

AMERICAN UNIVERSITY OF ARMENIA

College of Humanities and Social Sciences

Compiling Podcast Materials for Intermediate Level Students

A paper submitted in

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Master of Arts in Teaching English as a Foreign Language

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ABSTRACT

The social media is having a big influence on contemporary society. Students are getting more demanding and the educators need to design new ways to engage students in the learning process. Podcasting is a new way to enhance students' language skills using innovative tools. There is a large amount of podcasts on the internet that can be used for EFL purposes by improving learners' listening skills. This paper aims to find podcast materials and compile them for American University of Armenia Extension program students. The level of proficiency of the students is intermediate.

Three Extension program teachers were interviewed and the book "Interchange Third Edition" was analyzed. The listening materials provided by the textbook "Interchange Third Edition" are short, repetitive and easy. The interviews revealed that there is a need to add listening materials with more authenticity and longer passages to their curriculum. Podcast materials have been considered as a best way to cover all the requirements of the curriculum. The found materials are shared on social bookmarking website Diigo (<http://www.diigo.com>) and on document-sharing website Scribd (<http://www.scribd.com>). The websites are public and easily accessible by AUA teachers and students.

SCOPE AND BACKGROUND

The invasion of internet in our daily life is leading to a revolution in the sphere of education. New ways of teaching and learning are also needed in language learning. Listening is one of the most important skills needed for language learning. Having good listening skills is very important, as it has a major impact on the job effectiveness and on the quality of relationships with others. Currently, listening seems unavoidable in ESL/EFL learning since learners often do listening more than speaking in the classroom. It is a necessary skill because it can essentially facilitate the development of learners' English proficiency (Cahyono, 2009). Listening to podcast has the potential to be one of the most effective ways for training and improving listening skills and comprehension of L2 speech. The listening materials provided by the textbook present intensive listening, while podcast can be considered as an example of extensive listening. Podcasts are different audio and video materials that may be found on-line and which can be downloaded to the computer or mobile devices. In other words, podcasts could be used as additional resources for listening to authentic speech in and outside the classroom for improving and practicing the listening skill.

In order to listen to podcast, people can use iPod. It is an example of mp3 player. So the name podcast derives from two words: ipod and broadcast. Podcasts are usually made available online through the providers' own websites or blogs where, as well as the multimedia files, a number of additional content and tools can be found (educational websites, online radios, serialized audiobooks).

iTunes is the largest database full of podcast episodes. iTunes is a software program that needs to be installed on a computer or mobile devices. It is free and easily

accessible by everyone. In iTunes podcasts are classified by categories and ratings, they can be searched easily and with one single click the user can subscribe to his favorite podcast. The subscription, which is done with the help of RSS feeds, allows the user to download new episodes or updates from the favorite podcast. Campbell (2005) found “What’s new about podcasting is the ease of publication, ease of subscription, and ease of use across multiple environments, typically over computer speakers, over a car stereo, and over headphones—all while the listener is walking or exercising or driving or traveling or otherwise moving about”. (p.34)

Thanks to the large number of podcasts, language teachers and learners are able to find and download the podcast episode as a listening material, which can be appropriate to the level of proficiency of the learners. As a listening material podcasts are very effective, because they often include authentic speech and topics interesting for all age ranges.

Problem Statement

The materials are compiled based on the textbook that is used for teaching intermediate level students at Extension Program. The title of the textbook is “*Interchange Third Edition Book 3*” and is published by *Cambridge University Press* in 2005. The book has a Student’s book, a Workbook and a Video activity book. The textbook consists of 16 units. Each unit has speaking, pronunciation/listening, writing/reading, grammar sections and interchange activities, which are speaking activities letting the students to share their own ideas and opinions. The book provides intensive listening materials, which are short, the speed is slow and they have time

constraints. These provided listening materials focus on new language features, while there is a need to improve also fluency of language. In this case extensive listening can be effective, as it focuses on global meaning, the passages are longer and the learner can stop and listen again and again the text. Therefore there was a need to find and choose appropriate podcast episodes for the group using the curriculum of the course.

