

The effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach in improving the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este in Santo Domingo, Heredia during the first quarter of 2025

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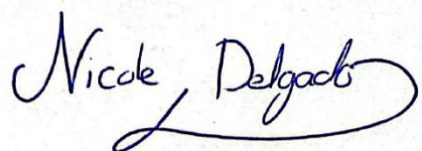
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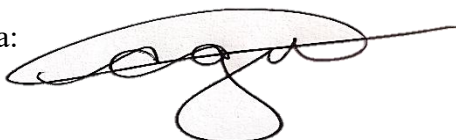
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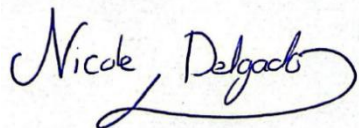
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DEDICATION

I am completely glad to dedicate this thesis first to God, who has blessed me throughout my career and always provided me with the necessary tools to develop myself in the best way. All my personal and professional abilities are due to his grace.

I would also like to extend my gratitude to my parents, first of all, to my mom, Maribel, who has supported me each year of my career, and believed in my dreams; she taught me to always have faith. In the same way, I thank my dad, Alex, for all the support and effort he made during these years of my career. And of course, my closest family, for all the lovely and kind comments.

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ABSTRACT

The purpose of this research is to determine the effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach in improving the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este in Santo Domingo, Heredia during the first quarter of 2025.

An observation, a survey, and an interview were applied to collect all the fundamental information for research purposes as analyzing the previous students' knowledge of business vocabulary, also to develop conversational podcasts for them to improve the implementation of business vocabulary and to gather the teacher perception and opinion of applying this strategy to the classroom and at the same time considering the students succeed and development during this applications.

The results confirm that the 10 grade students are in the proper year to start implementing business word, and to always seek to impulse their use of the speaking skill, therefore, it could be confirmed that the conclusions of this investigation revealed that the conversational podcats to improve English business vocabulary is an effective and innovative strategy for the students learning and educational process.

RESUMEN

El propósito de esta investigación es determinar la efectividad de la implementación de pódcast conversacionales en clases de inglés, con el Enfoque Comunicativo de la Enseñanza del Lenguaje, para mejorar el uso del vocabulario de inglés de negocios en estudiantes de décimo grado del Colegio Técnico Profesional del Este en Santo Domingo, Heredia, durante el primer cuatrimestre de 2025.

Se aplicaron una observación, una encuesta y una entrevista para recopilar información fundamental para la investigación, analizando el conocimiento previo de los estudiantes sobre vocabulario de negocios, desarrollando pódcast conversacionales que les permitieran mejorar su aplicación y recopilar la percepción y opinión de la docente sobre la aplicación de esta estrategia en el aula, considerando el éxito y el desarrollo de los estudiantes durante su aplicación.

Los resultados confirman que los estudiantes de décimo grado se encuentran en el año adecuado para comenzar a implementar vocabulario de negocios y buscar siempre impulsar su uso de la expresión oral. Por lo tanto, se pudo confirmar que las conclusiones de esta investigación revelaron que los pódcast conversacionales para mejorar el vocabulario de inglés de negocios son una estrategia efectiva e innovadora para el proceso de aprendizaje y la educación de los estudiantes.

CHAPTER I
RESEARCH PROBLEM

1.1 INTRODUCTION

English teachers are always searching for new and modern strategies and techniques to apply in the classroom and for their students because they desire to offer their learners a significant learning and educational experience and process because the way they will learn something is the way how they will develop the material learned and apply it in real life outside the classroom.

According to Dos Santos (2020) teaching language with effective theories, guidance, and disciplines of instructing is a critical topic in the current fields of teaching and learning, finding the most appropriate and effective teaching and learning methodologies and strategies for circumstances is valuable for language learning teaching space.

There are different techniques and methodologies to implement in class for students to acquire better English. It is always important to focus on ages, populations, and levels to know what will work better for the diverse needs of the learners. Teachers are preparing students for the future, to apply the knowledge in the real world, and all the skills they develop during the educational years are polished and well learned are the tools students will have to defend themselves in their personal and professional lives.

It is indispensable that teachers take the time to research the proper approaches and methods they can implement in the classroom, depending on what they want to work with their

populations. It is necessary to provide a tool that will fit their needs and help them improve in the language. According to MEP (2024) exist diverse approaches that support the functioning involvement of students who design, plan, analyze, and develop simple and complex tasks independently and collaboratively using the English language. The main purpose of those tasks is to implement authenticity by incorporating a variety of contexts, situations, and scenarios.

Communicative Language Teaching (CLT) is recognized as an approach that seeks to succeed in communicative skills more than in linguistic capability among student interfaces. (University of Louisiana Monroe, 2021). When talking about communication sometimes students struggle with this because they do not have the bases to transmit or communicate in the language, it could be for pronunciation, fluency, vocabulary, or other circumstances that they do not have well developed yet, so this is an obstacle for them to being able to provide a conversation in the language.

According to MEP (2024) it is essential that students have a renewed curriculum that shows the knowledge, skills, and capabilities necessary to be able to communicate in different settings and to succeed in the language. For that reason, it is crucial that teachers provide a space in the classroom for the learners to practice orally and implement activities where students have the chance to talk and continue getting involved in the language in a short time, being able to provide and develop a conversation with other people. Educators who implement the CLT approach in English as a Second Language (ESL) classrooms motivate and impulse students to use English. To significantly implement the use of the language, ESL teachers can plan

performances that persuade students to speak in significant tasks. Communication is both the approach and the objective of ESL education. (University of Louisiana Monroe, 2021).

Hymes considered this term to refer to what a learner needs to know so that they can successfully use a language in a given language group (Hymes, 1972). Students need to have a wide knowledge of English vocabulary, because if they want to share an idea about a specific topic they need to know how to transmit that idea or message.

According to Sanako (2024) CLT highlights the functional implementation of the language, searching to know how to communicate in various circumstances, for example, asking for directions, giving opinions on discussions, asking for something, which is vital for everyday communication. That is why teachers and students have to focus not only on the basic vocabulary that English programs provide but also go beyond and practice vocabulary from specific areas where they will have the opportunity to use that knowledge and be useful for their future experiences and occasions where their English level will be the support and tool for them to achieve success.

1.1.1 Background of the problem

It is vital to always get knowledge from other people and take the time to analyze what they have found and so importantly, which results in new research to implement the newest and corrected investigation.

Indira Álvarez Velásquez researched the Use of Mime, Scripts, and Role Play Drama Techniques, to Enhance the Speaking Skills of the EFL in Students of Tenth Grade, from the CINDEA Judas de Chomes, during the I Period of 2019.

According to Álvarez (2019), the skill to communicate orally in the English language is the principal purpose of the Ministry of Public Education and globally is the language of business, for that demands a lot. It is essential to develop the competence to be able to speak since it permits people to express thoughts, ideas, feelings, and emotions, to please what civilization demands.

Related to the previous information, learning to speak the English language in Costa Rica provides more opportunities to communicate in different contexts, and this offers many advantages, like practicing a second language in a real context and achieving expanded knowledge that lets students improve their communication skills.

This research project of this student is focused on the increase of speech to enhance oral communication and to obtain this ability is necessary to have an effective teaching design of teaching strategies to achieve the correct gaining of the English language. The objective of this research was to define if drama techniques help learners to improve speaking skills during the English classes. The participants were an English teacher and twenty-four students with ages ranging between 15 and 30 years old.

The methodology of this research is mixed, since quantitative and qualitative were used. The author mentions that to obtain useful and necessary information is essential to implement the two types of approaches, remember that quantitative covers numerical info and qualitative examination data.

In the same way, the nature of this research is descriptive-explanatory, because the author mentions that descriptive since it describes a situation and explanatory since the author is investigating a topic not so common.

About the results, the information collected by the instruments shows a positive impact of implementing drama techniques to improve speaking skills, for that reason, the instruments used to obtain that information and data are a questionnaire directed to learners, and also an interview to collect the educator answers, in the same way, a checklist to observe and analyze the student's development during the drama techniques and finally a scale to control the students answers about the success of implementing drama techniques to improve speaking skills.

The questionnaire shows that 65% of students like English but do not understand it, 25% do not like English but think it is important, 5% do not care about English, 3% think is nice and 2% feel unpleasant about English. The second questionnaire results show how often is English used during the class, 40% answered never, 21% hardly ever, 18% sometimes, 14% usually, and 7% forever. The third questionnaire shows the results about how often students participated when the teacher proposed dynamics (mimics, scripts, role plays), 60% answered never, 30% answered often, 7% answered rarely, and 3% answered very frequently. The fourth questionnaire answers

the situations they think affect their oral participation in English classes, (34%), 29% shyness to speak in public, 26% lack of interest in the language, and 11% fear of being corrected in front of classmates.

The fifth questionnaire shows the results of what activities students enjoy during English classes, 50% role plays, 30% mimics, and 20% scripts. The sixth graphic result shows if students consider if these activities (role plays, mimics, scripts) help them improve their English level, 85% answered yes and 15% answered no. The observation results of the role-play technique show that this technique helps to acquire good pronunciation and intonation, demonstrate motivation, practice knowledge, use correct verbal communication, and use body language to express feelings and emotions.

Finally, as important conclusions, it is concluded that students had the chance to be in contact with the target language, practice, and also learn while doing drama techniques such as body language, eye contact, creativity, and co-working among others. In the same way, the instruments applied show that by implementing drama techniques (mime, scripts, role plays) students get more involved with the language and improve their speaking skills. Also, it is concluded that the self-assessment exposed that students felt fulfilled because they were able to progress their speaking skills when concluding the duties, it is concluded that the group progressively used the goal language when carrying on each of the chores of drama techniques.

As recommendations, according to Álvarez (2019), it is recommended that future researchers create a diagnostic test to analyze students' proficiency level in the English language,

also recommends carrying out drama techniques to analyze the effects of improving students' speaking skills, and it is recommended for professors to have more training on how to use diverse drama techniques to guarantee students motivation while their oral participation in the English classes.

Furthermore, Melissa Guzmán Céspedes research using techniques to improve English vocabulary acquisition to sixth graders adult students at capacitación Obrera primary public night school in Heredia, from March to July 2019.

According to Guzmán (2019), finding diverse methodologies to apply in English classes is essential since students need to have a significant process and feel comfortable during English lessons. Also, I mentioned that speaking English offers a lot of opportunities about job opportunities, studying in another country, understanding when traveling, etc. Guzman 2019 mentions that the majority of Costa Rican industries are multinational, which means that those companies need to hire bilingual people who can establish conversations with people around the world. Moreover, to make deals in business is vital to speak English, since it is the universal language. In the same way, when students have the ability to communicate and apply the vocabulary it is the greatest reward a teacher can receive.

The Grammar Translation Method was used by tutors and students to use their mother tongue and the target language at the same time, but the author mentioned that was not as effective as it was thought at the beginning. The communicative Approach was used in order for the students to get familiar with the vocabulary, and the language, and know how to describe

something, then The Task Based Approach is one methodology teachers try to implement, the goal of the Task Based Approach is to produce a proposal where the students have to complete an objective, then exercise what was educated and crop trying not to make errors.

Some instruments were used to collect important information, the first one is a chart where the professor analyzes the use of Spanish and English according to the activity done in the class. The second instrument is a questionnaire for the sixth-grade student of the group observed, with the questionnaire expresses how they feel in the English classes, some questions to know their opinion about the different activities carried out in the class are essential to know what to continue doing it in the class, what to improve and what to change. The third instrument is a diagnosis arranged by the teacher which students have to respond to (multiple choice, short answer) the topics that the author diagnosed with weather, numbers, daily routine, clothes, and body parts. Finally, fifth was an oral participation observation chart where students analyze a photograph positioned on the board and say the name in the photograph depending on what is learned over the procedures implemented in the classroom to assist students acquire English vocabulary. According to Guzmán (2019), the population is different, some students are fifteen years old and there is a student that is around sixty years old; nevertheless, half of the group is younger than thirty years and the other half are from thirty up to sixty years old.

