to facilitate the process.

III.4. Ethics in the project design

In order to develop our project, it was necessary to make sure that we were able to provide some evidence of the context, therefore, it was indispensable to create a letter directly to the principal of the institute who was in charge. Some of the points that were presented: to allow access to the institute structure, and take some pictures of it such as computer, projector, laptops, etc. In addition, Katherine surveyed to know if the students had smartphones and internet access, and to protect their identities she used numbers instead of their names.

III.5. Objectives

➢ To determine how the use of podcasts can be valuable for those people who are studying English as a second language.

➢ To create a podcast as an alternative to practice English listening skills in context for high school students.

III.6. Presentation of data collection

This section presents information that was gathered to carry out the podcast project. Besides, the collected information takes you through the creation of digital resources namely podcasts and their effects on practicing listening skills.

Table 1 Important Data collection

Study	Focus	Context	Results
1. The Effect of Explicit	To examine the effect of two	Shiraz University, Iran.	Using technology can promote the development of

Pronunciation Instruction on Listening Comprehension: Evidence from Iranian English Learners.	methods of instructing English words' pronunciations on Iranian EFL learners' listening comprehension.		listening comprehension by providing learners with compelling, interesting materials.
2. Using podcast to improve students' listening and speaking achievements.	Investigating whether or not there were significant differences in English listening and speaking achievements between the twelfth-grade students of MAN 3 Palembang who were taught by using Podcasts and those who were not, and this study aimed to get the students' feedback about the use of Podcasts to improve their English listening and speaking achievements.	Utri Fitria Utri, Machdalena Vianty,Ismail Petrus.	Based on the results of this study, Podcast was an effective and innovative technology-based learning tool in English classroom, especially in integrating listening and speaking.
3. The impact of podcasts on EFL	To investigate whether or not Podcast significantly	Indonesia's University,	The result showed that podcast has significant effect

students' listening comprehension.	effects on Students' Listening Comprehension.	Tryanti Abdulrahman, Nony Basalamah, & Mohammad Rizky Widodo.	on students' listening comprehension. The findings revealed a positive result regarding the effect of podcast on students' listening comprehension in EFL teaching and learning Moreover, this study found that students in experiment class has high motivation to study English by using podcast due to the features provided by podcast such as various ELT classroom activities.
4. The Use of Podcast to Improve Students" Listening and Speaking Skills for EFL Learners.	This study investigated the use of podcast to develop students' English skills, listening and speaking.	Ramli ,Bosowa University, Makassar English Education Program International Conference on English Language Teaching (ICONELT 2017).	What this study has explored that the use of podcast is very helpful to create classroom activities and students seem to be very motivated and attractive to engage themselves in listening and speaking practices in the classroom. Podcast brings various interesting topics that enable to enrich students" inputs. Using technology like podcast, the teacher is also able to design an appropriate instruction and develop his or her skill in operating technology.

5. The podcasts and the English language listening skills development.	The objective of the following researching work is to demonstrate the influence of the podcasts to develop listening skill in 43 students of the ninth year of superior basic education aged between 13-14 years at UE "Ramon Barba Naranjo High School"	Belquis Silvana Albán Benavides .UNIVERSIDAD TÉCNICA DE AMBATO.	Podcasts as a tool to develop strategies for listening which catch students' attention and become them independent learners.
6. The Effect of Podcasts on Developing Listening Comprehension Ability among Iranian EFL Intermediate Students.	To explore the effect of podcasts on developing listening comprehension ability among Iranian EFL Intermediate Iranian Arab students.	Yousuf Jasemi Bushehr Islamic Azad University.	The results suggest that podcasts can be used in English classes to develop listening ability among Iranian Arab EFL learners. It is believed that podcasts could improve students listening skill. The students" problems about listening English sounds and spellings could be successfully solved through podcasts. The use of podcasts could make the listening activities more enjoyable and interesting. By using podcasts, the students got more

			opportunities to listen to the recording.
7. Podcasting as a tool for improving listening skills.	To provides an exciting way for students and educators to explore and discover educational content. Applicability of podcasting to teaching English needs researching.	Galina Kavaliauskienė ,Mykolas Romeris University, Vilnius, Lithuania.	In this paper, the researcher infers that there is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework assignments at their own pace and under non-threatening conditions. Online methodology involves downloading a variety of podcasts and listening to them at the convenient time.

Table 2: relevant information for the creation of the project.

Focus: to familiarize with technology regarding the creation of digital resources

https://youtu.be/9JoXbpKkxBM

https://youtu.be/ga6X-UiDN-s

https://youtu.be/MzOjwPzGtRo

III.7. Analysis of data collection

The data collection was gathered with the purposes to give a meaning or sense to our project which is the creation of a digital resource focused on education taking as standpoint the objectives: firstly, to determine how the use of podcasts can be valuable for those people who are studying English as a foreign language and lastly, to create a podcast as an alternative to practice English listening skills in context for high school students.