Purpose of the paper

The purpose of this paper is to find podcast materials using the podcast resources available on web and iTunes, and to compile these materials for a specific proficiency level. The purpose of this paper is also to develop some examples of follow-up activities. The materials will be compiled for American University of Armenia (AUA) Extension Program students. The found materials are collected in a [Diigo](http://www.diigo.com) social bookmarking website (www.diigo.com) and in [Scribd](http://www.scribd.com) document-sharing website (www.scribd.com) specially created for the materials. These websites allow EFL and ESL teachers and students to easily access and find the needed material with the help of tags and topics. The materials can be used not only by the Extension Program, but also by the teachers and the students attending Experimental English Courses (EEC).

LITERATURE REVIEW

Intensive and Extensive Listening

In order to communicate in foreign language people need to understand and to be comprehensible. For this reason listening and speaking are crucial for language learning. There are two types of listening in language teaching: *intensive* and *extensive*. Intensive listening requires students to focus on specific part of speech (ex. verb, noun, adjectives...), to elicit, or help the learner to notice a new language feature, getting more detailed understanding of some segments of the text. Intensive listening requires students to listen to a text several times, or sometimes to divide the text into paragraphs and sentences to understand each one; or by doing dictation word by word (Robin & Guo 2006, Ucan, 2010).

Extensive listening does not require students to understand every sentence, and every word; instead, students are encouraged to focus on the global comprehension of longer listening passages. The key point of listening is to understand the content. The purpose of intensive listening is to build basic listening skills, while extensive listening tries to strengthen and enlarge effectiveness of intensive listening in order to improve overall listening ability (Robin & Guo 2006, Ucan, 2010). As an example of extensive listening podcast is considered appropriate and effective. The purpose of listening to podcast is to get general information about the topic, build word recognition ability and chunk language into meaningful units of sound.

Post-listening Activities

In language teaching the listening can be divided into three main parts: *pre-listening*, *while-listening* and *post-listening*. Pre-listening provides students with the background information about the listening; context, motivation, vocabulary. Teacher introduces the topic, explains the grammar and presents new words that can be used during the listening provided to the students.

While-listening is the focus of a listening. For the first listening students should focus their attention on the listening text and on the general meaning first, so that they can establish a preliminary framework that will enable them to get more details in the subsequent listens.

Post-listening represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. Thi Hang (2009) suggests that there are six main purposes for this stage:

- To check students' comprehension, correct inaccurate concepts.
- To scrutinize the relationship between prior knowledge and new ideas and information gained through listening.
- To invite and encourage student reflection and response.
- To extend and clarify comprehension beyond the surface meaning.
- To help students apply new information immediately.
- To integrate listening with other language skill.

Podcast materials

Developments in podcasting technologies provide two main potential uses: creating podcasts and using the podcast resources available. Teachers can use both of them for language learning purposes. Students can create and distribute their own podcasts, which will help them to develop their speaking skills. But the purpose of this paper is to use already existing podcast resources, which offers language teachers and students a wide range of possibilities for extra listening practice both inside and outside of the classroom (Kavaliauskienė 2008). Stanley (2006) suggests that podcasts could be used as a supplement to textbook materials, a source for authentic listening materials and a way for students to gain information on specific aspects of the language such as idiomatic expressions or grammatical constructions. Learners while listening to podcasts hear the dialogue or story spoken at a native rate of speed, which gives them confidence to be able to understand a native speech (McQuillan, 2006b).

The internet is full of different podcast materials and teachers can choose the ones that can be applicable and relevant for their lessons. Constantine (2007) suggests that there are at least two concepts that teachers must focus on in choosing a podcast for the students to hear: *relevance* and *transferability*. The podcasts containing real-life experience are considered to be relevant. When a topic is relevant, it attracts the learners' attention and thus increases motivation (Morley, 2001).