Related to the results, 100% of the students responded they receive English classes for personal growth. Also, instruments show that 5% of the population rarely participate in classes, 5% said they never participate in class, 37% of the population indicate they sometimes (three to five times a class) participate in the class and 53% of the population always participate in class.

In the same way, other instruments explain that 48% said that speaking is the skill more increased during the English class, 40% said listening is the second skill, 9% think is reading and in addition, 3% of the students stated that writing is the skill least developed in the class. Also, a questionnaire reflects how they think they could improve learning vocabulary, 47% of the students prefer a variety of activities to learn English vocabulary, 28% consider that it is essential to practice more time, 20% of the population declared that it is required to growth the number of English lessons. Only 5% said that more material is considered necessary.

As conclusions of this thesis, adult students can enhance their English vocabulary language development over the use of various techniques at Capacitación Obrera Primary Public Night School, a precise technique can be functional to the achievement of English vocabulary in sixth-grade students at Capacitación Obrera Night School, also by the oral practice observation, it is noticeable that apprentices recall most of the English vocabulary words studied with the techniques used in class. After the investigation of the observations, the researcher assumes that the performance of the techniques facilitates students to comfortably learn English vocabulary.

Finally, as recommendations, enjoying and having fun during the English classes to teach vocabulary, will help and support students to feel motivated and learn the language, also include group work activities during the class so students have the chance to increase their motivation and interest in the classmates to help them learn also. Implement creative techniques to motivate students to learn the English language. Apply ideas where students have to participate to push them to learn English vocabulary. To incentivize students' participation during the activities to inspire them and have more participation.

In the same way, Alejandro González Quesada investigated assessing the Speaking Output of English as a Second Language According to the Communicative Approach in Tenth Grade Students at Liceo Bilingüe de Belén During the First Semester of 2016.

According to González (2016), this research took place at Liceo Bilingüe de Belén. The investigation was made in a public institution that has diverse characteristics of bilingual schools than the rest of the high schools of the state public system. The dynamics in the teaching method cover listening and speaking as an independent subject, reading, and writing as an additional subject, and literature as a third one. The students at Liceo Bilingüe de Belén should receive a complete formation to learn English more accurately.

According to González (2016), students from this institution do not receive the proper material and development in their English classes, which means they are not acquiring the level that is expected from MEP, it is mentioned that the textbooks, oral and written evaluations are not enough, the purpose of the investigator is to understand the reason students are not achieving a good level and why they have those gaps or mismatch.

The author implemented the methodological principles of Communicative Language Teaching and Task-Based Instruction to measure the development of students in English and the teaching methodologies of the teachers at the High School. Related to population, students of 10-5 split into 10-5a, and 10-5b; so, one group works for the Listening and Speaking class, and the other works for the Reading and Writing class. The investigated population is between fourteen

to sixteen years old. Important instruments were used to evaluate students' progress, such as interviews, surveys, and questionnaires.

This previous information lets us analyze the author's results; first teachers strongly need to remember that students' most important objective is to learn English to continue using it. Trying to avoid just grammar text in all lessons, textbooks carried with boring grammar explanations, structures, and practice where they will not catch a lot. In the same way, results show that teachers have the intention to teach English using different strategies, and active methodologies, but sometimes during the day circumstances may happen, also, from the interviews was recollected that students think that their classes contain diverse activities where they have the opportunity to use the English language in different ways, and the most important is that those tasks are related to real-life situations that include grammar and vocabulary.

Regarding conclusions, implementing communicative Language Teaching is essential in the process of learning because it turns the students into the protagonists of their learning development and connects them to achieve everyday objectives. The “doing” part of this principle focuses on real-life, real-world situations. This other result is so important for the students to practice, and it is that according to González (2016), It is very different to learn how to order in a restaurant learned from the board, than learning the same vocabulary and phrases by playing the role of a waiter and a customer at a restaurant.

Some recommendations the author makes are that resources need to be genuine to reflect real-life situations and demands, the teacher needs to implement the target language the majority of the time, provide clear guidelines, and be open to students' questions.

1.1.2 Problematization

Rashid (2022) explains that students are not going to be able to understand other people's ideas or messages, and not even be able to communicate, if they do not possess a wide vocabulary.

This research is focused on tenth-grade students from CTP del Este High School located in Santo Domingo de Heredia since this is the high school where the author spent 6 years of education and graduated in 2020, the author strongly knows how English works in that institution, and over the years has done the university community projects in the same institution, that means that still knows which situations the English area should improve and which techniques or suggestions will help the institution to offer students something different in a way that they can notice a difference in their English level in comparison with others public institutions of the zone.

When students graduate from public high schools they do not graduate with much vocabulary to defend themselves, they learn even more about grammar but what about the vocabulary that they are going to need in diverse real-life situations that are focused on several work fields? The situation is that students struggle with the process of acquiring vocabulary

because some vocabulary is not studied because even the institution is not familiar with that kind of area. They just limit the learning process and learn basic vocabulary from English books, such as sports, emotions, clothes, professions, and body parts, among others, that are important but why not go beyond and teach students in a significant way and learn deeper vocabulary that will let them be more prepared for the real world and have this tool to apply to jobs such as interpreters where they need to be familiar with business vocabulary to transmit the correct message and communicate.

The biggest concern is how basic the vocabulary of these students from CTP del Este is, that they don't know sometimes how to communicate because of their lack of vocabulary, and the idea of focusing on tenth-grade students is that in that grade they started to study also their technical career where they receive more English and started to be prepared to graduate with a job and the end of high school, this means that is the perfect grade to start implementing significant techniques where students can start acquiring vocabulary from business and being ready when they graduate and apply for a job knowing they are familiar with the vocabulary.

The main problem is that institutions don't know how to teach in a significant way the useful vocabulary students will need for their future. Even some years the vocabulary is repeated but it is so basic, and in the end, the vocabulary they know is not enough for the skills they need to perform at the time of being incorporated into the real-life world.

Students need to be prepared in a complete and wide way, with an English level that supports their careers, that is the huge difference that happens with another institution that offers

more variety of techniques, strategies, methods, and programs, so their students graduate with a better English level and present a huge difference from institutions where teachers do not innovate and keep the same simple and basic ideas for generation by generation.

It is necessary to start implementing creative strategies and approaches for learners to receive more expanded information, and more English techniques for them to acquire and develop a better English level and be competitive with other English speakers who are also searching for opportunities in the business world, it is extremely necessary to start fixing this huge problem some institutions present to avoid lack of vocabulary, and having a basic English level that will not support their students to being successful and carrying this amazing tool is vital for growth in any area.

1.1.3 Justification

There are several methods and tactics to apply in the class for students to improve their English. It is always decisive to focus on ages, populations, and levels to have knowledge about what will be better for the varied requires of the learners.

It is strongly analyzed that the keyword for this research is “real-life situations” The research believes that practical and active learning is a tool for students to work on their speaking skills because that is when they force themselves to be aware of vocabulary to be able to communicate the message they want if they lack vocabulary is going to be difficult for them to develop in different English areas and activities.

As teachers and past high schooler English students, it is important to remember that when students graduate from high school they do not know much vocabulary, just the basic ones from the same repetitive topics they study from English books year by year, that is why is very common to always heard in a class “Teacher, how do you say this word” and some teachers opt to use dictionaries at the English lessons.

The first idea is to prepare students for real-life situations they may encounter in the future, with several environments and circumstances. The concept of each institution, public, private, and even MEP is for the students to have an excellent English level that will open doors for them and use that tool for their success, but what happened when students started using the English tool, they are not familiar with a lot of necessary vocabulary about business because they have never study about it, was not on the program, and was not a contemplated idea, so when students speak English and try to apply for a job they lack the vocabulary that is needed, if people take a look of the requirements of some of the positions, it always said “being familiar with business vocabulary”, and nobody prepares them for that, they first interactions were not practice.

So saying all this information, the suggestion is to include the use of conversational podcasts in the English Program to develop business vocabulary in the English classes where students may get familiar with the diverse vocabulary from different areas, for example, the first podcast will be in groups of 5, one group has to record a podcast where they have to speak about how to be effective in the business world or how English will help them being successful in the

business area, among others topics, so they have to search for the vocabulary to can record the podcast about the assigned topic.

To motivate students with this idea, teachers need to explain that is a way for them to be active in the class, instead of being sitting copying and reading lots of words for hours, that they are not going to even remember, because the methodology of lots of teachers is to have students all lesson copying the vocabulary and the meanings, and this is not an active and significant way to do it, so if students implement this podcast idea based on real-life situations from business are they consciously and unconsciously will learn the vocabulary because they need to search it, learn it, remember it, pronounce it, study it, practicing it, record it, so it is a more active way to started getting familiar with this vocabulary that will help them in their future careers, the idea is to have a rubric and evaluation for them to create and record a good and interesting podcast, and give students opportunities to have also decision and use their creativity in the conversational podcast to feel comfortable and motivated while the process of preparing, practice, and performance.

With this idea English can be practiced a lot, it is a lovely experience for students to use the language in different circumstances and be more ready for the future. The goal is for the students to learn important vocabulary creatively and actively while creating and recording conversational podcasts.

The Communicative Language Teaching Approach supports this research since according to Saleh (2023), this approach includes the use of groups or pairs for diverse activities, as tools

and implements the use of technology to produce a more adapted learning involvement for apprentices, which encourages their language learning abilities, such as their fluency in the language. For that reason, the implementation of conversational podcasts is a great strategy to support students to work deeper on their English language skills.

According to Chase (2024), students are facing a vocabulary deficit, there are a lot of words they don't know, this could happen to the decline in reading among learners because the commonness of phones and social media, is not giving the students the exposure to rich bank of vocabulary, so having a pre-listening vocabulary list is vital.

1.2 PROBLEM STATEMENT

1.2.1 Research Question

What is the effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach to improve the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este during the first quarter of 2025?

1.2.2 Hypothesis

The employment of conversational podcasts to tenth-grade students from Colegio Técnico Profesional del Este during the first quarter of 2025 will show an improvement in using business English vocabulary.

1.3 OBJECTIVES

1.3.1 General Objective

- a. To determine the effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach to improve the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este during the first quarter of 2025.**

1.3.2 Specific Objectives

- a. To determine students' knowledge of English Business vocabulary at Colegio Técnico Profesional del Este.
- b. To implement conversational podcast activities aligned with the Communicative Language Teaching Approach that focus on enhancing students' English Business vocabulary.
- c. To determine the impact of conversational podcasts on students' ability to use English Business vocabulary effectively in real-life communication scenarios.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This investigation takes place at San Miguel de Santo Domingo of Heredia province on the IIIQ of 2024. According to Azofeifa (2012), Santo Domingo is known as a coffee-growing center. If people return to that town in the middle of the rural area and the flourishing bougainvillea, called Santo Domingo de Heredia, remainders of the historical-cultural legacy of the progressions of commercial and community progress that are part of the uniqueness of this town emerge.

CTP del Este is a public school where students receive English classes five days a week, scattered several times. In this particular case, 10 graders receive even more English hours since they are supposed to be at a more advanced level and the institution as a technical high school should grant a complete English learning development to this population. For that reason, this research advantages the 10-graders group when implementing conversational podcasts to improve their English business vocabulary, this will help the students since at that grade they are starting their technical careers where they receive extra English more focused and more advanced to have further knowledge and expand their opportunities by acquiring a better English level, where they can have a complete conversation make a difference with other public institutions.

1.4.2 Limitations

In the present research, some barriers are reflected, first of all, since learners are in a public institution they have a low English level. It is known that public institutions provide an English course where the students graduate with 50% and 60% English level (Carmona, 2023).

Another existing limitation is that for these students' population, the learning process of English vocabulary could be overwhelming and hard since they don't have any creative previous method to learn in a meaningful way vocabulary, students cannot be interested in the idea so could complicate the progression since it is something completely different and new for them and a little bit hard to comprehend at the beginning.

Likewise, another limitation could be the methodologies teachers are used to using, this means that they prefer the traditional English classes guided by a book and pages to complete, avoiding the opportunity of implementing something new and fresh to the class, where students may be attracted for the experience of implementing something new and modern to the learning process.