All in all, these findings were related to podcasts and their effects on practicing listening skills and were divided into different parts: study, context, author, and the results. Nevertheless, in the chart can be found just the most relevant information linked to podcasts and their usages in education. Further, it was not possible to find investigations carried out in our country to accomplish our context. Consequently, we took data from foreign researchers to execute our first objective.

III.8. Discussion of data collection

We took into consideration "podcasts" as a general theme of our project. So, all the collected information is about the use of podcasts in education and their effects on listening comprehension, specifically in the English area. We tried to gather the most relevant data in order to comply with our targets. We realized that the use of technology in the classroom frequently can bring positive effects either for teachers and students with podcast involvement, developing skills in the technological area and English subject. In the data collection was found that podcasts improve students' listening input obtaining active participation in the classroom but also out of this. That is to say, that the teacher can assign activities like homework where students make them in their own space without feeling stressed or intimidated to finish their assignment. Normally, students need to focus on what they are doing, therefore, if the teacher wants to boost the interaction and participation of his or her students, He or she must facilitate the resources.

Facts indicated that the use of podcasts in teaching developed some English skills, improving students' achievements especially listening comprehension where students can feel motivation and engagement in their learning process. At the base of it, we pretend that podcasts can be used either in the classroom with the teacher or out of this, in this case, it is going to be the students' choice if they desire or not to listen to the podcast while they are not in the schoolroom. we focused on 10th grade because we thought that this proposal might be a great element for them; but also, for those people who want to practice their listening comprehension. Besides, in our project, we want to supply the students with a series of activities to carry them out following with the contents that the podcasts offer. Up to this, we thought on advantages of the technological part, context, participants, and the contents.

III.9. Development of the technological resource.

Once we chose the topics, we proceeded to write the scripts. To keep moving forward, we went to record the different sections of podcasts at a studio, the recorded audios are around 2 minutes and 4 minutes. Also, we decided to use music with no copyright as an introduction of each episode, then the music can be listened just as a background while the speaker is talking, at the end the music goes back to its normal volume to finish the podcast. Lastly, with all the podcasts sections recorded, it is time to analyze where the podcasts can be uploaded, for that purpose, we created a simple blog on the platform "blogger" in which the students and the teacher are going to be able to listen to them online, by just obtaining the link of the regarding entry. Last but not least important, we bear in mind that the different sections of the podcasts can be listened to online, or downloading them on a smartphone and listening to them while you don't have an internet connection.

Note: see annex 5 to follow the steps to download the episodes of podcasts on your phone.

III.10. Academic proposal

This project is designed for tenth-grade students from a Jalapa high school, which is created for a month with 3 meetings per week of an hour class (45 minutes) where the teacher will obtain the tool to try out the proposal.

These podcasts will provide a new experience for students, also they will learn with new resources. Besides, with the creation of this project, we pretend that the students use the technology either inside of the classroom where the activities will be provided as part of the

plan, making sure that the resource can be more beneficial and effective or out of the classroom as a self-study.

The podcasts are organized into 5 different sections, containing 3 episodes each one of them. The scripts of those sections were created by ourselves, taking into consideration almost all the topics that are presented in the school programming specifically of the English subject. The units that have the programming are distributed throughout the whole scholar year. As well we know the idea of this proposal is to carry out only for four weeks; therefore, we pretend that, when students receive the contents again during their scholar year, they have previous knowledge about the units and contents. The topics that we talk about in the podcasts are tightly related to our daily lives. That is to say, in all the contents we try to contextualize as much as we could, with the notion that students do not struggle to comprehend every single section. The sections are organized in the following order.

Sections	The COVID 19 pandemic	Environment	Relationships	Nicaragua's culture	People

			Family	Traditions and beliefs	People's behavior
E p i s o d e s	The impact of the COVID 19 in society.	Deforestation and water pollution.			
	How were some families affected by the pandemic?	The misuse of trash and how to protect the environment	Friendship	Music and folklore	Diversity
	Studying in time of the pandemic.	Acoustic pollution	Healthy relationships	Legends and superstition	People's economic conditions

Stages of listening

In order to develop in the best way, the lesson plans, we plan to do it by dividing them into 3 different stages which are: pre-listening, while listening, and post-listening. Those stages are implicit in the lesson plans but the activities were done considering them.

Pre-listening: in this stage, we carry out activities to explore the students' knowledge about a topic, this can be done through brainstorming, responding to some general questions, teaching the students some key vocabulary that they may come across afterward while listening.

While listening: The stage where the student must listen to the assigned podcast to comprehend the content or context, and recognize vocabulary.