Being relevant also means that podcast materials must coincide with the topic covered during the lesson.

The second concept that a teacher must consider in choosing a podcast is that of transferability. If learners feel that the content is relevant, they can apply the content to

other situations whether at school or out in the real world. “Best listening activities present in-class activities that mirror real life” (Morley, 2001, p.77). For example, students can listen to a podcast which can provide not only a real experience in listening comprehension, but also the content can serve as a source for conversation topics.

(Constantine, 2007, Morley, 2001)

Finding appropriate and effective podcast is not an easy and immediate process. The teacher should have prepared in advance the listening materials either for classroom work or for homework. One of the largest resources is iTunes, created by Apple Corporation. iTunes is free of charge and easy to subscribe to. In comparison with other sources, iTunes does not require copy and paste of the URL address. Learners just need to subscribe to a podcast by dragging and dropping the RSS button into the iTunes podcast directory and they will get new updates and episodes from the favorite podcast (McCarty, 2005). Before assigning podcast materials to students, some key factors should be taken into account: (Pranday, 2009, Stanley, 2006)

- Choose podcasts that coincide with the curriculum
- Choose podcasts that have appropriate podcast length/duration
- Use podcast stations that have easy RSS subscription
- Download the podcast and create a class audio library on CD in case that students don't have internet connection or mp3 players
- Set up a station for his/her own class in order to easily assign students to a variety of listening materials on the Web

Taking into consideration reviewed literature, the materials that are compiled for the intermediate level learners are differentiated between intensive and extensive listening. The first three listening episodes are considered to be intensive, as they focus on linguistic features, besides the pace of the speech is slow. This was arranged in advance in order to make students get familiar with podcasts. Next 13 episodes present another listening type, which is extensive listening. The episodes are longer, they focus on global meaning and the pace is fast. While choosing podcast episodes also reliability and transferability of the materials were taken into account. The chosen episodes are matching the curriculum and the topics covered by the book “Interchange Third Edition”. Also the topics of the episodes are actual and not boring, which means that the learners can use the information provided by the episodes in and outside the classroom. There are also eight samples of follow-up activities. For the episodes that focus on vocabulary gap-filling and matching exercises were designed. For the episodes that focus on global meaning of the text as follow-up activity open-ended questions were designed.

PROJECT TIMELINE

For the project a study of textbook “Interchange Third Edition” was done. In order to have more information about the curriculum of the course interviews were done with the stakeholders.

Table 1. The table shows the timeline for major steps with dates of the project

Steps	Date
1 st meeting with the adviser	March, 2012
Study of Textbook	June, 2012
Turning on the first draft of proposal	June, 2012
Defending the proposal	June 18, 2012
Interviewing the stakeholders	July, 2012
Compiling podcast episodes and designing activities	July-August, 2012
Adding the content to Diigo and Scribd	August , 2012
Final Defense	September 7, 2012

DELIVERABLES

1. 16 podcast episodes matching the curriculum of the course
2. 8 samples of follow-up activities
3. A public group with TEFL account in [Diigo](#) and [Scribd](#)

In order to make the materials in Diigo easily accessible for teachers and students, tags were used. Tags were categorized as follows:

- level
- topic
- type of material
- accent
- duration of the episode

Table 2. The table presents the compiled and designed materials with the references to the appendices.