Also, the use of the internet is mandatory to implement the podcast, since students need to record, edit, submit, and download the podcast to be presented in the classroom, the lack of internet or smart devices may limit the correct and proficient development of the conversational podcasts to expand the business vocabulary of the learners.

CHAPTER II
THEORETICAL FRAMEWORK

2.1 THE IMPLEMENTATION OF CONVERSATIONAL PODCASTS

2.1.1 Definition of Conversational Podcasts

According to BBC Academy (2022) a podcast is a digital audio, that can be downloaded from the web and listened to on different technological devices. People have the opportunity to create podcasts based on different ranges, such as entertainment, information, persuasion, etc.

Podcast creators have to be focused on what audience they want to engage, ages, countries, statues, and different zones, among other characteristics to make sure they are transferring the message to the correct people, for the podcast to be successful and heard for people that would like it, so they would share it with other people and make it more popular.

BBC Academy (2022) explains some of the benefits that podcasts have, for example, honesty and open-hearted, this means that it allows the listener to feel included and part of it because they feel connected with the topic talking in the podcast. An innovative idea will be conversational podcasts, nowadays podcasts are very popular and liked by younger and older people since they can enjoy hearing other people talk about the topics they enjoy or are curious about. A well-done podcast can be really interesting and catch a lot of people's attention and even leave a positive message in people's minds, is a great medium used these days.

According to Lawlor and McGrath (2024) Teachers have the responsibility to challenge the prospect and upgrade the learning effects, specifically for the students who have diverse

surroundings, by implementing methodologies that influence the student shape. (p.5) Applying diverse methodologies and techniques is a great idea to enhance the student's progress when learning a new language. It is so important to find innovation in the teacher's plans to achieve a higher level of understanding and development with excellence during the process.

Also, the podcast has the chance to create a safe environment to have great conversations with people they feel comfortable talking to and sharing personal experiences. In the same way, podcasts have the opportunity to be edited, so if something is not correct or well-said, it can be deleted from the podcast and included in a new part.

If the podcast creator has a general topic and wants to engage a lot of people from diverse areas they may use proper vocabulary, promote the podcast, include other media like live radio, have a website, use different platforms, use social media, and try to include magazines or newspapers. (BBC Academy, 2022)

An important question can be, what makes a podcast a hit? Informality, spontaneous, conversational, and less scripted, also, be personal and engage listeners in a one-on-one environment, create a community for listeners, and engage with good storytelling. (BBC Academy, 2022).

2.1.2 Importance of Conversational Podcasts in Modern Media

According to Saraswati (2022) Podcasts are a modern experience people love and enjoy, first of all, because they are too easy to use. People can listen to podcasts from their cell phones, iPads, computers, or any technological device, something that nowadays is too common among people. Saraswati (2022) explains:

Business leaders, hobbyists, and brands start podcasts with a myriad of intentions. Some may want to change people's perceptions of a topic. Others might want to bring more attention to their new business or offer a cost-effective content platform for audiences to connect with a brand. Maybe they simply have a niche they love and are being pulled in some way to talk about it. Podcasts can also be a vehicle to build relationships after having inspiring and value-driven conversations. (para.5)

Conversational podcasts are a new trending activity where people can enjoy entertaining or educational topics, learn a lot, and listen to other people's experiences. Williamson (2023) explains:

Podcasts have seen a tremendous surge in popularity in recent years, revolutionizing the way we consume media. With an increasing number of people tuning in to their favorite podcast series, this audio-based platform has become a significant player in the modern media landscape. From convenience and accessibility, they offer to their ability to foster intimate connections and

community building, podcasts have reshaped the way we engage with content.

(para.1)

Podcasts may cover a lot of different areas, several ages, and likes from people, this builds communities and groups of people who enjoy listening to other people talking about things they like or are familiar with, even sometimes people are even invited to be part of an episode of a podcast or they feel so motivated to create their own since it is very easy to record and people can express themselves in a freeway.

Podcasts have the opportunity to be short or long, people decide how many episodes they want and even how to title them to make them more attractive to listeners, this is a huge chance for creative people to express their thoughts and ideas with others and live an amazing experience.

According to Williamson (2023) there are advantages when creating conversational podcasts, for example, podcasts have become very popular, and approximately 50% of the U.S. population has listened to at least one podcast, also podcasts offer a well-organized and friendly way for listeners to listen to the content, podcasts are to hear by using platforms such as Apple Podcasts, Luminary, Radio Public, and Spotify, in the same way, podcasts are elementary to listen, so people can listen to podcasts while they are doing other activities, recording a podcast doesn't need a huge budget, and there are a lot of diverse topics to cover a wide variety of interests, likewise podcasts creates a community and relationships between listeners.

2.1.3 Technology and Platforms for Podcast Creation and Distribution

Technology allows people to find amazing virtual tools to use our creativity and share different types of content in the world, these days it is too simple to be viral and let people from any part of the world know who you are and what you want to transmit. For podcasts, there exist diverse platforms for their creation.

According to Robles (2024) one of the best free platforms is Spotify, people can record, edit, and distribute around the world, it is compatible with macOS and Windows, and this is a popular and easy tool to use, in the same way, GarageBand has compatibility with macOS and IOS, it is an apple audio editing and recording tool. It is a great chance for people to start recording podcasts and is simple to use, also, Audacity is another free podcast software that provides more advanced tools. It is compatible with MacOS, Windows, and Linux, allowing people to record high-quality audio.

Robles (2024) recommends choosing the podcast platform to analyze compatibility since the software needs to be compatible with the operating system. Also, the platform should be easy to use, not have a hard process, and enjoy, even if people are just begging to record the episodes, moreover, the recording quality is so important since the audio and resolution should be proficient, as well as the price, fortunately, there are free platforms to use but also there are other ones with a monthly plan that offers more advance features for the podcast's creators.

When people already have their conversational podcasts ready they can share them on platforms such as Spotify, YouTube, and Apple Music, for people to hear the podcasts and

engage listeners to their content, depending on the focus and main idea of the podcasts, the creator will engage people interested in that topic, there exist formal and educational topics that may leave a significant message to listeners.

2.1.4 Objectives of implementing Conversational Podcasts in educational or Business Settings

Nowadays, various tools and strategies exist to apply in the classroom to develop the English language in the best way possible. MEP (2016) explains:

“The purpose of studying English in the Educational System is the development of the learner’s communicative competence as well as the knowledge, skills, abilities, values, and competencies of a 21st century citizen. This requires the implementation of innovative communicative language teaching methodologies.” (p.21)

These strategies also allow learners to work and progress in the skills to acquire an advanced English level. Today technology has a great role in the educational system, with technology teachers having opportunities to provoke a more enhancing and enriching process for the students due to the amazing advantages students can achieve from it, not only in education but also in business settings, people have the opportunity to implement English and focuses in their professional areas. According to Nagasubramani and Raja (2018) it was shown that with the inclusion of advanced tools and technology devices, the educational process and engagement of the learners are enhanced, in the same way, learners also treasure it even more connected, also their curiosity grows when supported by technology. (p.1)

Utilizing podcasts in learning raises engagement and interaction, generating vigorous opportunities for splitting knowledge. Any new strategy implemented in a classroom is a challenge for educators since they need to analyze the strategies, evaluate their learners, and observe the application, to study how successful it has been and how it is expanding the students' learning.

According to Education Uplifted (2024) conversational podcasts in education are audio systems with the purpose of advising, engaging, and increasing the learning capability of learners by using different educational backgrounds. This podcast strategy offers a distinctive platform for teachers to transmit education, share visions, and debate matters related to their curriculum.

When applying conversational podcasts to the educational program or planning this is an important guide to improving the learning process, learners have the chance to feel related and understand the different subjects and topics in an attractive way different from the traditional English classes, and this encourages learners to feel more opportunities to grow and uniquely learn the language.

However, not only in education settings are conversational podcasts successful, but also in business settings, high school students are preparing themselves to go to the outside world and offer their best to succeed in life and have significant job opportunities to accomplish their dreams and focus on their areas of interest. In business there exists a lot of different careers students would like to focus on in the future, and for that reason, they have to prepare, because

one of the main problems, is that students graduate knowing a very basic level of English vocabulary because some institutions just focus on basic and repetitive English vocabulary, students should know general English business vocabulary that would be a tool for them to be different and achieve their professional dreams. According to Nasywa (2021) In a world where business is vital and continues growing every day, English plays an important role. English is indispensable for people that is in the business ground and desire to explore and understand different fields in the world economy. (p.3)

Not only students should have the chance to apply this strategy, but also businesses should try it on, for their workers to succeed in the English language, this catches people's attention about what they do and how the company allows workers to grow professionally and implement an idea that right now is engaging everyone around the world. "Foreign language skills are the ultimate, overarching 21st-century global competency, important in our careers and in our lives as local and global citizens" (Stein-Smith, 2017, p.4)

Companies may have the advantage of incorporating conversational podcasts with their workers since the idea is too easy and enjoyable to do. People who are already working can continue educating themselves improving themselves in the English language and acquiring more business vocabulary. Resonate (2023) explains:

Podcasts can encourage teamwork and camaraderie among employees. Best practices, success stories, and ideas from experienced staff or industry experts can all be shared on such a platform. Businesses can foster a culture of knowledge sharing and peer

mentoring by providing opportunities for employees to share their expertise through podcasts or other forms of collaborative learning. This not only improves the quality of the training itself but also the company's culture and employee involvement, which in turn produces a more competent and enthusiastic workforce. (para.20)

It should be noted that conversational podcasts are an incredible tool not only for students even for people who are already in the business sector but also to acquire efficient English it is indispensable to focus on the learners for them to be able to acquire and expand their knowledge and live the amount of opportunities English could offer to them.

2.2 ENGLISH PROGRAMS IN COSTA RICA

2.2.1 English MEP Program in Costa Rica

MEP is well known since it is the public education that governs Costa Rica and provides an English program for learners in the whole country. According to MEP (2016) the English curriculum reforms respond to four main concerns, first students deserve an updated curriculum that exhibits their knowledge, performances, and skills necessary to communicate using the language using contexts and to prosper as 21st-century learners. Secondly, students who receive English classes in elementary and high schools do not achieve the necessary English level, even after eleven or twelve years of study, this problem highlights the fact that curriculums do not specify the English level that learners desire to achieve at the end of the educational process, even the classrooms work are not related to the curriculum and the instruction. Thirdly, for

learners to have proficient communication in different contexts and to confront challenges, it is vital to develop many competencies. About this, Purpura (as mentioned in M.E.P, 2016) summarized:

Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190). (p.12)

Competencies are fundamental in any area someone wants to develop, but when learning a language is so vital as well, since how learners develop their English level, and the skills will be the support to acquire and provoke their own significant English learning procedure.

2.2.2 The Importance of English Lessons to Educate

It is universally known that English is the most important language in the world, and it is vital for better life opportunities to manage English in an advanced way. According to Salamoura

(2022) English allows better access to jobs, and education, develops social abilities, and lets people relate with each other, English provides so many pros to students.

However, English is not important just for students, but also for employers, and older people, among others, for that and so many reasons the learning process when learners are acquiring English knowledge should be significant, wide, and complete. Learners deserve an educational process with proficient material, complete courses, excellent professors, and exceptional explanations.

Berdina (2023) mentions the benefits of learning a language, such as promoting travel experiences since a lot of different countries around the world speak English, in the same way, knowing English provides more flexibility to find excellent information since most of the best information is recorder in English, for example, textbooks, journals, websites, among others.

According to TranslateDay (2022) English supports learners in their private lives. Studying a new tongue may benefit develop students' thinking and therefore also mature their emotional abilities. Then, it grants job openings and facilitates anyone to connect around the world.

2.2.3 Evaluation and Assessment in ESL Students

Assessing the learner's performance is crucial as a teacher's responsibility, according to Swaran Singh et al. (2021) Assessment is a fundamental tool related to teaching and getting knowledge; it cannot be ignored its importance in education. Assessment provides crucial

information regarding students' mastery of learning and also assists teachers in assessing their pedagogical strategies. Swaran Singh et al. (2021) manifest that assessment offers opportunities for learners to be evaluated, and the teacher's responsibility is to plan properly to seek effective findings. Most of the time, students are evaluated based on standardized and summative examinations, since the assessment evaluates the result of their performance, and scores are provided.