Post listening: In this stage, the students play a crucial role because they have to participate in different activities to know if they catch the contents, besides, they are going to be able to carry out discussions either with themselves or with the teacher too about what was studied in the audio for a better understanding.[2]

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2 https://youtu.be/btH2l_w2qLM

IV. Conclusions

Overall, we dove in-depth into some studies, which were all about the use of podcasts in different settings, including the education field. Through different studies we realized that the podcast is a useful tool to be implemented in educational contexts, giving the students new ways to develop or practice their listening skills, besides, the exploration of the real context that podcasts offer is one of the most productive techniques, owing to, the students can absorb easier and faster the podcast´s contents.

Our project was created with one of the targets to provide a new resource to a specific group of Simon Bolivar Institute, but also for those people who want to practice listening comprehension through exploration of our podcasts. At this fact, we bear in mind that, when using technology like a podcast, students can be more encouraged, and motivated, as well we know, the teenagers are involved with the technology, so it could be an interesting incentive for them. Over and above that, they need to be engaged in their own learning process, and at the same time use technology when listening to the podcasts online.

V.   References

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Annexes

Annex 1 lesson plans

Lesson plan Day 1

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: The COVID 19 pandemic

https://davila2021.blogspot.com/2022/01/the-covid-19-pandemic.html

Topic: The impact of COVID 19 in society.

Achievement indicator.

✓ The students listen carefully to the first section of podcasts and recognize the influence that the COVID 19 has had on our society.

Target vocabulary:

Infection, drive crazy, advantage, indispensable, fake information, effects, population, excluded.

Initial Activities: (15minutes)

- ✓ Greetings.

- ✓ To pass the attendance.

- ✓ Introduce the unit and vocabulary.

- ✓ The teacher makes the warm-up ´´If you are happy´´

  https://youtu.be/WiDRpk9li9I

- ✓ This activity consists that the teacher and students have to sing and make the movements following the music. The teacher has to guide the activity, so if the students are wrong in the movements, they have to answer what they know about the topic.

  Development Activities; (15 minutes)

- ✓ The students listen to the first episode of the COVID 19 pandemic segment twice.

- ✓ The students get together in small groups to start a discussion about what they just heard.

- ✓ Students share their opinions with the teacher about what they understood.

  Final Activities: (15 minutes)

- ✓ Clear up the students' doubts.

- ✓ Memorizing game:

  In this activity the students are going to listen to the podcast once more and after that, each one of them has to say a word according to the audio, but the next student has to repeat the word that was previously said and add a new one, this action has to be repeated till the last student. For example.

  Student A Pandemic **Student B** Pandemic, infection **Student C**. Pandemic, Infection, Virus

Lesson plan day 2

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: The COVID 19 pandemic.

https://davila2021.blogspot.com/2022/01/the-covid-19-pandemic.html

Topic: How were some families affected by the pandemic?

Target vocabulary: challenge, citizens, quit, fire, hang out, social distancing, prevent, pass away.

Achievement indicator.

✓ The students listen carefully and contextualize what is presented in the second episode.

Initial activities (10 minutes)

✓ Greetings.
✓ Attendance.
✓ Introduction of the target vocabulary, this time the students look for the meaning of the vocabulary given using their phones.

Development Activities (20 minutes)

- ✓ The students listen to the second episode of the COVID 19 pandemic segment twice.

- ✓ Using the transcripts, the students look for more unknown words

- ✓ Mime activity: In this activity, the teacher makes some gesture with the help of some students in accordance with the previous vocabulary that was presented, for example the teacher do an action to represent "social distancing", and the students have to suppose/guess what the teacher is doing.

  Actions below

- ✓ Social distancing

- ✓ The use of masks.

- ✓ Students share their experiences about how their families were affected by the pandemic.

Final Activities (15 minutes)

- ✓ Students complete the missing words of some sentences, where they have to listen to the audio again without using the cellphone.

When the pandemic started many _____, _____, factories, and

_____closed their doors temporarily. In our country, this represented a huge

_____especially with the poorest ones because if they did not _____, they did not

_____. Besides many citizens had to quit their jobs to protect their families from

_____and others were fired because the economy was _____ weaker. There's

no doubt that the economy was _____greatly by this _____ and many employees who used to work on-site were sent to work from home.

Taking measures when preventing COVID 19 was one of the hardest parts, if in the past we used to hang out and meet with our _____and _____very often now that is not possible with the social _____. On top of that, when some people found themselves like they couldn't do anything to have fun in that time, they just got _____and they started going through periods of anxiety and even _____.

✓ The teacher makes sure the students complete all the statements.

✓ The teacher assigns to the students the creation of a role-play in groups of five students, taking into consideration the first and second podcast episodes.

Lesson plan day 3

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10ᵗʰ.

Time: 45 minutes.

Unit: The COVID 19 pandemic.

https://davila2021.blogspot.com/2022/01/the-covid-19-pandemic.html

Topic: Studying in time of the pandemic.

Target vocabulary: disagreement, online, on-site, give up, platforms, crowded, measures, prevent.

Achievement indicators:

✓ The students listen to the third podcast meticulously and analyze the difficult situation of Studying in time of the pandemic.

✓ The teacher makes sure that students have understood all the episodes.