Textbook	Interchange Third Edition 3	
Level	Upper intermediate	
	Units	Podcast episodes
		Activities
That's what friends are for (personality types, relationships)	Learn English anywhere - Guys and girls (13:14 min) (see Appendix B, topic 1)	Follow-up gap-filling exercise (see Appendix C, sample N1)

Career moves (jobs, unusual careers)	Learn English anywhere – Insurance (11:36 min) (see Appendix B, topic 2)	
Could you do me a favor? (favours, messages)	Learn English anywhere – Lending money (13:35 min) (see Appendix B, topic 3)	Follow-up matching exercise (see Appendix D, sample N2)
What a story! (the media; news stories)	Escape pod – Reparations (27:48 min) (see Appendix B, topic 4)	
Crossing cultures (cultural comparisons, emotions; tourism)	A Disney world podcast – Review of Disney’s Wild Africa trek (19:54 min) (see Appendix B, topic 5)	Follow-up discussion questions (see Appendix E, sample N3)
What’s wrong with it? (consumer complaints; everyday problems)	The Handyguys podcast - GE Refrigerator Not Cooling Troubleshooting and Repair (24:15 min) (see Appendix B, topic 6)	
The world we live in (the environment, world problems; current issues)	Vegan - Vegetarian Solutions for a Sustainable Environment - 10 ways vegetarianism can help save	Follow-up discussion questions (see Appendix F, sample N4)

	the planet (21:11 min) (see Appendix B, topic 7)	
Lifelong learning (education; learner choices; strategies for learning)	On teaching online - Apps, ebooks and education (27:17 min) (see Appendix B, topic 8)	
At your service (everyday services; recommendations; self- improvement)	The Psych Files Podcast - Do Brain Training Games Work? (18:49 min) (see Appendix B, topic 9)	Follow-up discussion questions (see Appendix G, sample N5)
The past and the future (historic events and people, biography)	The history of oil - The Beginning of the Beginning (12:37 min) (see Appendix B, topic 10)	
Life's little lessons (milestones and turning points; behavior and personality)	The Family Anatomy Podcast - Anatomy of Three Things (27:15 min) (see Appendix B, topic 11)	Follow-up discussion questions (see Appendix H, sample N6)
The right stuff (qualities for success; advertising)	English Teacher John Show – Advertising slogans, idiom, quotations (17:55 min) (see Appendix B, topic 12)	

That's a possibility (unexplained events; reactions; predicaments and advice)	Prudent Money - What Advice you should be giving your College Graduate (26:05 min) (see Appendix B, topic 13)	Follow-up discussion questions (see Appendix I, sample N7)
Behind the scenes (how a movie is made; the entertainment industry)	The Pixar podcast – Designing “Brave” (28:05 min) (see Appendix B, topic 14)	
There should be a law! (opinions; social issues)	Labor justice radio - Driving without Protection: Why Philly Cab Drivers Need Workers' Compensation (11:18 min) (see Appendix B, topic 15)	Follow-up discussion questions (see Appendix J, sample N8)
Challenges and accomplishments (challenges; goals)	The Inspiration Show - The storm before the calm (17:23 min) (see Appendix B, topic 16)	

NEEDS ANALYSIS

For this paper three teachers of Extension Program were interviewed. The first question (see Appendix A) asked the interviewees if they were satisfied with the listening materials provided by the book “Interchange Third Edition” and what would they like to change. Two of the interviewees were satisfied with the listening materials, but they also used additional materials. One of the interviewees answered that he is not satisfied with the listening materials, because these materials are not authentic, they are repetitive and short.

The second question referred to the effectiveness of the podcast materials. All interviewees found the idea of adding podcast materials in the curriculum very effective.

The third question was about the usage of the materials. The interviewees answered that they would like to use podcast materials both inside and outside of the classroom.

The fourth question was about the problems that can arise while using podcast materials compiled for the course. The interviewees answered that some of the students do not have internet connection, so it would be a good idea to have the episodes on a CD.

The fifth question referred to the follow-up activities provided with the podcast materials. The interviewees wanted to have specific activity for each episode, such as matching activities, gap-filling. Taking into consideration this answer there was an idea to design examples of follow-up activities (see Appendix C-Appendix J).

RECOMMENDATIONS

There is a suggestion for the teachers and students to use the compiled podcast materials outside the classroom, for homework purposes. The cause is that the listening passages provided by the podcast episodes are long; the shortest passage is 10 minutes and the longest is 28 minutes. Therefore some of the passages would be very long for listening them inside the classroom.