According to Brenes et al. (2023) Aspects to consider during pedagogical mediation with the use of Digital Technologies are, whether the strategies using DTs facilitate communication, participation, and collaborative work, and enable self-regulated learning, also if the DTs facilitate accessibility and inclusion of students, likewise, if the use of the DTs contributes to the achievement of the expected learning outcomes, and if the student-centered situations provided to apply the skills in everyday life, among other evaluation characteristics. (p.33)

2.3 TECHNICAL ENGLISH BUSINESS VOCABULARY

2.3.1 Definition and Value of Business Vocabulary

Business is huge and is running around the world giving humans diverse experiences and risks to offer their best and continue growing as professionals. Indeed (2024) explains:

Business vocabulary words and phrases are terms used to describe events, outcomes, tasks, entities, and processes in the workplace. The stronger your business vocabulary is, the better you will be at communicating important thoughts and concepts to others in your work environment. It's important to understand the most used business words so you can easily understand industry publications, workplace memos, professional presentations, standup meetings, and casual conversations with coworkers. (para.3)

Knowing business vocabulary provides professionals with more expertise and competence and allows them to be more prepared for different situations in which they would have to apply the business vocabulary they know for excellent development and understanding.

According to Hale (2022), as a leader, knowing business vocabulary will provide different skills to take advantage of and perform your best employee version. Therefore, learners will be able to express the correct terminology for the diverse formal and informal business environment and implement communication-based on negotiating, respect, techniques, and confidence, among other characteristics. (para.9)

2.3.2 Importance of Business English for Professionals

Nowadays the world is changing, and it is demanding more preparation and knowledge from present and future workers, and it is well known that how someone communicates and implements vocabulary speaks a lot from their education and professionalism. Depending on the environment people need a more sophisticated vocabulary and express coherent ideas related to

their professional setting, “we make money by the words we use” (The English Studio, 2024, para. 3). How you communicate your thoughts, messages, opinions to colleagues, bosses, partners are something important and serious to avoid transmitting wrong messages or giving incorrect impressions to others.

According to The English Studio (2024) it is fundamental to express ourselves fluently using the English language to deal with different people around the world, this impulse to create interactions with other nationalities and conclude deals with several companies.

Business language provides the option to groups or individuals to exchange an open and modest discussion short of defending complex viewpoints or judging whether the communication is understood. (Cummins, 2020, para.2). There are critical benefits for professionals to learn business English. Moreover, professional credibility is enhanced, since the knowledge a professional carries is a tool to build their reputation and encourage trust in colleagues and bosses. English Path (2024) mentions that becoming skilled in business English will help to communicate proposals undoubtedly, contribute to negotiations with certainty, and write qualified emails and documents successfully. (para.12)

English opens doors for professionals to access complete information. “In today’s interconnected world, English has emerged as the *lingua franca* of global business.” (Lieber, 2024, para.1). English plays an important role in the business world, lots of different negotiations, deals, meetings, and collaborations are in the English language since diverse people for around the world is connecting themselves to achieve a specific goal in the business field. For

that reason, it highlights the vital process of learning business vocabulary for professionals to be ready to confront and manage the possible scenarios a professional will face while incorporating in the business environment.

2.3.3 Use of Focused Business English Textbooks and Resources

Material and resources are fundamental at the time of studying a specific English area, since these resources offer material regarding the topic and provide the possibility to practice it. There exists a variety of resources for learners to focus on depending on their requirements and the purposes of learning. According to Preply (2024) when investigating and acquiring a new textbook, it is essential to first determine the student's current level of business English; exist three elements to analyze when selecting a textbook: organization, clear goals, and variety.

Depending on the focus of an English topic, it includes specific vocabulary, the English Business vocabulary implies the presence of precise language and highlights exact ways of interaction in different backgrounds. On the internet, teachers may find creative websites, applications, programs, videos, and online, and printed books to teach English Business vocabulary but it is vital to search for the best material and resources depending on the students' levels, capability, understanding, and age, for that, the materials using to teach business vocabulary are equally important as when teachers teach another vocabulary that is part of the traditional English books.

2.3.4 Adapting to Formal vs. Informal Language

People acquire different manners of speaking and communicating with others, it is normal to grow up using an ordinary vocabulary or a more elegant one, this depends on how someone was raised and what types of conversations they grow up hearing and learning from. Over the years, people have matured and know that they need to adapt their language depending on the context and circumstances to behave and represent the best of themselves.

According to Ellis (2024) formal language is implemented for serious themes, and sometimes for people who do not know you very well, for, it is common in business and journalism, on the other hand, informal writing is more free, flexible and it pretends to be used with friends, familiars, or confident people. There are formal and informal characteristics that highlight the difference between them, like, word choices, punctuation, sentence structure, including slang or emoji, etc.

Ellis (2024) explains that formal language is specific, polite, and comprehensive, it is used for serious contexts, for example, business, journalism, legal settings, medical diagnoses, and academic writing, one of the main purposes is to demonstrate recognition for a matter or a person, also it can mention the formal emails that are always present when doing employment request or doing business negotiations online.

Informal language is the other way, London School (2020) manifests that this type of language can be used in conditions that are more casual and that implies that someone knows well another person or has already confidence. Some examples, in daily chats, personal correspondence, social media, chatting with friends or family. (para.3)

2.4 COMMUNICATIVE LEARNING TEACHING APPROACH

2.4.1 History and development of CLT

According to Kravchenko (2024) Communicative Learning Teaching Approach is a method of teaching and acquiring languages, this tries to improve learners' communicative skills, especially, their ability to use the language properly and efficiently in different ways and contexts.

This approach is well known by teachers and it focuses on improving the communicative capacity of speaking language learners, when this approach is implemented properly and completely students get a lot of benefits from it and feel the impulse to experience personal development in the English language, students must receive significant methods with approaches that let the learners go beyond and deep in the language, as well teachers that have been implemented the approach in the classroom feel supported by an approach that is a tool for the learning process and the vital moment of acquiring a new language.

MEP (2022) manifests that the English syllabus for schools has the purpose of upgrading the learner's communicative aptitude as well as the expertise, abilities, capacities, profits, and competencies of a 21st-century civilian. This commands the application of groundbreaking communicative language teaching methodologies. (para.1)

The communicative Language Teaching approach is so complete and it is an opportunity for students to apply their English knowledge in a free and creative way while applying real-life experiences, this helps them to feel more comfortable and open to participate and do their best to work on the different language aspects, research conclude that “The shifts in the British language teaching tradition starting in the late 1960s are where Communicative Language Teaching (CLT) got its start. Up until that point, language was taught via situational language teaching, which involved practicing fundamental structures in relevant contexts.” (Kravchenko, 2024, para.6)

It is so enriching to continue implementing methods and approaches that took place in the past and are being renovated and modernized for modern times to offer students quality classroom environments where they have the correct and respectful space to develop in the language and the process.

2.4.2 Group and pair work

Sanako (2023) suggests that pair and group activity provides moments to execute language production, since they improve communication skills, this is because group work let the learners speak and exchange information and experiences with others, this enhances active motivation and participation in the classroom and students have the time to feel free to speak English with their classmates. Moreover, one of the main goals is to experience real-life situations, since this technique impels the normal life language, the students have the chance to interact and share experiences, opinions, and even solutions for problems.

Sanako (2023) explains that the Communicative Language Teaching approach improves the confidence of the students since they feel secure and relaxed while talking in pairs or groups instead of talking in front of peers with no previous preparation, which provokes a more peaceful environment in the classroom. In the same way, they can analyze different opinions and perspectives about a situation or circumstance, this enriches the process in a significant way.

2.4.3 The Role of real-life Tasks in language learning

Students need to be ready for future real-life situations that they will experience, applying this to the English language context, teachers need to provide spaces for the students to prepare for experiences they may face and apply their English knowledge to succeed and be ready for any opportunity the professional world will offer to them. “Learners have to perform real-life tasks that can be used in real exchanges out of the classroom setting. Therefore, more of the speaking tasks must have an interactive and spontaneous outcome.” (MEP, 2016, p.46)

Teachers need to avoid the lack of interest from the students in the classroom and try to enhance the motivation and interest to participate in the different activities to improve English vocabulary, but this is a process that requires patience and a lot of research from the teachers to provide students reliable feedback for them to continue growing by applying significant and enjoyable activities for them.

Choosing the appropriate scenario is vital to develop the task completely and effectively to acquire good results and achieve the goal of acquiring more English vocabulary. Sanako (2024) confirms that the scenarios should be aligned with the learner's English level and course

objectives, some suggestions are everyday scenarios for students to practice vocabulary that they should implement in their daily routines, also job interviews, this is a great idea for learners already acquire an advance English level and can establish a conversation, this is great to apply it with business purposes, even defend a topic that they are interested in and assume the role of someone important.

As with any activity carried out in a classroom, it is always important to analyze the development and progress, to evaluate if the students are achieving the corresponding English goals and can expand their knowledge while enjoying the classroom time.

2.4.4 Digital Tools and Platforms that Support Communicative Language Learning (e.g., podcasts, videos, apps)

Digital tools are right now in any part with easy access since technology and the internet is tools from every day and people are familiar with, using these types of digital tools and platforms in the classroom teachers have the space to use creativity and provide students with innovative ideas and strategies to practice and learn the several topics in English, adolescents are so familiar with internet and digital media, so for them, the process of implementing these innovations to the class will be pleasant and agreeable. Explorance (2024) explains that implementing technology in the classroom is an amazing opportunity to offer students a pressing approach to modern and wide information, platforms, and resources, such as digital tools like academic papers, project management platforms, and education apps, learners have the opportunity to discover several focusses, investigate, and access materials more attractive and engagement than traditional textbooks. (para.5)

There are communicative activities that impulse the use of speaking skills in the classrooms, such as podcasts that allow the students to record themselves talking about a topic that they enjoy and know about, so they implement the necessary vocabulary to implement the ideas.

According to Ekaran (2024) mentions Adobe Spark Video that is an application that lets students create short, animated, narrated videos, using their own voice and extra material they want, this is a great opportunity to assign students a task where they need to prepare a creative video using their voice to apply their English fluency. There is a lot of research teachers may do to offer and provide students with quality taking advantage of the enrichment tools that the world and education have now and for the future.

2.5 HYPOTHESIS (VARIABLES DEPENDENT, AND INDEPENDENT)

The current investigation presents a hypothesis, including the dependent and independent variables.

The employment of conversational podcasts to tenth-grade students from Colegio Técnico Profesional del Este during the first quarter of 2025 will show an improvement in using business English vocabulary.

Independent Variable: Employment of conversational podcasts

Dependent variable: Improvement in using business English vocabulary.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1.1 Purpose (Applied)

The purpose of this research is applied because the main interest is to solve and find a solution in society. “Applied research addresses specific problems with the goal of finding practical solutions. Distinguishing it from basic research, which primarily seeks to expand theoretical knowledge, applied research focuses on resolving real-world issues” (Charlesworth, 2024, para 3). While this process is being carried out, the researchers may find answers to the research issues and get important conclusions.

Any process must contain efficiency to implement the best tools according to the purpose of the investigation, the researchers take care of the procedure to address and provide solutions to the information collected to obtain an impact in the end, which is the case of this investigation.

In the other way, theoretical research, according to Martineau (2024) converges on forward knowledge and identification of a specific matter or event by testing theories.

3.1.2 Temporal dimension (Transversal)

In research, two types of temporal dimensions exist transversal and longitudinal. The transversal dimension “is defined as an observational research study where data is collected as a whole to study a population at a single point in time to examine the relationship between

variables of interest.” (Bhat, n.d.,para.1). That means that this investigation is transversal since the focus is to research a detailed population in a concrete time, and it is considered the present time for the investigation.