Initial Activities (15 minutes)

✓ The teacher introduces the new topic, given the meaning of the new vocabulary.

Warm-up ´´spin the bottle´´

✓ This Activity consists that everybody sitting in a circle and the teacher spins the bottle in the middle of the circle. Whomever the bottle points to he/she has to answer a question.

How hard is it for you to study in times of the pandemic?

Do you prefer to study on-site or online?

Have you had a problem with your learning process in times of the pandemic?

Was the use of technology difficult for you when you were in an online class?

Development Activities (20 minutes)

✓ The students perform the role plays that were assigned by the teacher.

✓ Feedback about the performances.

✓ The students listen twice to the third episode of podcasts.

Final activities

✓ The students respond to the following multiple-choice item regarding the whole unit.

1. What kind of issues did the pandemic bring to our society?

A. Happiness

B. Social distancing

C. Deaths

D. Healthy

E. B and C are correct

2. Some people drove crazy due to:

A. Online classes

B. Higher prices in some products

C. Fake news

D. People could not go out

E. Lack of internet connection

3. The pandemic began in:

A. EE. UU

B. Asia

C. Nicaragua

D. China

E. Spain

4. Some products became requirements in public places, and they are:

A. Water, coffee, and wine.

B. Alcohol, masks, and liquid soap

C. Rise, oil, and vanilla

D. Toilet paper, paper napkins

E. All are correct

5. One of the measures to prevent COVID 19 is:

A. Going out every weekend

B. Do not keep distancing from each other's

C. To avoid crowded places

D. To spend time with your family

E. A and C are accurate

Lesson plan day 4

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Environment.

https://davila2021.blogspot.com/2022/01/environment.html

Topic: Deforestation and water pollution.

Target vocabulary: forest, wood, furniture production, laws, toxic substances, tap water.

Achievement indicator

✓ The students pay attention and analyze the impact that deforestation and water pollution have on the planet.

Initial Activities (10 minutes)

✓ Greetings.

✓ The teacher passes the attendance.

✓ Explore the student's knowledge through some general questions.

What does pollution mean for you?

What are some causes of deforestation in our country?

Do you know an organization that works to protect the environment?

✓ Introduce the new vocabulary through the following images.

Development activities (20 minutes)

✓ The students listen carefully twice to the first episode of the environment section.

✓ The students make a short description about what they just listened orally sharing with the rest of the class.

✓ The teacher carries out a dictation of words and phrases taken from the audio.

- Temperature.

- Precious wood

- Destroying

- Collection of trees

- Species

- Fish

- Tap water

- Toxic liquids

- Promote

- Survive

✓ 2 volunteers go to the board and write the dictation.

Final activities (15 minutes)

✓ The students do the following matching activity joining the words and phrases with their meanings.

a. Promote

b. Collection of trees

c. Temperature.

d. Survive

e. Tap water

f. Species

g. Fish

h. Destroying

i. Precious wood

j. Toxic liquids

1. The measurement in degrees of how hot or cold a thing or place is. ____

2. A type of wood which is very valued. ____

3. The action of exterminating something. ____

4. A group of plants. ____

5. Group of living organisms. ____

6. An animal that lives in the water. ____

7. Potable water. _____

8. Substances that are damaging for the ecosystems. _____

9. To foster something that can be helpful. _____

10. Subsist from a tough situation. _____

✓ The teacher reviews the answers

Lesson plan day 5

General data

High school: Simon Bolivar.

Grade:10ᵗʰ.

Date:

Time:45 minutes.

Unit: Environment

https://davila2021.blogspot.com/2022/01/environment.html

Topic: The misuse of trash and How to protect the environment.

Target vocabulary:

Misuse of trash, handle, rubbish, throw away, unpleasant smell, mismanagement, wildlife, drainage ditches, get rid of, space of awareness.

Achievement Indicators

- ✓ Students involve in the classroom using the resource that the teacher provides through different activities.

- ✓ The teacher encourages the students to be part of the environmental protection taking into consideration the given information.

Initial Activities (15 minutes)

- ✓ Greetings

- ✓ Pass the attendance

- ✓ Warm-up activity "Simon Says'' to remember the last topic:
  In this activity, teacher is going to instruct to the students through physical activities Jump up, move around, clap your hands, stomp your feet, stand up, and sit down, but if the students do not do it well, they have to answer some questions.

- ➢ What do you remember about the last topic?

- ➢ Could you tell me some words that you learned?

- ➢ Tell me something that called your attention
   For example:

  Teacher: Simon says "Move around'' the students have to do it

- ✓ The teacher introduces the topic and the new vocabulary with a short explanation.

Development activities (20 minutes)

✓ The students listen to the episode ''The misuse of trash and How to protect the environment'' twice.

✓ Students read carefully the transcript

✓ They recognize known words.