Another recommendation for the teachers is related to the follow-up activities. Teachers can introduce to students two kinds of activities: writing blogs or keeping reflection journals. Both of them are very effective and can be accepted by the students. These two types of activities will allow students not only to write about the episodes of the podcast, but only to express their own ideas and opinions related to the topic.

Finally there is a suggestion for the teachers to integrate podcast materials in the curriculum of the course. The podcast materials cover very interesting topics and are not boring, students will love them.

The most useful resource for finding podcast materials for free is iTunes. There are also some other websites such as <http://www.podfeed.net> and <http://www.npr.org>.

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APPENDIX A

Interview questions

1. Are you satisfied with the materials provided by the book “Interchange Third Edition 3”? What would you like to change?
2. What do you think can podcast materials compiled for your course be effective for improving your students’ listening and comprehension skills?
3. How would you like to use these listening materials?
4. What kind of problems there can arise while using podcast materials?
5. What kind of activities would you like to use with podcast materials?

APPENDIX B

Topic 1: Learn English anywhere - Guys and girls 13:14 min

<http://www.china232.com/127-guys-and-girls.php>

Description: In this ESL Podcast the authors talk about relationships and some problems guys and girls have in them. Learn English for daily conversation and relationship.

Tags: Relationships, intermediate, American English, audio podcast, worksheets, 11-20 min.

Topic 2: Learn English anywhere – Insurance 11:36 min

<http://www.china232.com/020-insurance-esl-podcast.php>

Description: This ESL podcast is about a conversation between friends after a job interview. This episode will introduce you excellent terms and vocabulary for job interviews.

Tags: Jobs, interview, intermediate, American English, audio podcast, 11-20 min

Topic 3: Learn English anywhere – Lending money 13:35 min

<http://www.china232.com/068-lending-money-esl-podcast.php>

Description: This ESL podcast is about lending money to a friend. Do you ever lend money to people? Has someone ever not paid you back? Here we discuss money issues between roommates while learning English vocabulary and real spoken English.

Tags: Favors, money, American English, intermediate, audio podcast, worksheets,
11-20 min

Topic 4: Escape pod – Reparations 27:48 min

<http://escapepod.org/2008/09/11/ep175-reparations/>

Description: This is an emotional story read by Mary Robinette Kowal

Tags: Stories, advanced, American English, audio podcast, 21-30 min

Topic 5: A Disney world podcast – Review of Disney’s Wild Africa trek 19:54
min

<http://mousechat.net/index.php/2012/05/14/review-of-disneys-wild-africa-trek/>

Description: This episode is about a tour of the savanna at the Disney Animal Kingdom Park. The authors review one of the Disney Land’s treks – Wild Africa trek.

Tags: Tourism, Disney, intermediate, American English, audio podcast,
worksheets, 11-20 min

Topic 6: The Handyguys podcast - GE Refrigerator Not Cooling Troubleshooting
and Repair 24:15 min

<http://www.handyguyspodcast.com/2592/ge-refrigerator-not-cooling-troubleshooting-and-repair/>

Description: The Handyguys discuss modern refrigerator troubleshooting. Paul’s GE side by side refrigerator is not cooling correctly. In this audio podcast The Handyguys discuss how to track down the issues.

Tags: everyday problems, electronics, advanced, American English, audio podcast, 21-30 min

Topic 7: Vegan - Vegetarian Solutions for a Sustainable Environment - 10 ways vegetarianism can help save the planet 21:11 min

http://ec.libsyn.com/p/8/f/2/8f2f35fa0496048d/2010-08-15_VSSE_10Ways.mp3?d13a76d516d9dec20c3d276ce028ed5089ab1ce3dae902ea1d01cc8231d6c85f0e1a&c_id=2351640

Description: There are many reasons why the Vegan - Vegetarian lifestyle is the best choice. This podcast focuses on the health and environmental reasons. The "Vegan - Vegetarian Solutions for a Sustainable Environment" podcast will focus on the Environmental Reasons.

