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**“THE EFFECTIVENESS OF POCKET NOTEBOOKS AS A SUPPLEMENTARY TOOL**  
**FOR ENHANCING SPEAKING SKILLS AT A2.2 LEVEL”**

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## **AVAL DEL TUTOR DE LA TESIS**

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Siendo designado como tutor del programa de maestría al MSc. Campoverde Jhonny de la Universidad Bolivariana del Ecuador (UBE) se avala que el trabajo titulado “The Effectiveness of pocket notebooks as a Supplementary tool for Enhancing the speaking skill at A2.2 Level ha sido elaborado por José Tinizaray Olmedo y Julio César Garnica bajo mi tutoría, que reúne los requisitos para ser defendido ante el tribunal que se designe a tal efecto.

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## **DEDICATORY**

I dedicate this thesis to my family, whose unwavering support has been my greatest source of strength. To my parents, for teaching me the value of perseverance and hard work. To my tutor, for inspiring me with your knowledge and guidance. And to my thesis partner, for sharing this journey with dedication and camaraderie. This work is a testament to our collective efforts and belief in my potential. Thank you all for everything.

Julio César Garnica

I dedicate this thesis to my cherished daughters, to demonstrate that it is never too late to pursue education and follow your dreams. Your enthusiasm for learning fuels my determination. I also dedicate this work to myself, as a reminder of the perseverance and commitment it takes to achieve one's goals. To my family, thank you for your unwavering support and encouragement throughout this journey. Lastly, I express my gratitude to the Universidad Bolivariana de Ecuador for providing the opportunity and resources that have shaped my academic experience. This accomplishment is a reflection of the collective support I have received.

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## **RESUMEN**

Los estudiantes de secundaria en Catamayo, Ecuador, particularmente aquellos en el nivel de inglés A2.2, 1er BGU, tienen dificultades para hablar inglés con fluidez y precisión. Esta investigación tiene como objetivo investigar el potencial de los cuadernos de bolsillo como herramienta complementaria para mejorar las habilidades de habla inglesa entre estos estudiantes. Se propiciará la redacción de frases cortas o largas en una manera resumida, vocabulario nuevo o sonidos de letras que coadyuven a la práctica de esta estrategia y con ello en la mejora del Idioma inglés. Se empleó un enfoque de métodos mixtos. Los datos cuantitativos midieron el progreso de los estudiantes en sus habilidades de expresión oral, mientras que los datos cualitativos exploraron sus experiencias con el uso de cuadernos de bolsillo. El estudio pretendía determinar si los cuadernos de bolsillo pueden mejorar la fluidez del habla, el vocabulario y la organización, especialmente para los estudiantes visuales. Además, su objetivo era establecer la efectividad de los cuadernos en diferentes niveles de dominio del inglés (A1-A2.2). Los hallazgos contribuyeron al campo de la enseñanza de idiomas al proporcionar evidencia de la efectividad de una herramienta accesible y de bajo costo para mejorar las habilidades de habla inglesa. Esta investigación fue particularmente relevante para la Unidad Educativa Fiscomisional Nuestra Señora del Rosario, donde los estudiantes enfrentaron desafíos importantes en la fluidez del inglés. Esta estrategia de estudio fomentará la práctica del Idioma dentro o fuera del aula, siendo el eje principal el profesor que motive diariamente en su uso e utilización, el alumno que desea mejorar en el aprendizaje del Idioma inglés puede continuar en los años posteriores, haciendo uso de este mecanismo, ya que genera

cambios evidenciables en el manejo y aprendizaje del Idioma, fortaleciendo su comunicación en el habla inglesa.

Palabras clave: cuadernos de bolsillo, habilidad para hablar inglés, nivel A2.2, métodos mixtos, enseñanza de idiomas, Catamayo, Ecuador.

## **ABSTRACT**

High school students in Catamayo, Ecuador, particularly those at the A2.2, 1st BGU English level, have difficulty speaking English fluently and accurately. This research aims to investigate the potential of pocket notebooks as a complementary tool to improve English speaking skills among these students. The writing of short or long sentences in a summarized manner, new vocabulary or letter sounds that contribute to the practice of this strategy and thus the improvement of the English language will be encouraged. A mixed methods approach was used. Quantitative data measured students' progress in their speaking skills, while qualitative data explored their experiences using pocket notebooks. The study aimed to determine whether pocket notebooks can improve speech fluency, vocabulary, and organization, especially for visual learners. Furthermore, its objective was to establish the effectiveness of the notebooks at different levels of English proficiency (A1-A2.2). The findings contributed to the field of language teaching by providing evidence of the effectiveness of a low-cost, accessible tool for improving English speaking skills. This research was particularly relevant to the Unidad Educativa Fiscomisional Nuestra Señora del Rosario, where students faced significant challenges in English fluency. This study strategy will encourage the practice of the Language inside or outside the classroom, with the main axis being the teacher who motivates daily use and use. The student who wants to improve in learning the English Language can continue in subsequent years, using of this mechanism, since it generates evident changes in the management and learning of the Language, strengthening its communication in English speaking.