✓ Time of competition through "Whisper"

This activity consists that the teacher separates the class into two teams in lines, and the facilitator is going to whisper a phrase to one student of both lines and they have to pass the message or the phrase one by one till the message gets to the last one. This must be written on the board how was said and the team that write it firstly and correctly, it is going to be the winner.

TEAM 1

Water pollution is also produced by mismanagement.

TEAM 2

Trash will cause negative effects on the ecosystem.

Final activities (10 minutes)

✓ Complete the missing letters in your notebook without using your phone.

H_____e

Ru_____s__

T_____w

U__p___as___n__

-i--li-e

dr-in-ge

-w-r-ne-s.

Lesson plan day 6

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Environment.

https://davila2021.blogspot.com/2022/01/environment.html

Topic: Acoustic pollution.

Target vocabulary: Noise, acoustic pollution, mental health, stress, anxiety, concentration, communication, social disturbing.

Achievement indicator.

✓ The students listen wisely and understand the importance of avoiding high noise.

Initial Activities: (15minutes)

✓ Greetings.

✓ To pass the attendance.

✓ Introduce the target vocabulary.

✓ The teacher uses a warm-up called Sentence scramble. The teacher is going to write sentences on the whiteboard using the target vocabulary, these sentences Will be disordered and they have to order them.

1.   noise a lot of concentration there is lack of students the When have

2.   live city People in the center who of stress feel and mental health sometimes.

3.   cause by The also acoustic pollution is anxiety

✓ Feedback about the activity.

Development Activities; (15 minutes)

1.   The students listen carefully twice to the third episode of the environment section.

2.   The teacher uses the Dynamic Speaker Marker to know what they learned about acoustic pollution.

Final Activities: (15 minutes)

✓ Complete activity.

✓ The teacher is going to play the podcast once again and while they are listening, they have to complete the missing words. The podcast can be played more than once here if they need to. **Note:** in this activity, the students are not allowed to use their smartphones.

- when the _____is out of control, it can have a great negative impact on _____and animals'_____

- Acoustic pollution is mainly caused by _____

- they may experience more difficulty with _____communication, and _____

- some types of pollution are _____airlines, construction sites, nightlife, and _____by music

✓ Two students go to the board and write the words that were missing.

Lesson plan day 7

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Relationships.

https://davila2021.blogspot.com/2022/01/relationships.html

Topic: Family.

Target vocabulary: relatives, siblings, get along well, a shoulder to cry on, pass through, bloodline, genes, backing.

Achievement indicator

✓ The students listen and comprehend the value that the family has in our lives.

Initial activities (15 minutes)

✓ Greetings.
✓ Attendance.
✓ The teacher introduces the new vocabulary to the students using Couple of words. The teacher will be teaching pairs of words at one time. Antonyms are the perfect material for this type of vocabulary instruction. But, also pair synonyms. In this case, the teacher has the option of using synonyms.
• Relatives – kins
• Siblings – brothers and sisters
• Get along well – to fit
• A shoulder to cry on – consolation, help
• Pass through – transit, go across
• Bloodline – line of descent
• Genes – genetic code

- Backing – support

Development activities (15 minutes)

✓ The students listen to the audio podcast twice to comprehend the content.

✓ The students respond to the following questions in written and spoken form.

✓ What is the topic of the podcast?

✓ What is the focus?

✓ What other things are missing that can be added?

✓ What does the speaker mean with the statement "It is supposed that your family members are the ones who are closest to you"?

Final activities (15 minutes)

✓ Working in pairs the students write a paragraph about the meaning of family for them, taking into account the information shared before.

✓ The students read aloud their paragraphs to share with the rest of the class.

Lesson plan Day 8

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Relationships

https://davila2021.blogspot.com/2022/01/relationships.html

Topic: Friendship

Achievement indicator.

✓ The teacher motivates the student to practice listening comprehension with the new content ''Relationships'' using podcast.

Target vocabulary: Interpersonal relationships, ideal friend, self-confidence, struggle, challenge, go through, crucial.

Initial activities (10 minutes)

✓ Greetings.

✓ To pass the attendance.

✓ Introduce the new topic.

✓ Teacher and students discuss the keywords.

Development activities (**20 minutes)**

✓ The students listen to the podcast once, catching all the details.

✓ The students tell or write a short composition talking about their best friend, in this activity they can use the vocabulary of the podcast.

✓ The Students share their compositions in front of their classmates.

Final activities (10 minutes)

✓ Students listen to the audio one last time.

✓ In accordance with the studied information, the students guess the antonym of each word. This activity will be revised in the next English class.

Untrue:

Bad:

Equal:

Disrespect:

Worst:

Farther:

Unconfident:

Easy:

Uncomfortable:

Unimportant:

Lesson plan Day 9

General Data

    Date:

    School: Simón Bolivar Institute.

    Grade: 10th.

    Time: 45 minutes.

    Unit: Relationships

    https://davila2021.blogspot.com/2022/01/relationships.html

    Topic: Healthy relationships

    Achievement indicator.