Tags: environment, vegetarianism, current issues, intermediate, American English, audio podcast, worksheets, transcript, 21-30 min

Topic 8: On teaching online - Apps, ebooks and education 27:17 min

<http://www.onteachingonline.com/the-oto-podcasts/>

Description: In this podcast the author talks about the changing world of creating and publishing educational materials.

Tags: education, ebooks, apps, advanced, audio podcast, American English, 21-30 min

Topic 9: The Psych Files Podcast - Do Brain Training Games Work? 18:49 min

<http://www.thepsychfiles.com/2010/07/episode-128-do-brain-training-games-work/>

Description: You've probably heard about these Brain Training games. While there is some evidence that such games can have positive effects. Do they really help you to keep your mind sharp? Will they prevent cognitive decline as you get older or will they slow the effects of Alzheimer's disease? In this episode the author reviews some recent studies on the effectiveness of these popular games.

Tags: Brain training, games, psychology, intermediate, audio podcast, American English, worksheets, 11-20 min

Topic 10: The history of oil - The Beginning of the Beginning 12:37 min

<http://historyofoil.typepad.com/podcast/2010/06/episode-1-the-beginning-of-the-beginning.html>

Description: This episode is about oil, its history and background.

Tags: History, oil, advanced, audio podcast, American English, 11-20 min

Topic 11: The Family Anatomy Podcast - Anatomy of Three Things 27:15 min

<http://www.familyanatomy.com/2010/03/30/anatomy-of-three-things-episode-3/>

Description: Doctors Brian and Giuseppe talk about three recent research studies from the world of psychology, including: 1. How sleep problems and drug use spread through high schools. 2. Dental problems as a warning sign of eating disorder. 2. Young men engage in risky behaviors when attractive women are watching.

Tags: Psychology, family, intermediate, audio podcast, American English, worksheets, 21-30 min

Topic 12: English Teacher John Show – Advertising slogans, idiom, quotations
17:55 min

<http://englishteacherjohn.com/blog/?p=153>

Description: In this episode the author talks about advertising slogans, idioms and quotations.

Tags: advertising, slogans, idiom, quotations, intermediate, audio podcast, American English, 11-20 min

Topic 13: Prudent Money - What Advice you should be giving your College Graduate 26:05 min

<http://www.prudentmoney.com/Podcast/audio/700.html>

Description: In this episode the authors talks about the advice that you should give to your college graduate concerning money and savings.

Tags: advice, money, advanced, audio podcast, American English, worksheets, 21-30 min

Topic 14: The Pixar podcast – Designing “Brave” 28:05 min

<http://www.thepixarpodcast.com/77>

Description: In this episode, a presentation by Shading Art Director Tia Kratter and Production Designer Steve Pilcher is held, they both worked on Brave, which is a new animation film by Pixar.

Tags: movie, Pixar, Brave, advanced, audio podcast, American English, 21-30 min

Topic 15: Labor justice radio - Driving without Protection: Why Philly Cab Drivers Need Workers' Compensation 11:18 min

http://laborjusticeradio.podomatic.com/entry/2008-10-10T17_06_33-07_00

Description: Taxi drivers in Philadelphia are forced to work without workers' compensation, despite the fact that they face dangerous working conditions and many suffer from job-related health problems. Maggie Von Vogt interviews members of the Unified Taxi Workers Alliance who have been driving cabs and organizing for many years, to learn more about the issue of workers' compensation for Philly cab drivers.

Tags: justice, compensation, advanced, Asian English, audio podcast, worksheets,
11-20 min

Topic 16: The Inspiration Show - The storm before the calm 17:23 min

<http://www.mindmovies.com/inspirationshow/archive.php?episode=103>

Description: Natalie Ledwell speaks with author Neal Donald about his life-change book, *The Storm Before the Calm*, which Natalie recently read and absolutely loved. Neal has led an unusual and interesting life that seemed to take a turn for the worse when he turned 50.