Keywords: pocket notebooks, English speaking ability, level A2.2, mixed methods, language teaching, Catamayo, Ecuador.

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## **I.INTRODUCTION**

The current educational landscape emphasizes the importance of developing oral proficiency in English as a second language. This need is particularly evident among first-year high school students at Nuestra Señora del Rosario High School in Catamayo, Ecuador, who face significant challenges in communicating fluently in English. These challenges are characterized by limited vocabulary and pronunciation difficulties, which hinder their ability to interact effectively in an increasingly globalized world.

Addressing these challenges is crucial for improving students' speaking skills and overall academic success. The deficiencies in students' oral expression necessitate innovative approaches to language learning. In this context, the proposed study focuses on the use of personal notebooks as a supplementary tool to enhance oral fluency among these students.

The primary objective of this research is to determine the extent to which personal notebooks can improve English comprehension, fluency, and pronunciation among A2.2 level students. By implementing this intervention and working directly with students, researchers aim to achieve significant results that contribute to the development of innovative and practical strategies for language teaching in real-world educational settings.

The use of personal notebooks is justified by their potential to foster consistent and personalized practice. By providing students with a dedicated space to practice autonomously and receive personalized feedback, the study anticipates a positive impact on their language development. Additionally, pocket notebooks are a low-cost and accessible tool, making them an effective solution for addressing the oral communication challenges faced by students in this educational context.

About some perceptions give and obtained in some studies. As a similar way, DUOLINGO has been a technique that have given positive effects to the students. Some studies show the students ability in mastering vocabulary through using Duolingo. Based on questionaries answer, the result of the research showed that the use of Duolingo in Teaching English has many positive effects to the students, such as: the students are motivated in learning; make students easy to understand material; given the opportunity to all students to get a fair turn in practicing the material; eliminate boredom in learning; encourage the idea of new ideas; facilitate students in remembering and practicing the material in daily life. They also learn enthusiastically in teaching learning activities. The students show positive attitude toward the implementation of Duolingo.

However, negative affect represents the dimension of unpleasant emotionality and discomfort, manifested by means, inhibitions, insecurities, frustration and failure. People with high negative affect tend to experience disinterest, boredom, sadness, guilt, anguish, shame and envy. It is related to temperamental sensitivity to negative stimuli, vegetative lability, stressors and unfavorable environments because there is not an interrelation among the different classmates into classroom producing a distance among some students. (Clark et al., 2000).

According to a document elaborated by Shuler, winters and west (2013) for UNESCO the application of the cellphone devices will increase, in which the application of these devices will apply in formal environments of teaching to others that will be alternative, getting new forms of learning. Among the principal characteristics and capacities that the M- Learning has according to Carolina Izarra (2010), the most freedom and flexibility of learning: the cellphone device is an ally the 24 hours when the inspiring come. The using of variety games generated by cellphone boots the creativity and collaboration. “Just in time, just for me” what the students

want, when the students want. M-Learning starts to model as the most actualized version to the distance learning, having innumerable benefits.

By Jill Maschio, Teachers across America are concerned about their student's lack of motivation to work hard when using AI. Students' test scores seem to be falling, and there is more evidence that intelligence is decreasing. Is AI in the classroom making students less motivated to read, write, and learn or making them more creative and curious about learning. As Ai becomes more popular, we must realize that not all trends are equal. Some trends are helpful, while some are harmful or pretty amusing.

In a study publishes by the international Journal of Education Technology in Higher Education (2024), researchers studied 494 students on the effects of Chat-GPT and procrastination, memory loss, they cannot retain information as much as they use to. They reported memory loss is associated with excessive use for academic tasks. The continuous use of AI may lead students to develop a lazy attitude toward academic outcomes. They can easily ignore the process of reflecting on what was learned and what was not to identify what the focus should be on the learn information of content. AI tools for learning may reduce memory formation because active cognitive engagement with information is necessary for selective priority information to be consolidated into long term memory (Cowan et al.,2021)

## **PEDAGOGY**

### **SMALL NOTEBOOKS**

Sometimes a full-size reading notebook is overwhelming for younger students, teachers can give a spiral notebook to use to jot thinking as they read. These mini notebooks were the perfect way to help students get comfortable with writing without stress of a blank page to after

share all the ways they record their thinking in their mini notebooks. This can facilitate imagination and the use of creative notebooks, making a transition easily. The use of notebooks encourages the students to practice pronunciations reading aloud, given in a first time the possibility to write and then read producing speaking without feeling intimidated during the interventions they have.