On the other hand, longitudinal “is also an observational study, in which data is gathered from the same sample repeatedly over an extended period of time. Longitudinal study can last from a few years to even decades depending on what kind of information needs to be obtained.” (Bhat, n.d.,para.8). That means that the longitudinal does not apply to this investigation since it has been carried out for a long time and does not cover previous years or decades of investigations.

3.1.3 Framework (micro)

When doing research, the three types of framework are important to consider since this depends on the research population. The mega-framework covers a huge population, the macro framework covers the place where the information is being developed, and the micro-framework takes place in a small area. The investigation presented takes place in the micro-framework that is the tenth-grade students from Colegio Técnico Profesional del Este, the high school where the investigation is developed.

3.1.4 Nature (Qualitative)

In research, the two natures are equally important since the investigation develops the 2 of them. “Qualitative research involves collecting and analyzing non-numerical data (e.g., text,

video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research.” (Bhandari, 2023, para.1). Qualitative research allows us to represent the investigation process evidence by using photos, videos, observations, surveys, and interviews. The present investigation presented qualitative research since the experience and opinions of the population are key to gathering the results.

Therefore, in the other way quantitative nature, is the same essential. “Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.” (Bhandari, 2023, para.1).

Likewise, qualitative and quantitative information can be shown in an investigation, what is called “mixed”. “Mixed research combines elements of quantitative research and qualitative research to answer your research question. Mixed methods can help gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods.” (George, 2023, para.1).

3.1.5 Character (Exploratory and Correlational)

In this research, it is important to include the type of study according to the purpose of the investigation. The first character is the exploratory “is the initial investigation of a hypothetical or theoretical idea of the phenomena you observe. As the name implies, in exploratory research, the primary idea is to explore.” (Singh, 2022, para.2). The idea of this character is to offer new information, that is not very common.

Also, another character is the descriptive, “The main purpose of descriptive research is exactly what it sounds like it should be: to describe what is going on. There are a lot of individual approaches that fall under the descriptive research umbrella.” (Sumeracki, n.d, para. 4) This study permits the researcher to analyze in detail what is happening in a phenomenon.

In the same way, correlation is another option, “A correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them.” (Bhandari, 2023, para.1). This covers independent and dependent variables.

Lastly, the explicative focuses on social and real events, where researchers have the opportunity to study feelings, sentiments, etc.

In this investigation, correlational and exploratory research is used to support this. Correlational because it is related to a theory with a possible practice without manipulating any. Exploratory because the researcher is not creating something completely new but is explaining the idea of the variables to analyze if the variables work.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Units of Analysis (objects or subject of study)

The population study is from Colegio Técnico Profesional del Este which is located in San Miguel de Santo Domingo de Heredia. “The enrollment is 972 students; the CTP del Este offers an educational offer starting in the third cycle composed of academic subjects and exploratory workshops; for the fourth cycle it offers 9 Technical Specialties.” (Colegio Técnico Profesional del Este web page, n.d.)

For the current investigation, the population being investigated is specified. Exist two manners to group the subjects which are the universe and the sample.

It is vital to understand these two meanings. “The universe is the set of all the units, which possess a variable characteristic under study, accommodates all the units that possess the characteristic to be studied and have existence in the entire universe or the area of research.” (Shukla, 2020, p.1). For the present investigation, the universe is the tenth-grade students from Colegio Técnico Profesional del Este. There are 120 students, but not all of them are studied. For that reason, the sample is necessary to take. A sample is the selection that comes from the universe. The sample “A part of population that represents it completely is known as sample. It means, the units, selected from the population as a sample, must represent all kind of characteristics of different types of units of population.” (Shukla, 2020, p.4). In the present research, from all the students from Colegio Técnico Profesional del Este, the 10-1 grade class is the sample of this study, there are 26 students on this class, 14 are women and 12 are men, both genders are part of the research process.

3.2.2 Firsthand Sources

Table 1

Firsthand Sources Used in the Research Process

Author or Authors	University or Organization	Country	Year
Azofeifa, I.	Universidad Estatal a distancia	Costa Rica	2012
Kravchenko, A.	Grade University	Ukraine	2024

Source: Developed by Nicole Delgado Lobo (2025)

3.2.3 Secondhand Sources

Table 2

Secondhand Sources Used in the Research Process

Author or Authors	Books	Year
Álvarez, I.	Use of Mime, Scripts, and Role Play Drama Techniques, to Enhance the Speaking Skills of the EFL in Students of Tenth Grade, from the CINDEA Judas de Chomes.	2019

Guzmán, M.	Using techniques to improve English vocabulary acquisition to sixth graders adult students at capacitación Obrera primary public night school in Heredia	2019
González, A.	Assessing the Speaking Output of English as a Second Language According to the Communicative Approach in Tenth Grade Students at Liceo Bilingüe de Belén	2016
Swaran Singh, C., Mastura Muhammad, M., Azmi Mostafa, N., Md Yunus , M., Noordin, N., & Darm, R.	Exploring ESL teachers' alternative assessment strategies and practices in the classroom	2021
Rashid , H., Lan , Y., & Hui , W.	The Importance of Vocabulary in Teaching and	2022

	Learning in Applied Linguistics	
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Source: Developed by Nicole Delgado Lobo (2025)

3.2.4 Thirdhand Sources

Table 3

Thirdhand Sources Used in the Research Process

Author	Article	Year
Monroe, U. o.	The Communicative Language Approach in ESL Education	2021
Williamson, J.	The Influence of Podcasts in Modern Media	2023

Source: Developed by Nicole Delgado Lobo (2025)

3.3 SAMPLING

3.3.1 Non-Probabilistic

The sample of the present investigation is non-probabilistic because the individuals were selected according to their grade. According to Nikolopoulou (2023) non-probabilistic each individual in the whole population does not have the same chance of being selected, convenience and particular characteristics are considered, this is why non-probabilistic is the appropriate for this investigation, the opposite to the probabilistic Nikolopoulou (2023) explains that probability is when each individual of the whole population have the same chance of being included.

3.3.2 Sample

With the intention of making the investigation process more approachable, a sample is taken. From the population, the sample was selected from the tenth-grade class 10-1, since this is a great level to start implementing new strategies and approaches and not wait until they are in the last high school year.

3.3.3 Population

“Population refers to the set or group of all the units on which the findings of the research are to be applied.” (Shukla, 2020, p.1). The population of the investigation is the students from Colegio Técnico Profesional del Este, which is also the universe; however, a sample is used to conclude the investigation process.

3.4 TECHNIQUES AND INSTRUMENTS

With the purpose of gathering the data and the results of the investigation, the instruments are key. This is vital to conclude and demonstrate results; the principal instruments are observations, checklists, and questionnaires. The first instrument is related to the first specific objective, which is to determine students' knowledge of English Business vocabulary at Colegio Técnico Profesional del Este in terms of assessing previous knowledge. An observation is made to analyze the business vocabulary the students already know, this is evaluated by doing an oral activity where the students have a free conversation about business topics, where they exchange opinions and information about it. To analyze the process, a checklist is provided.

The second instrument is related to the second specific objective, which is to implement conversational podcast activities aligned with the Communicative Language Teaching Approach that focus on enhancing students' English Business vocabulary.

To analyze this objective, a survey is applied to the students to evaluate what students think and what their perception is about a business vocabulary podcast previously played in the classroom.

The third instrument is related to the third specific objective, which is to determine the impact of conversational podcasts on students' ability to use English Business vocabulary effectively in real-life communication scenarios. An interview is applied to collect the teacher

conclusions and opinions about the effectiveness of implementing the conversational podcasts to improve the English Business vocabulary.

3.5 OPERATIONALIZATION OF VARIABLES

The research procedure examines and demonstrates the variables of the research.

Likewise, the instruments used to analyze the process are shown.

The following chart presents the general objective of the research, the specific objectives, and the variable of each one, in the same way, the conceptual definition, instrumental definition, and the operational definition.

3.5.1 Variables Chart

General Objective: To determine the effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach to improve the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este during the first quarter of 2025.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
1. To determine students' knowledge of	The business English knowledge	Classification of English communication	An observation checklist is a	Vocabulary assessments allow the

<p>English Business vocabulary at Colegio Técnico Profesional del Este.</p>	<p>students have due to previous information and activities carried on the classroom.</p>	<p>that speakers implement English words used in work and business contexts.</p>	<p>tool that supports the development and effectiveness of something.</p>	<p>professor to evaluate the amount of English business vocabulary students know. In the checklists, the variable is valid through this instrument if the researcher marks Yes in 70% of the items. It means students are ready to implement conversational podcasts to improve</p>
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				English Business vocabulary in an effective way.
2. To implement conversational podcast activities aligned with the Communicative Language Teaching Approach that focus on enhancing students' English Business vocabulary.	Developing conversational podcasts for students to apply business vocabulary in their daily vocabulary for future professional experiences.	Conversational podcasts are recording audios where people have the opportunity to develop a topic of interest, sharing anecdotes, opinions, and experiences.	A survey is a record of questions used to collect information from students about their thoughts, practices, or beliefs.	In the survey, the variable is valid through this instrument if the 70% of the responses consider useful the implementation of conversational podcasts to improve English Business vocabulary by listening to a

				previous business podcast.
3. To determine the impact of conversational podcasts on students' ability to use English Business vocabulary effectively in real-life communication scenarios.	Demonstrate the success of incorporating conversational podcasts to improve English Business vocabulary	Conversational podcasts provide the opportunity to implement business vocabulary knowledge when expressing ideas and perspectives and developing business topics. The final opinions and conclusions are the effects of a process after applying the	An interview is a gathering tool where the teacher answers some specific questions regarding a specific topic, to analyze her thoughts and the effectiveness during a process.	Speaking activities give the opportunity to teachers to evaluate the student's progress in any oral area, the acquirement of English business vocabulary can be evaluated by giving the students the chance to implement their business English vocabulary in

		corresponding instruments.		the classroom. In the interview, the variable is valid through this instrument if the 70% of responses indicate an effectiveness in the implementation of conversational podcasts to improve English Business vocabulary.
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Source: Developed by Nicole Delgado Lobo (2025)

3.5.2 Observation – Checklist

The purpose of this observation is to analyze the business vocabulary the students already know. This is evaluated by doing an oral activity where the students have a free conversation about business topics, where they exchange opinions and information about it, to analyze the process a checklist is provided. The information is used just for educational purposes. The researcher will be the only person to have access to the results. The information collected is anonymous and confidential.

Criteria	Yes	No	Comments
1. The students implement basic business words in their vocabulary.			
2. The students demonstrate clarity when including business terms.			
3. The students are able to complete sentences by incorporating business vocabulary.			
4. The students communicate understandable ideas			

when using business vocabulary.			
5. The students demonstrate confidence when they are conversating about business topics.			
6. The students manage an intermediate business vocabulary level to maintain a conversation.			
7. The students are able to move forward with more complex challenges to implement business vocabulary.			

This instrument was validated by:

Lcda. Adriana Apuy Rojas – University Professor at Universidad Hispanoamericana

Dra. Norma Calvo Cascante – Education Faculty Dean at Universidad La Salle

Lcdo. Jeffry Montero Nuñez - University Professor at Universidad Hispanoamericana

3.5.3 Survey

The purpose of this survey is to evaluate what students think and what their perception is about a business vocabulary podcast played in the classroom. The researcher will play a business vocabulary podcast for 10 minutes and then the students will be surveyed. The information is used just for educational researcher's purposes. The information collected is anonymous and confidential.