Tags: inspiration, challenges, American English, advanced, audio-podcast, 11-20
min

Link of the group in Diigo: <http://groups.diigo.com/group/listening-activities-for-aua>)

APPENDIX C

Follow-up activity

Sample N1: Learn English anywhere - Guys and girls (13:14 min)

Gap-filling activity: After listening to the episode read the sentences provided and choose the best word (each word may be used twice) Students are going to:

- Learn and reinforce the vocabulary used in the episode.
- Analyze the use of new vocabulary in a sentence.

Vocabulary: *To drag; on the rocks; shell out; distant; have both feet; after; stale*

- a. He's been really _____ since he got married. I haven't heard from him in over 3 months.
- b. He's super cheap. He doesn't _____ for anything.
- c. It is already two years that we have been going out and our relationship has getting a bit _____. Nothing seems new or exciting anymore.
- d. I had _____ my girlfriend to come watch the basketball game with us at the bar. What about you?
- e. Last year their relationship was _____ but they got through the hard times and now they are going to get married.
- f. He seems really _____ lately. We went out for coffee a couple weeks ago and he said almost nothing. I wonder what the problem is.
- g. You have to _____ in your relationship or it will certainly fail.
- h. Beautiful girls always have a bunch of guys _____ them. That's never going to change.

APPENDIX D

Follow-up activity

Sample N2: Learn English anywhere – Lending money (13:35 min)

Post-listening activity: After listening to the episode match the words with their definitions.

Students are going to:

- Reinforce the vocabulary and definitions introduced in the episode

Curled up -	To pay part of the money
To chip in -	Lying with their knees close to their chest
To figure -	You don't owe anything to anyone and anyone also don't owe you anything
Even -	To loan money
To spot -	To reason based on the situation

APPENDIX E

Sample N3: A Disney world podcast – Review of Disney’s Wild Africa trek

(19:54 min)

Follow-up discussion questions

1. Based on the episode that you have listened present the Wild Africa trek using your imagination.
2. Tell us about an interesting or unusual place that you have visited during one of your trips. How similar or different was it from the drop discussed in Wild Africa Trek?

APPENDIX F

Sample N4: Vegan - Vegetarian Solutions for a Sustainable Environment - 10

ways vegetarianism can help save the planet (21:11 min)

Follow-up discussion questions

1. Which are the 10 ways that vegetarianism can help save the planet?
2. What are the main causes of the pollution of the environment and what other ways can you suggest helping save our planet?

APPENDIX G

Sample N5: The Psych Files Podcast - Do Brain Training Games Work? (18:49 min)

Follow-up discussion questions

1. How does the episode suggest using the games for brain trainings?
2. Do you play video games and what kind of effects do these games have on your health or brain?

APPENDIX H

Sample N6: The Family Anatomy Podcast - Anatomy of Three Things (27:15 min)

Follow-up discussion questions

1. What are the key points of these three recent research studies reviewed during the episode? Talk about each of them
2. Which are the most important qualities based on which you choose friends?

APPENDIX I

Sample N7: Prudent Money - What Advice you should be giving your College

Graduate (26:05 min)

Follow-up discussion questions

1. What is the main idea of the episode?
2. How often do you give advice to your friends? Share some of the advice that really helped your friend.

APPENDIX J

Sample N8: Labor justice radio - Driving without Protection: Why Philly Cab

Drivers Need Workers' Compensation (11:18 min)

Follow-up discussion questions

1. What are the main reasons because of which taxi drivers in Philadelphia demand workers' compensation?
2. What do you think do social workers in Armenia have workers' compensation?
3. What are the conditions of taxi drivers in Armenia?

Link of the group in Scribd:

http://www.scribd.com/my_document_collections/3790505