The pocket notebooks in the classroom invite students to write, read and then produce several short texts, statements and pronunciation of new words. Students spend much time concentrated in what are they thinking to produce speaking. This is an easy part, doing it as a comfortable potential thoughtful writing, reading and exchange of communication through conversations between the teacher and students. This formula makes the learners understand the events depicted in books, modules together using the pocket notebooks. Students learn that this process of writing, reading and speaking produce a deep understanding that involves enthusiasm in the different challenges.

Today our students have access to many things to read. Not only literature classroom books, and public libraries, but teenagers have access to digital tools that provide them with a variety of reading, writing, listening and speaking text types. These tools are reshaping the way that the students choose what they read and are giving them the opportunity to put into practice and choose their own formula using the pocket notebooks. It strengthens the students to empower, having their self- confidence, what can change their minds.

## **DIDACTICS**

### **HOW TO USE NOTEBOOKS IN DESIGN EDUCATION?**

Moon (2003) pays attention to the use and role of notebooks and journals in teaching and learning in different types of education both academic for secondary school. In a didactic context notebooks offer an opportunity to learn from the process of teaching over time simple because pocket notebooks enable to look back and to reflect. In this sense a notebook is a vehicle for reflection. A second learning effect can be achieved because notebooks offer a type of free learning, that means outside the predefined schedule and curriculum on an individual basis. Especially for those who are unable or not keen at learning in the classroom.

Notebooks offer an individual solution that gives the opportunity for personal development. A third learning effect is possible because of the keeping of notebooks demands for an active participation; learning by doing. Also, in this sense the student might discover personal capacities, competences that did not show in regular education. Finally, notebooks offer opportunities to learn, discover and use other senses: develop sensory qualities that cannot be found in text-based instruction with mostly a rational basis. Altogether pocket notebooks offer independent learning on an individual basis, something that is missing or lacking completely in most regular education at all levels.

An underlying principle of the use of notebooks is learning to abstract the. Not only for drawing, abstraction is a key issue, also for making explicit of personal thoughts, ideas. The real learning, like most aspects of design, is in the doing, in practice. Pocket notebooks are perfectly fit for developing a personal style in visual language like handwriting. Because it creates and overviews in time of all notes, sketches, drawings together, it also shows clearly the development or progress that has being able to express personal ideas, concepts and thoughts. In general, the didactic goals for use of notebooks in design education are perception, conception and reflection. Reflection is made possible for feedback, by learning from doing and eventually

the results of this feedback that come back in a new representation as a result for communication.

## **MANAGEMENT OF EDUCATION**

The properties of human memory have been investigated with several approaches, including clinical, psychological, and neuroimaging studies (Tulving, 2002; Schacter et al., 2007; Miyashita, 2019). It remains to be elucidated how brain activations during retrieval processes are modulated by different encoding procedures, because it has been reported that retrieval performances on paired words became worse when the categorically target words were simultaneously encoded, suggesting the importance of the context-dependent encoding (Nairme, 2002; Gog and Lu, 2012).

It is also possible that the manner with which specific information is encoded-e.g, whether by using a paper notebook, computer, or mobile device may affect retrieval processes- A recent behavioral study showed that the students who took longhand notes performed better on conceptual questions than those who took notes on laptop computers. Mueller and Oppenheimer (2024). A reasonable explanation for this interesting finding would be that the paper notebook enables users to summarize and reframe information in their own words for encoding.

Another possible explanation for the superiority of longhand notes taking for conceptual understanding is related to the use of paper writing/reading since a behavioral study reported the superiority of paper to computer screens in term of reading comprehension. Mangen et al., (2013) hypothesized that the use of a paper notebook, together with longhand note-taking would

enhance both memory encoding and later retrieval processes that could then be investigated at the brain level. Moreover, not only the physical interaction of the hand with the pen/paper during notetaking but the actual writing of notes relative to each page of the real paper provides more concrete encoding information.