1. Was the business podcast engaging and interesting for you?
 - a. Yes
 - b. No
 - c. Somewhat

2. Did you recognize business vocabulary words from the podcast?
 - a. Yes
 - b. No
 - c. Some of them

3. Do you think the speed of the podcast was easy and clear to follow?
 - a. Yes
 - b. No
 - c. almost always

4. Do you consider the podcast duration of time is enough and proper?
 - a. Yes
 - b. No
 - c. Might be longer or shorter

5. Do you understand the main idea expressed in the podcast about business terms?
 - a. Yes
 - b. No
 - c. Not entirely

6. Did the podcast include real-life situations and examples where the business vocabulary is important to implement?
 - a. Yes
 - b. No
 - c. Not evidently

7. Do you consider conversational podcasts should be implemented more in your class to develop a higher English level?
 - a. Yes
 - b. No
 - c. Varying on the theme

8. Do you consider it important to listen to other business podcasts to acquire more English business vocabulary?
 - a. Yes
 - b. No
 - c. It differs from the podcast content

9. Do you consider that listening to a previous business podcast prepared you better to record your own conversational business podcasts?
 - a. Yes
 - b. No
 - c. A small percentage

10. What other types of activities do you consider helpful to improve the use of English Business vocabulary?

This instrument was validated by:

Lcda. Adriana Apuy Rojas – University Professor at Universidad Hispanoamericana

Dra. Norma Calvo Cascante – Education Faculty Dean at Universidad La Salle

Lcdo. Jeffry Montero Nuñez - University Professor at Universidad Hispanoamericana

3.5.4 Interview

The purpose of this interview is to collect the teacher's opinion to analyze the effectiveness of implementing conversational podcasts to improve the English Business vocabulary. The information is used just for educational researcher's purposes. The information collected is anonymous and confidential.

1. Did you find the conversational podcast strategy useful and entertaining with this class?
2. Do you think the conversational podcasts help the students to improve their English business vocabulary?
3. Would you think that there is an improvement in your student's oral skills after using podcasts?
4. Do you think that business conversational podcasts help your students to be prepared for future real-life environments?
5. Do you think your students would feel more secure implementing business vocabulary podcasts at least once a week?
6. Do the podcasts motivate you to investigate extra resources to acquire more knowledge about business vocabulary?
7. Would you recommend implementing conversational podcasts as a learning strategy for other learners to improve their business vocabulary?

This instrument was validated by:

Lcda. Adriana Apuy Rojas – University Professor at Universidad Hispanoamericana

Dra. Norma Calvo Cascante – Education Faculty Dean at Universidad La Salle

Lcdo. Jeffry Montero Nuñez - University Professor at Universidad Hispanoamericana

CHAPTER IV

RESULTS AND ANALYSIS DATA

4.1 OBSERVATION DATA ANALYSIS

4.1.1 Criteria #1

The first criterion was entitled to observe if the students implement basic business words in their vocabulary. It was observed that the majority of students incorporate basic business terms into their vocabulary when speaking and sharing ideas. The words were clear and understandable for the other classmates since they used business words they were familiar with. A minority of them have a lower vocabulary, which results in them implementing fewer business vocabulary words than their classmates.

4.1.2 Criteria #2

The second criterion had the purpose of observing if the students demonstrate clarity when including business terms. It was observed that most of the students in the class demonstrated proper understanding when implementing business terms and words into the conversation. They were clear about the correct meanings, and this allowed them to include the vocabulary in the corresponding term. However, some of the students did not know the correct term for some business vocabulary, which influenced the clarity since they incorporated the word in a different term.

4.1.3 Criteria #3

The third criterion was intended to observe if the students were able to complete sentences by incorporating business vocabulary. Almost all students from the class were able to complete and structure correct sentences while also incorporating business vocabulary in the conversation. The process was successful since this point allowed the students to incorporate their English knowledge and speaking skills, where they were also including and adding business vocabulary for a more complete and professional conversation. Likewise, the student's English level was a disadvantage for the students who had a lower level, since the incorporation of business vocabulary made the process a little bit more complex.

4.1.4 Criteria #4

The fourth criterion was used to observe if the students communicate understandable ideas when using business vocabulary. It was observed that the majority of the learners were capable of communicating understandable ideas, while also having the ability to use business vocabulary to have an extensive and vibrant business conversation. Nevertheless, a few students have some complications during the process since they did not know how to say some business words in English, consequently, they tried to explain themselves by saying the word in Spanish, waiting for the teacher to say it in English for them.

4.1.5 Criteria #5

The fifth criterion was used to observe if the students demonstrate confidence when they are conversing about business topics. It was observed that all students from the class felt

confident talking about business topics even if they did not know how to say some words in English, thus, because they study in a Technical High School which is always supporting and building their professional future life and offering to them a Technical career where they have the opportunity to learn about different business areas and develop an efficient comprehension.

4.1.6 Criteria #6

The sixth criterion was created to observe the students' management of an intermediate business vocabulary level to maintain a conversation. It was observed that more the half of the class managed an intermediate English level and were able to maintain a conversation while incorporating business vocabulary. The students always maintained an intermediate level, which was indispensable for a good and fluent pace in the speaking activity with the other classmates. The small remaining portion of students had some complications when trying to keep an intermediate level since their English level and business vocabulary was shorter.

4.1.7 Criteria #7

The seventh criterion was entitled to observe if the students were able to move forward with more complex challenges to implement business vocabulary. It was observed that the students were able to move forward to another challenge with more complexity to incorporate business vocabulary into a conversation. Therefore, it was observed that the majority of the class was ready to implement that business knowledge in a conversational podcast, where they have the opportunity to expand their ideas and business vocabulary. Nonetheless, the minority that did

not manage an enough business vocabulary level were also ready because they had the correct disposition and had the chance to organize for the next task.

4.2 SURVEY

4.2.1 Question #1

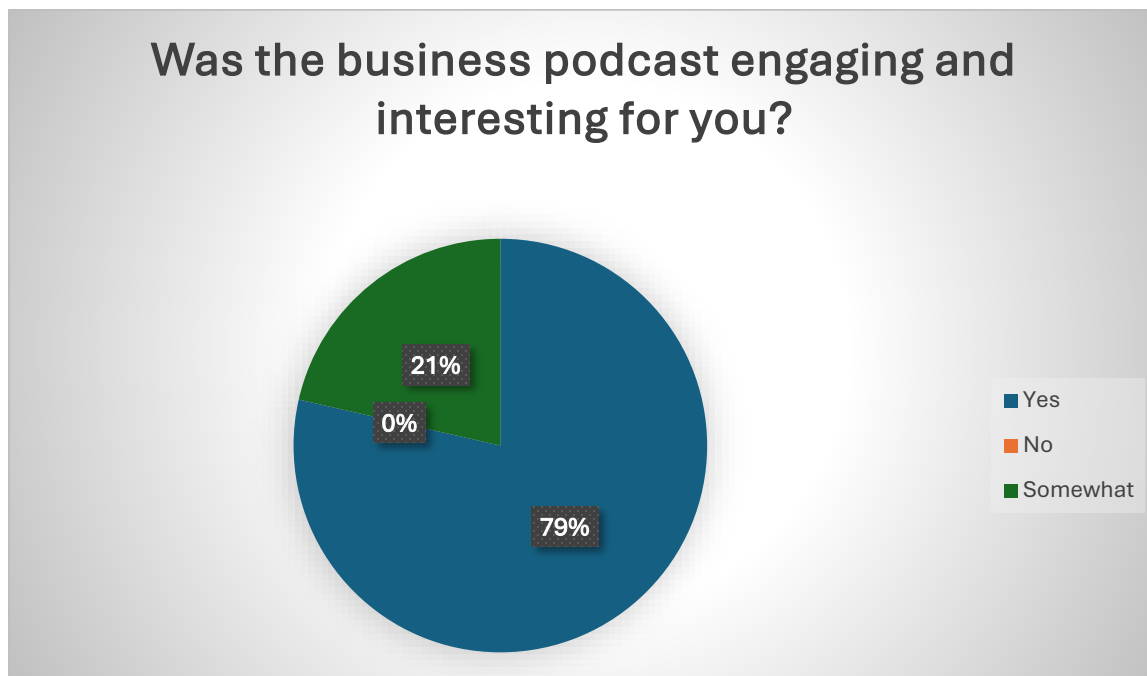


Figure #1: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

From the survey, 79% of the students selected that the conversational podcast reproduced in the classroom was engaging and interesting for them. On the other hand, 21% of the students selected that the podcast was somewhat engaging and interesting for them. Finally, 0% of the students selected that the podcast was interesting and engaging for them.

4.2.2 Question #2



Figure #2: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

From the data collected, 71% of the respondents selected that they recognized business vocabulary words from the podcast; however, 25% selected that they recognized some business vocabulary words from the podcast, Finally, 4% of the respondents selected that they did not recognize any business vocabulary words from the podcast.

4.2.3 Question #3

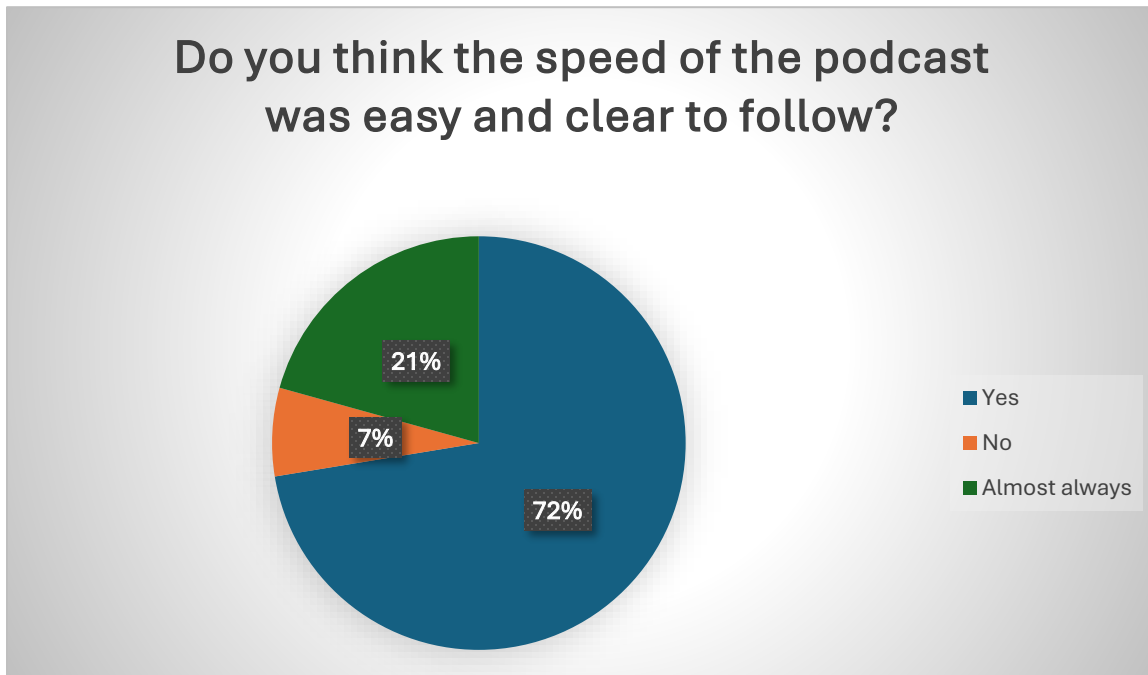


Figure #3: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

From the graph above, 72% of respondents selected that they think the speed of the podcast was easy and clear to follow. On the other side, 21% of the respondents selected that almost always the speed of the podcast was easy and clear to follow. Finally, 7% of respondents selected that they did not think that the speed of the podcast was easy and clear to follow.