- ✓ The students comprehend and express their thoughts to maintain a good and healthy relationship.

    Target vocabulary: entangled, dishonestly, mistrust, engaged, requirements.

    Initial Activities (15minutes)

- ✓ Greetings.
- ✓ Pass attendance
- ✓ Review the exercise of the last class through a warm-up activity:

In this activity the students stand up and make a circle where they have to say the number in correct order, but, when a student says a pair number the next one has to say Boom instead of saying an impair number, for example:

Student A says Boom, the next one says 2, the third one says Boom

For that reason, they have to be listening and do not make mistakes. If one of them does not say it correctly he/she has to write the antonym of the following words as a review: **Untrue, Bad, Equal, Disrespect, Worst, Farther, Unconfident, Easy, Uncomfortable, Unimportant.**

Development activities (25 minutes)

✓ The students focus on the new episode of the podcast called Healthy relationships once.

✓ The teacher and students pay attention to the unknown words.

✓ In pair, the students make a brainstorming about what they were listening to.

✓ The teacher and students discuss the content expressing their thoughts about how to keep a healthy relationship.

✓ The teacher gives the students some statements where they have to underline the most appropriate word that they hear. In this case, just the facilitator reproduces the audio again.

When we have problems in our relationships **whether/weather** that is with our friends or our partner or even with society is due mainly to dishonestly.

Some people do not want a simple French chip/ friendship.

we have to state which are the requirements **to/two** keep a healthy relationship.

It could be to get away from people that intervene in our **Life/lives**.

Taking in a good **sense/since**, if as human beings we respect each other, we will get a better society.

If the individuals are willing to create and **mountain/maintain** good relationships, they will live better their lives.

Final Activities (5 minutes)

The teacher asks for some volunteers to correct the statements on the whiteboard.

Lesson plan Day 10

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Nicaragua´s culture.

https://davila2021.blogspot.com/2022/01/nicaraguas-culture.html

Topic: Traditions and beliefs.

Achievement indicators.

✓ Students will be able to practice listening comprehension with the topic Traditions and beliefs¨.

✓ Students strengthen their knowledge about traditions and beliefs.

Target vocabulary: beliefs, village, gastronomy, picturesque, fairs.

Initial Activities (15 minutes)

✓ Greetings.

✓ To pass the attendance.

✓ The teacher introduces the topic.

✓ Warm-up activity called GUNMAN:

In this activity, the students make a circle and the teacher is going to be in the center. The teacher as moderator will be the Gunman. The teacher will do a simulation like if He is shooting with a gun, in this case, he can use his hands, For example, the moderator shoot to one student, and she or he has to crouch and the students that are next to him or her must shoot between themselves. The first one that shoots firstly is going to be the winner and the

loser will have to answer questions. But, if the person that was shot to do not make the action, He or she will be punished.

➢   What do you understand when I say tradition and beliefs?

➢   Tell me about Nicaragua´s culture or its tradition and beliefs.

Development Activities (15 minutes)

✓ The students listen to the episode twice of Nicaragua's culture named Tradition and beliefs.

✓ Scramble: In this activity, students have to order the following sentences without looking at the transcript.

Example:

Traditions and beliefs are the representation of a country

Of/tradition/a/beliefs/and/ representation/are/the.

1. Community/each local town/beliefs/has/village/its/traditions/own.

2. Beliefs/can/traditions/be/different/in/ways/and.

3. Get awareness/culture/it/to/our/about/is.

4. Like/religious/involved/people/to/some/traditions/be/in.

5, Experience/share/it/about/to/is/knowledge/and/our/important/culture.

✓ The students exchange their notebooks between them while the teacher corrects the statements on the board.

Final Activity (15 minutes)

✓ To active participation.

The teacher organizes an activity dividing the group into two lines where one student of each line has to be sat in one chair in front of her, then the teacher is going to say sentences and if the sentence that she is saying is true they have to put thumbs up and thumbs down if the sentence is untrue, then if one of the students loses he or she has to remember a word or phrase from the episode. This process has to be repeated till the last students of both teams

The religious tradition is not part of Nicaragua's culture.

Processions are not part of religious traditions.

In some cases, traditions and beliefs attract foreign people to visit cultural countries.

It´s not pretty important to know about our culture,

The main celebration of La Purisima takes place in Leon city.

La Purisima is not celebrated in the other local towns.

Giving away different items is part of Purisima´s celebration.

Music and gastronomy don't belong to our Nicaragua´s culture-

Lesson plan Day 11

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Nicaragua's culture**.**

https://davila2021.blogspot.com/2022/01/nicaraguas-culture.html

Topic: Legends and Superstitions.

Achievement indicator.

✓ The students listen to the last episode about legends and superstitions.
✓ The students identify some known legends.

Target vocabulary: Legend, superstition, tradition, culture.