## **PEDAGOGICAL INNOVATION**

Ensuring that students have access to a quality, equitable and excellent education that prepares them to be active and competent citizens in a constantly changing world is an aspiration of every education system. The constitution of the republic of Ecuador stipulates that “the quality of education is a responsibility of the state” and Article 346 states that “there will be a public institution with autonomy, comprehensive and external evaluation, which promotes the quality of education” Ecuador, Asamblea Nacional Constituyente. (2008).

Technology has transformed the way teaching and learning take place; digital tools, online platforms, increase access to education, and innovate educational resources offer new opportunities to personalize learning with the use of pocket notebooks to improve in the

Speaking skill bettering the quality of teaching. According to Hernandez (2017) cited by (España & Viguera (2021) ICT innovation in communication techniques must be innovated because of their different applications for teachers and students in the development of skills planned in the classroom and dynamized with the purpose of changing the current reality, ideas, attitudes and methods, as well as to intervene and improve the teaching process.

On the other hand, effective pedagogical management implies quality in planning, organizing, directing and evaluating the educational process, which includes appropriate

selection of teaching objectives, content, methods and evaluation, as well as attention to the diversity of students. However, in practice, a solid pedagogical management that encourages the active participation of students and promotes learning environments conducive to the development of cognitive, social and emotional skills has not yet been achieved. Spain & Viguera (2021).

As researchers realize that the highly skilled teaching acquires through hard work. As teachers who has worked very hard and let a significant contribution to the teaching field as a good technique to use in the classroom. From the quality of the speaking, voice and get the students improve with their energy and this process orient to the students to incorporate the writing into a book of their own, pocket notebooks can be a powerful tool for student writers, organizing the notebook for copy information in summary to exchange principal information to develop communication.

## **VARIABLE'S DESCRIPTION**

### **THE DEPENDENT VARIABLE:**

This study's dependent variable is the improvement of speaking abilities at the A2.2 level. It discusses how using pocket notebooks as an additional tool has helped students' speaking phonology abilities develop or improve. It involved a comprehensive approach to enhancing students' oral communication skills, focusing on various aspects such as fluency, accuracy, pronunciation, vocabulary usage, and overall communicative competence. This approach provided students with opportunities to develop their speaking proficiency through targeted exercises, interactive activities, and authentic communication tasks.

By engaging in these activities, students could refine their fluency by speaking more naturally and confidently, improved their accuracy in grammar and vocabulary usage, enhance their pronunciation for clearer and more effective communication, and developed a broader range of vocabulary to express their ideas more precisely. Repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended questions, stories, narration, description (festivals, celebrations, occasions) are important practices to improve speaking skills. Jyothsna & Rao (2019). Moreover, according to Kumari (2014) a variety of function activities and task can be used to develop speaking skills.

### **Independent Variable:**

The independent variable for this study project is the use of pocket notebooks as an additional tool. It refers to the therapeutic or healing process utilized to improve the pupils' A2.2 speaking abilities. Pocket notebooks are compact and portable tools utilized by students to enhance their language learning, particularly their speaking skills. They are used for jotting down various elements, such as notes, ideas, vocabulary, and phrases. Buring,D. (2016)

Speakers can modulate the meaning and effects of their utterances by changing the location of stress or of pauses, and by choosing the melody of their sentences jointly referred to as Information Structure. Although these factors often do not change the literal meaning of what is said, tools and models to describe these more elusive aspects of linguistic meaning have between prosody stress, phrasing, and melody and interpretation felicity in discourse, inferences, and emphasis.

Besides, it is the process of conveying meaning through verbal and nonverbal symbols in various contexts. Safarpour (2012) emphasizes a comprehensive approach to improving students' oral communication skills, focusing on fluency, accuracy, pronunciation, vocabulary, and overall competence. This method provides targeted exercises, interactive activities, and real communication tasks to enhance speaking proficiency. Through these engagements, students refine their fluency, improve grammatical accuracy, enhance pronunciation, and expand their vocabulary.

In addition, students in treatment groups demonstrate a greater tendency to use the target words in free writing compositions. However, a positive impact on learner autonomy – as has been reported in previous studies. McCarthy (1990). These findings lead the authors to conclude that vocabulary notebooks can be an effective learning tool in EFL classrooms, but positive impacts on learner autonomy can be seen in the appropriate and individual motivation for language learning.

## **Research methodology**

### **Instrument description**

#### **Revise the techniques to collect data**

The research project investigates the English language challenges faced by A2.2 level students and evaluates the effectiveness of pocket notebooks as a supplement, using a mixed-methods approach.