4.2.4 Question #4

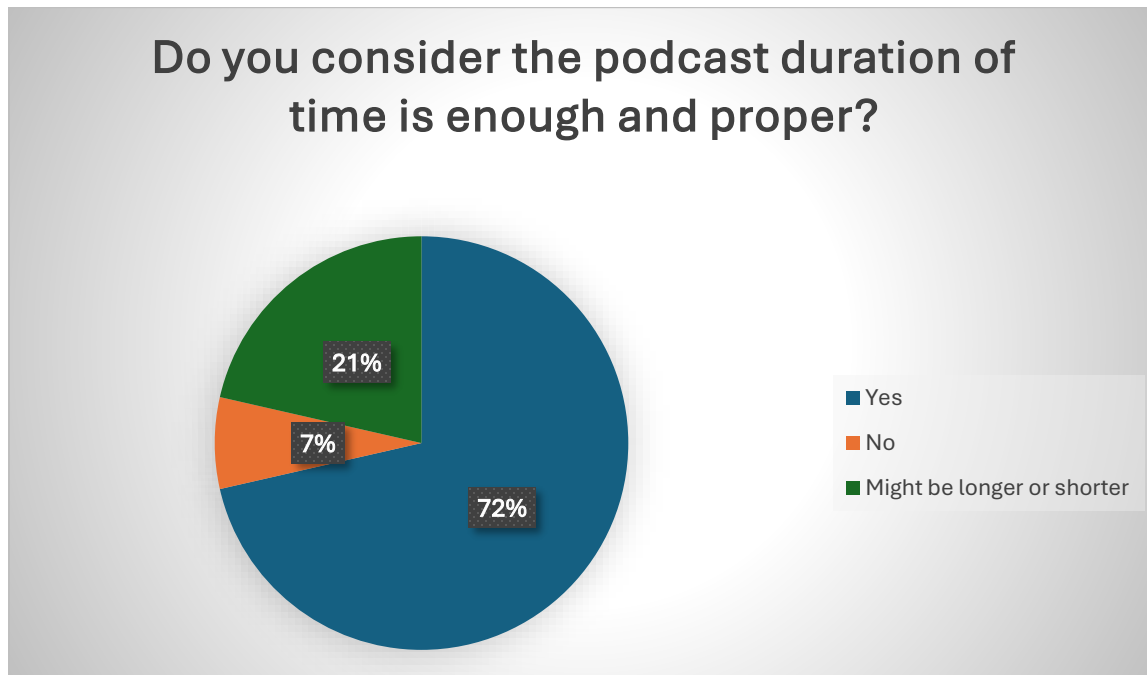


Figure #4: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

The above graph responses indicate that 72% of the students considered the podcast duration of time to be enough and proper. The other 21% of students selected that the podcast duration of time might be longer or shorter. Finally, 7% of the students selected that they did not think the podcast duration of time was enough and proper.

4.2.5 Question #5

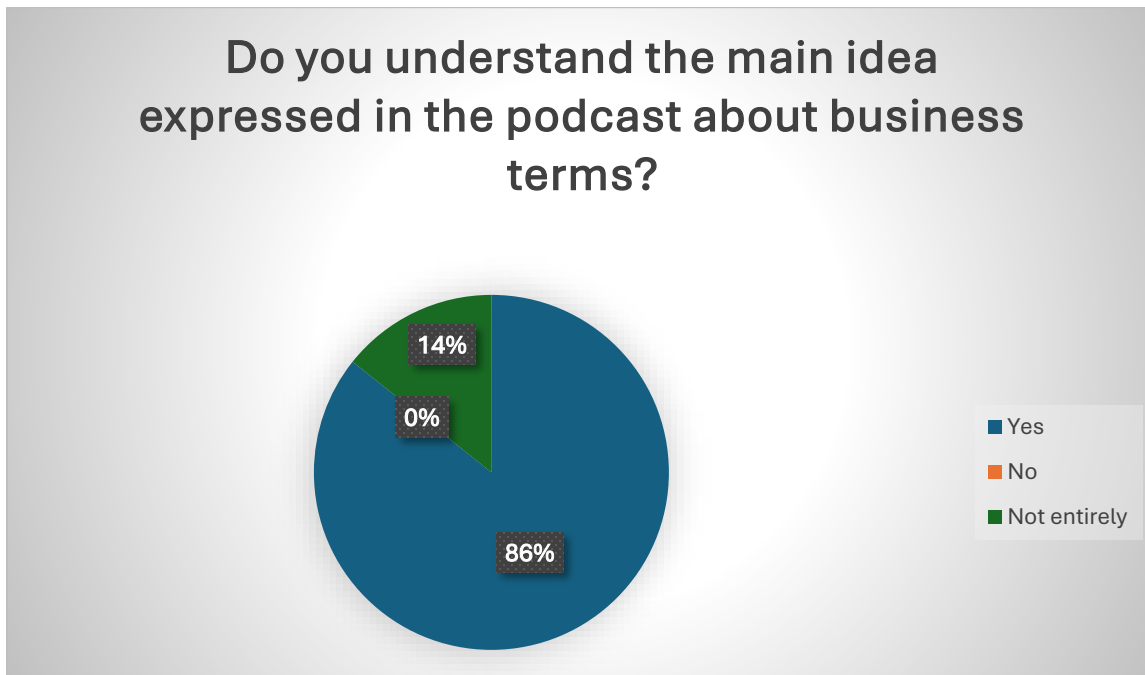


Figure #5: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

The study from the graph indicates that 86% of the students understand the main idea expressed in the podcast about business terms. The other 14% of the students indicated that they do not entirely understand the main idea expressed in the podcast about business terms. Finally, 0% of the students selected that they did not understand the main idea expressed in the podcast about business terms.

4.2.6 Question #6



Figure #6: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

The results of this graph indicate that 93% of the respondents think that the podcast includes real-life situations and examples where the business vocabulary is important to implement. The other 7% of the respondents think that not evidently the podcast includes real-life situations and examples where the business vocabulary is important to implement. Finally, 0% of the respondents think that the podcast does not include real-life situations and examples where the business vocabulary is important to implement.

4.2.7 Question #7

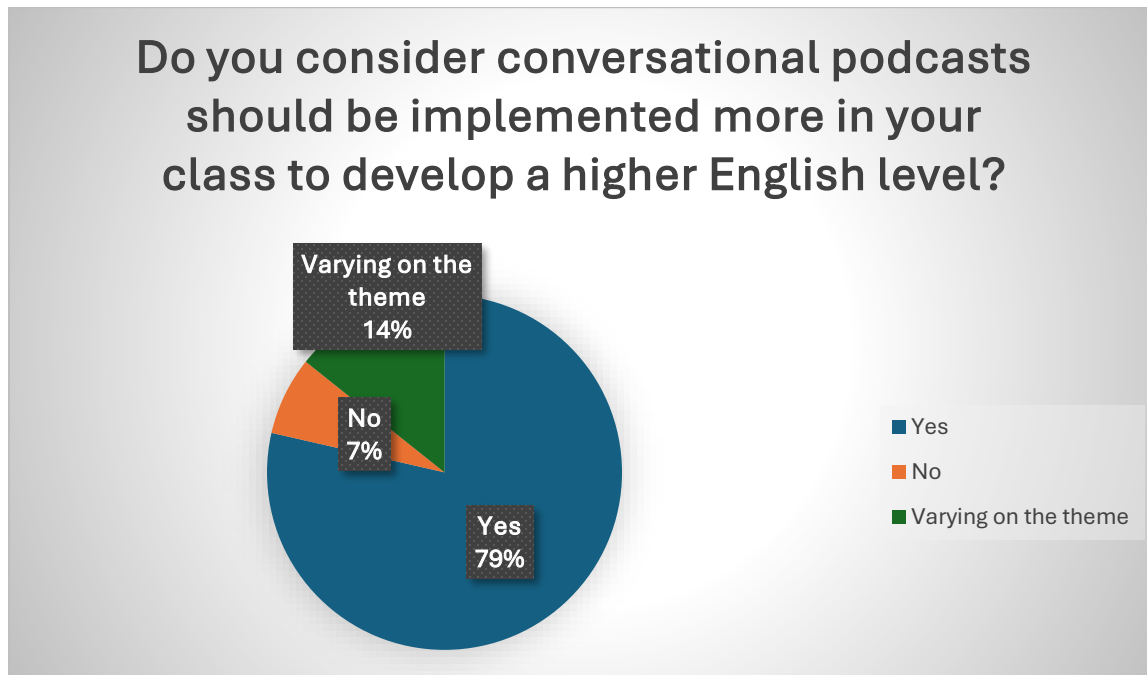


Figure #7: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

The data from the graph shows that 79% of the students consider that conversational podcasts should be implemented more in the class to develop a higher English level. Then, 14% of the students consider that, varying on the theme, conversational podcasts should be implemented more in the class to develop a higher English level. Finally, 7% of the students consider that conversational podcasts should not be implemented more in the class to develop a higher English level.

4.2.8 Question #8

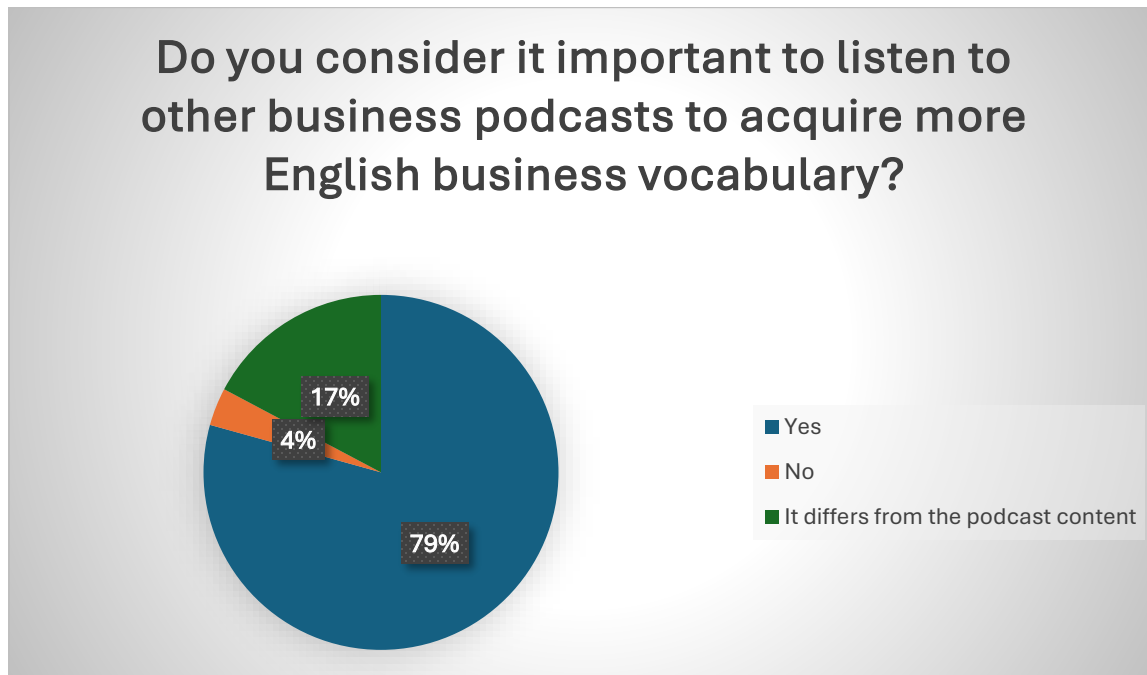


Figure #8: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

According to the above graph, 79% of the students consider it important to listen to other business podcasts to acquire more English business vocabulary. 17% of the students consider that it differs from the podcast content if it is important to listen to other business podcasts to acquire more English business vocabulary. However, 4% of the students consider it not important to listen to other business podcasts to acquire more English business vocabulary.

4.2.9 Question #9



Figure #9: Impact of conversational podcasts to improve business vocabulary by Nicole Delgado

The data collected in the above graph indicates that 97% of the students consider listening to a previous business podcast prepared them better to record their own conversational business podcasts. The other 3% consider that a small percentage of listening to previous business podcasts prepared them better to record their own conversational business podcasts.