Initial Activities: (15minutes)

1. Greetings.
2. To pass the attendance.
3. Introduce the target vocabulary by providing the meaning of the words.
4. The teacher starts the class with a warm-up which is going to make sure how much previous knowledge the students have related to this topic.

The activity is called **The Cabbage**: This is a ball made of paper, it should have a lot of pieces of paper some of them containing nothing and others including the following questions.

- what kind of legends have you heard?

- In Nicaragua there are a lot of superstitions may you mention some of them?

- From your viewpoint what is the difference between legends and superstitions?

- Did your parents use to tell you some legends when you were a child?

- What kinds of superstitions have you observed in your neighborhood?

- Do you believe in superstitions?

Development Activities; (20 minutes)

✓ The students listen to the last episode of Nicaragua's culture section twice.

✓ The students choose one of the legends and represent it through a drawing on a piece of paper, taking into considerations details of the legend.

Final Activities: (10 minutes)

True or false activity.

- Some of the legends that are mention in the episode are la carreta nagua, el padre sin cabeza, la Llorona, el cadejo _____

- Legends and superstitions do not identify us like Nicaraguan people _____

- Newborns need to wear a bracelet with a rend band in the hand _____

- The number 13 has nothing to do with malignant things on the contrary it is the number of good luck _____

- One of the legends of Nicaragua takes place in la Trinidad which is La Mokuana _____

Lesson plan 12

General Data

Date:

School: Simón Bolivar Institute.

Grade: 10th.

Time: 45 minutes.

Unit: Nicaragua's culture.

https://davila2021.blogspot.com/2022/01/nicaraguas-culture.html

Topic: Music and folklore.

Target vocabulary: inherit, ancestors, heritage, attachment, spread, belong.

Achievement indicator.

✓ The students listen and identify the value that our national music has.

Initial activities (15 minutes)

- ✓ Greetings.

- ✓ Attendance.

- ✓ The teacher introduces the target vocabulary using a real context, giving them sentences in oral and written form.

- • He inherited that car from his dad.

- • Our ancestors are an important part of history.

- • The identity of our country depends on cultural heritage.

- • My mom has an emotional attachment to national gastronomy.

- • The new virus has spread around the world.

- • We belong to the Estelí department.

Development activities. (15 minutes)

- ✓ The students listen twice to the episode of music and folklore.

- ✓ The teacher assesses the students' understanding with the activity two lies and one truth.

- ✓ The teacher is going to read 3 different sentences just one of them is true and the others are untrue, the students have to listen carefully to repeat back to the teacher the true sentence.

  Sentences below.

1.

- ❖ Urban music is part of our heritage.

- ❖ Folklore is one of the main music that represents us.

- ❖ Folklore does not tell scary stories.

2.

❖ Each region of Nicaragua has its own music

❖ Nicaragua has a great variety of urban music.

❖ Some departments do not have local music.

3.

❖ In the schools, the national music is not taught.

❖ Foreign music has a representative value for our culture.

❖ The traditional "palo de mayo" belongs to the Caribbean region.

4.

❖ National music is the most popular among teenagers.

❖ Folklore does not have a meaning or history.

❖ In Nicaragua, we have a lot of good artists.

Final activities (15 minutes)

✓ Working in pairs the students go to the online transcript and they are going to find.

- 2 sentences containing adjectives.

- One sentence in the present tense.

- One sentence with an article.

- One sentence in the present perfect tense.

- 2 negative sentences.

Annex 2 links of images from lesson plan day 4.

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.nglish.com%2Fspanish%2Fforest&psig=AOvVaw0nL8MjeJYELI5hemYbggwi&ust=1641871796205000&

source=images&cd=vfe&ved=0CAsQjRxqFwoTCKCBnp2fpvUCFQAAAAAdAAAA
ABAD

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BAD

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.waterlogicaustralia.c
om.au%2Fresources%2Fblog%2Ftap-water-across-the-
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BAD

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Fsewer-pipes-shore-stain-oil-fuel-water-surface-nature-pollution-toxic-chemicals-
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Annex 3 permission letter and survey to students.

Jalapa 25 de Noviembre 2021

A; Lic. Jenson Nabil Gutiérrez

Director del Instituto Simón Bolívar

Tenemos el agrado de dirigirnos a usted a fin de saludarle cordialmente y a la vez solicitar información sobre las instalaciones del Instituto Simón Bolívar. Somos estudiantes cursando el 5to año en la Licenciatura en Ciencias de la Educación Con Mención en Inglés, en la Universidad Nacional Autónoma de Nicaragua FAREM-Estelí, procedemos a dar nuestros nombres con respectivos números de carnet, Julio Dávila N° 17502458, Arelys Dávila N° 16056749 y Katherine Toruño N° 16056573. Solicitamos a usted el permiso para obtener algunos datos, los cuales serán de suma importancia para la creación de nuestro proyecto final, el cual lleva por Título **PODCAST**, los siguientes datos son tomar fotos del centro, fotos de los recursos tecnológicos y llevar a cabo una encuesta con los estudiantes de Décimo grado A.
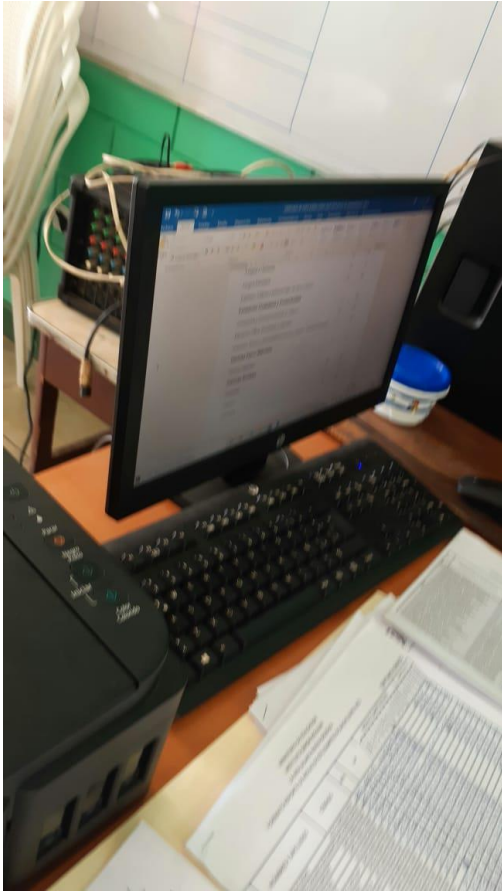
Agradeciendo su atención a la presente y hacemos propicia la ocasión para manifestarle los sentimiento de nuestra mayor estima personal.

Firma y sello del Director
Del Instituto Simón Bolívar

**Annex 4 photos of the institute and the technological resources.**
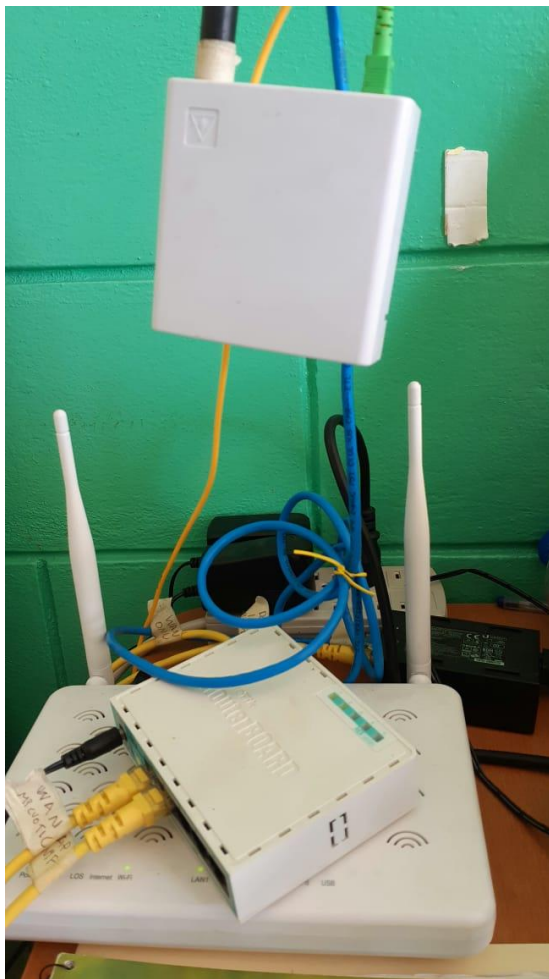
Annex 5 steps to download the episodes of podcasts on your phone.

Step 1: enter to the link that was provided by the teacher, once you are in you will see the audio. Then you have to select an option that appears in the upper right corner.

Step 2: on the screen will become visible your email address, so you have to select it and press "accept".
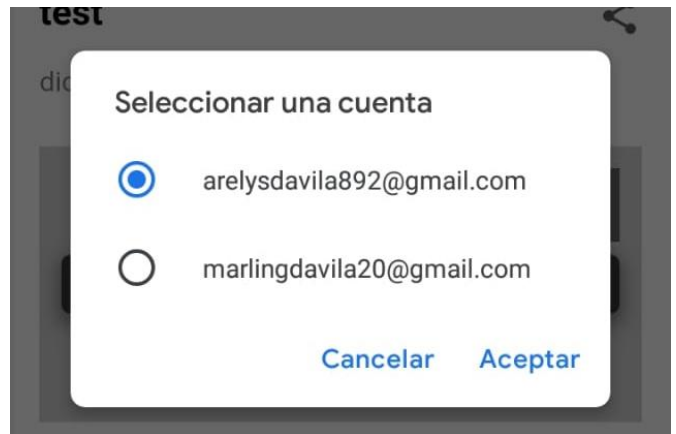
Step 3: then the audio is going to appear loading as if you were in google drive, so you have to press an option that appears in the upper right corner, afterward only select the option "download"