4.2.10 Question #10

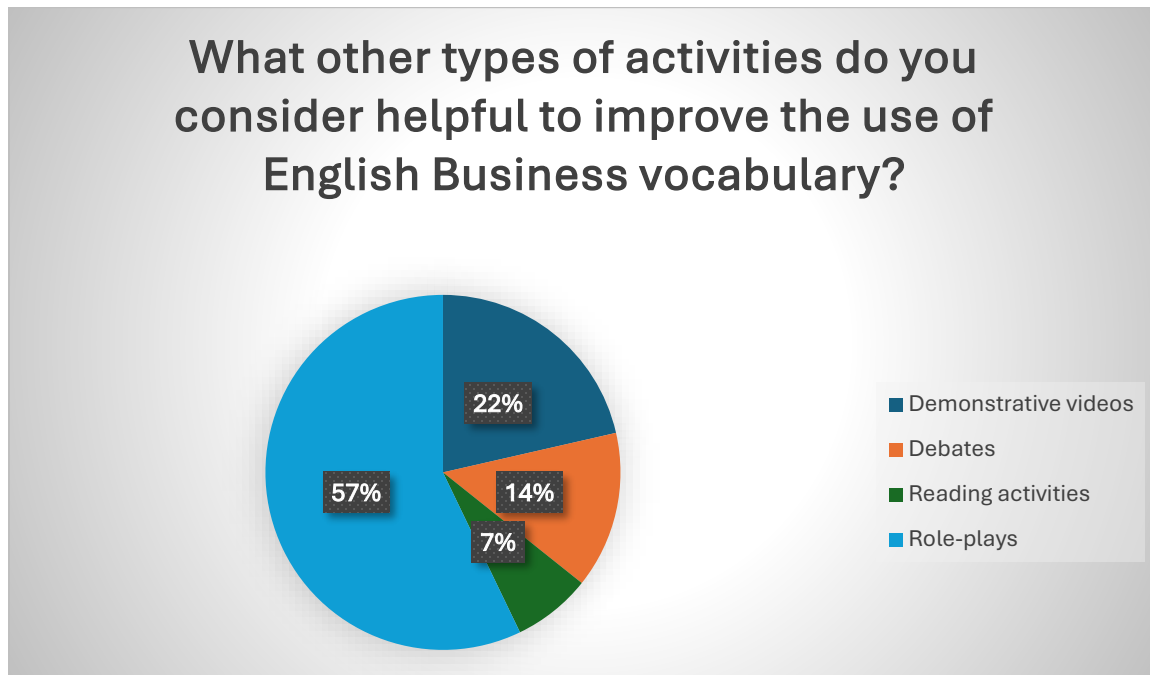


Figure #10: Other effective activities to improve business vocabulary by Nicole Delgado

Analyzing the previous information, it shows that 57% of the students consider that role-plays are a helpful activity to improve the use of English business vocabulary. 22% of the students consider that demonstrative videos are a helpful activity to improve the use of English business vocabulary. 14% of the students consider that debates are a helpful activity to improve the use of English business vocabulary. Finally, 7% of the students consider that reading activities are a helpful activity to improve the use of English business vocabulary.

4.3 INTERVIEW

4.3.1 Question #1

Did you find the conversational podcast strategy useful and entertaining with this class?

The teacher mentioned that the conversational podcast is something innovative and different to experience for the students, since it implements technology that is very engaging for them, and they use something different than the common books. Also, the teacher mentioned that it is a very good opportunity for the students to work in groups and try together to develop a surprising business podcast.

4.3.2 Question #2

Do you think the conversational podcasts help the students to improve their English business vocabulary?

The teacher commented that the conversational podcasts benefit the students in improving their English business vocabulary since the purpose of the business podcast is to incorporate those missing business vocabulary words that sometimes are not covered in the classroom and that are important for them to make themselves clear, to share opinions, and even to use it as previous advantage to start getting prepared for their professional practicum and their future professional experiences. In the same way, the teacher mentioned that conversational

podcasts are strongly working on their speaking skills while at the same time they are learning new business words.

4.3.3 Question #3

Would you think that there is an improvement in your students' oral skills after using podcasts?

In the interview, the teacher mentioned that a lot of aspects related to the oral skill were developed and worked on in the podcast, because the creation of the podcast needed a fluent and clear pronunciation, a correct articulation of the words, and a management of the pace to expose correctly the wanted message, likewise, the teacher mentioned that the tone of voice is extremely necessary in professional terms, the way the students speak will evidence their professionalism.

4.3.4 Question #4

Do you think that business conversational podcasts help your students to be prepared for future real-life environments?

The teacher clarified that business conversational podcasts provide the students the opportunity to think about their future professional experiences, where they need to show themselves as professionals and accurately implement their business English vocabulary, in the same way, the teacher mentioned that sometimes students are just focused on their

present adolescent life and these experiences are vital for them to focus on the reality and prepare themselves for the real-life environment they will live sooner or later.

4.3.5 Question #5

Do you think your students would feel more secure implementing business vocabulary podcasts at least once a week?

The teacher commented that at the beginning it would be a challenge for them, since it is something completely new, but innovative, so it would be an effective process for the students to start implementing in their vocabulary more business words. The teacher highlighted that any new strategy implemented on the class take times since for some students is going to be easy and for other ones it will be more complex, but that is the purpose of teachers, to move students out from the comfort zones and help them to go beyond, so in conclusion, that teacher thinks that once the students starts involving more in the process, the more secure they will feel creating more business conversational podcasts.

4.3.6 Question #6

Do the podcasts motivate you to investigate extra resources to acquire more knowledge about business vocabulary?

The teacher mentioned in the interview that the business conversational podcasts were an opening for her to plan more lessons that include technology and innovative techniques for the students to experience something fresh and attractive to their educational process, therefore, the teacher explained that for teenagers, the repetitive use of books and copies may be overwhelming, for that reason it is fundamental to search about the different approaches to find inclusive and engaging resources for the students to learn and practice the diverse topics that are cover in the English Classes, including business vocabulary.

4.3.7 Question #7

Would you recommend implementing conversational podcasts as a learning strategy for other learners to improve their business vocabulary?

The teacher confidently expressed that she recommended the conversational podcasts as a learning strategy to improve the business vocabulary since it provokes a consistent use of business words and demand to investigate and learn more business words to provide and develop a complete and explicative conversational podcast, also, the teacher mentioned that the conversational podcasts not only benefit the learning business vocabulary process but other crucial areas such as the speaking skill that includes intonation, fluently, pronunciation and articulation, she manifested that this is a significant learning strategy that should be implemented in the curriculum.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Regarding the first specific objective, which aims to determine students' knowledge of English Business vocabulary at Colegio Técnico Profesional del Este, it is proper to declare that during the process was possible to observe that the majority of the students manage an intermediate business vocabulary level, some of them manage a basic business vocabulary level, however this doesn't mean that they do not have an intermediate English level, but for the lack of business activities covered during the year, some of them are not completely familiar with the business area.

Nevertheless, no matter what the vocabulary level, the students always participated and had an active attitude, since this was a completely new strategy for them, the whole group was evaluated. Through the observation carried out in class, it was possible to analyze how students handled their business vocabulary knowledge, and how they even tried to explain themselves to express their ideas and opinions. Regarding this information, it is justifiable to state that the objective is accomplished.

Regarding the second specific objective, which aims to implement conversational podcast activities aligned with the Communicative Language Teaching Approach that focus on enhancing students' English Business vocabulary. We gathered from the survey that the students found it engaging a beneficial for them to implement conversational podcast activities focused on English business vocabulary with the support of the Communicative Language Teaching Approach.

The students had the opportunity to experience a business environment and put their knowledge into practice, even if some of them managed a more complete business vocabulary level than others, the process was same profitable and comfortable for them. The conversational podcasts created by the students were made with all their effort, intention, and commitment, which shows that they can improve even more their business vocabulary knowledge and continue applying conversational podcasts. This confirms that this objective is achieved.

Concerning the third specific objective, which aims to determine the impact of conversational podcasts on students' ability to use English Business vocabulary effectively in real-life communication scenarios. This information was collected by the interview made to the teacher, in all opportunities, the teacher highlighted the conversational podcasts as a successful strategy that positively and effectively impacted the students' ability with the English business vocabulary.

Therefore, it is clear that the teacher was satisfied and pleased with the strategy, which motivated her to search for more strategies that include real-life communication scenarios for the students to prepare and gain experience using the English language. According to the teacher's answers in the interview, it is justifiable to say that this objective is accomplished.

On the other hand, related to the general objective, which aims to determine the effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach to improve the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este during the first

quarter of 2025. In the survey, all the results exceed 70%, and the other instruments show profitable and successful results. Which confirms that this objective is achieved. The students enjoyed and had a significant process while incorporating the conversational podcasts to improve business English vocabulary, they had a valuable improvement in the implementation of business vocabulary and experienced real-life environments, which supports the main objective of this investigation and justifies that the students learned and developed more knowledge related to the business area.

5.2 RECOMMENDATIONS

Regarding the different areas and points covered in this investigation, such as the theoretical framework, the methodological framework, the variables, and the conclusions, the following recommendations are provided.

- a) Before implementing a conversational podcasts strategy, it is important that the teacher first shows examples and recordings of other podcasts to the students for them to have a better understanding and a clear idea about it.

- b) Educators must implement more real-life scenarios that students are going to face in their future life, for them to be prepared and apply all the knowledge studied during the high school years.

- c) Business vocabulary is vital, and students need to be more aware of it and have an extended knowledge of it. It is necessary that in the planning, the teacher includes activities where the students have the possibility to get familiar with these words and terms related to business.

- d) Teachers should be more aware of the different approaches that exist in the educational field to implement them according to the students' needs and the topics covered in the class at the moment.

- e) Teachers should seek to educate themselves more about technology, with the purpose of extending the curriculum and offering the students more attractive and engaging techniques that will be a support and tool for their educational process.

CHAPTER VI
PROPOSAL

6.1 NAME OF THE PROPOSAL

The proposal for this investigation is titled “Innovating Learning by Implementing Conversational Podcasts to Enhance Business English Vocabulary.” This project addresses the investigation of “The effectiveness of implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach in improving the use of English Business vocabulary on 10th-grade students at Colegio Técnico Profesional del Este in Santo Domingo, Heredia during the first quarter of 2025.”

6.2 DESCRIPTION

This project aims to implement conversational podcasts to improve business vocabulary using the Communicative Language Teaching Approach. The project is meant to be developed in 3 weeks. In the first week, the researcher determined the students' knowledge of business vocabulary, and the students listened to a conversational business podcast. Over the second week, students will record their conversational business podcasts. Finally, in the third week, students will hear other classmates' conversational business podcasts and give their opinions and conclusions about the whole project.

6.3 PLACE TO BE DEVELOPED

This project is designed for students entering their last years of education and ready to prepare for their future professional lives. This research is suggested to be carried out at Colegio Técnico Profesional del Este, which is available to receive proposals and always seeks the best bilingual education for its students.

6.4 ORGANIZATION

Colegio Técnico Profesional del Este is a public institution of MEP, located in San Miguel, Santo Domingo, Heredia. To implement the proposal, the researcher must explain and show the educational purpose of the project to be accepted it.

6.5 INVOLVED POPULATION

The suggested population from Colegio Técnico Profesional del Este includes levels who have already started their technical career, which means, from tenth-grade to twelfth-grade.

6.6 OBJECTIVES OF THE PROPOSAL

6.6.1 General Objective

To improve the use of English Business vocabulary by implementing conversational podcasts in English lessons with the Communicative Language Teaching Approach on 10th-grade students at Colegio Técnico Profesional del Este during the first quarter of 2025.

6.6.2 Specific objectives

- a) To define students' knowledge of English Business vocabulary at Colegio Técnico Profesional del Este.
- b) To apply conversational podcast activities aligned with the Communicative Language Teaching Approach that focus on enhancing students' English Business vocabulary.

- c) To establish the impact of conversational podcasts on students' ability to use English Business vocabulary effectively in real-life communication scenarios.

6.7 CHRONOGRAM OF ACTIVITIES

Session	Activity	Description
1	Observation Introduction to Conversational Business Podcasts	During this session, students will be observed during a speaking activity to determine their business vocabulary level. Students will listen to a previous conversational business podcast to acquire more information and ideas about it.
2	Recording of the Conversational Business Podcasts	During this session, the students will record their conversational business podcasts to apply business vocabulary.

3	Performance of the Conversational Business Podcasts Survey Interview	During this session, students will present their conversational business podcasts to the class. Students will express their thoughts and opinions about the conversational business podcasts. The classroom teacher will express their perception and opinion of the conversational business podcasts.
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Source: Developed by Nicole Francella Delgado Lobo

6.8 BUDGET OF IMPLEMENTATION

This proposal does not require any budget since the creation of the conversational podcasts is free, and the platforms as well. Students can use their own cell phone or just use one since the podcasts are recorded in groups. The teacher can access any demonstrative video with a personal computer and use the institution's internet.

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