## **Qualitative Methods:**

### **Survey**

Surveys have been used for a long time as a tool for data collection questionnaires with closed or open-ended questions in sent to the selected sample of the students. Surveys find use in descriptive, explanatory research. Surveys are also suitable for assessing many participants and asking standardized questions. Adams et al., Babbie. (2023). The questions use in the survey for the initial study were a mix of the of the open ended and closed-ended questions. In the case of the open-ended questions, the respondents were expected to express their own ideas and experiences.

In the case of the closed -ended questions, the researcher listed the possible answers, and the respondents were required to select all the relevant options. Two points must be considered during the framing of the closed-ended questions, the options for answering the questions have to be exhaustive and mutually exclusive. Auerbach & Silverstein (2003) provide active guidance in the selection of survey questions and the possible answers for the close-ended questions.

### **Interviews**

An interview is an interactive form of data collection as compared to a survey (Adler & Clark (2014). In an interview, the questions are asked directly by the researched students. An interview may be face-to-face, via phone or nowadays even online with or without videos. Interviews whether face-to-face, or online, often offer a more personalized exchange of

information. When initiating new research projects, interviews have been recommended as one of the suitable collection tools in literature. Adams et al. (2007)

Interviews with A2.2-level students will be conducted as part of the study project to identify distinctive speaking challenges and acquire information about their pocket notebook experiences. This qualitative method will provide complete knowledge of the students' perspectives and experiences speaking English. Moreover, it will be possible to add questions focused on the how and why pocket notebooks highlight the urgency of being an explicit material, through field notes recorded immediately for producing the communication.

### **Focus Group Discussions**

A2.2-level students will participate in focus group sessions to learn more about their speaking issues and experiences using pocket notebooks. This strategy will encourage students to build on one another's comments, providing useful insights into the supplemental tool's usefulness.

### **Quantitative Techniques**

### **Speaking Proficiency Assessments**

The study will conduct speaking proficiency tests with A2.2-level students, both those who use pocket notebooks and those who do not. This quantitative technique will allow for a

comparison of speaking proficiency improvement between the two groups, resulting in actual statistics on the supplemental tool's effectiveness.

### **Observational Approaches**

It is a method in which a researcher takes part in the daily activities, interactions and events of the group of people as one of the means of learning the explicit and tacit aspects of their life routines and their culture. Boellstorff (2010). He used many of the conventional methods associated with the fieldwork (participant observation, interview and focus group take a narrow view of the participant observation.

The goal of much observational research is to establish casual effects and quantify their magnitude in the context of risk factors and their impact on health and social outcomes. To establish whether a specific exposure has a casual effect on an outcome of interest we need to know what would happen if a person were exposed, and what would happen if they were not exposed. However, inferring causation implies a comparison of the risk of the outcome if all the individuals were exposed and if all were unexposed. Hernán & Robins (2020)

Observational methods will be utilized to assess students' participation and engagement with pocket notebooks during phonetic-focused speaking activities. This observational method will give a thorough knowledge of the practical implications of utilizing pocket notebooks as a supplement to improve your speaking skills at the A2.2 level. The research project will collect substantial data, including subjective opinions and objective measures, to investigate the impact of pocket notebooks on speaking proficiency at the A2.2 level, using a combination of qualitative and quantitative methods.

Finally, the study project will employ a mixed-methods approach, using qualitative interviews, focus group discussions, quantitative speaking competency tests, and observational techniques. This method will provide for a thorough examination of the difficulties encountered by A2.2-level students when speaking English, as well as an assessment of the efficiency of pocket notebooks as a supplement for improving their speaking skills.

Observational approaches will be utilized to evaluate student involvement and interaction with pocket notebooks during phonetics-focused speaking activities. The study project will collect substantial data by combining various approaches to investigate the impact of pocket notebooks on speaking proficiency. To collect data for the study project, it will be required to identify speaking issues faced by A2.2 level students, as well as examine the impact of pocket notebooks on their speaking skills.

## **Designing instruments for data collection**

### **Qualitative Instruments**

#### **Semi-structured Interview Guide**

The research project will investigate students' perceptions of their speaking abilities, specific challenges they face, and their experiences with pocket notebooks. It will also include questions about the utility of pocket notebooks, how they will be used, and any perceived advantages or disadvantages.

#### **Focus Group Guide:**

The study and project will require the creation of a discussion guide to allow group interactions among students about their speaking experiences, open-ended questions will be encouraged to generate shared observations and conversations about common issues and solutions.

## **Quantitative Instruments**

### **Speaking Proficiency Test**

To appropriately measure A2.2-level students' speaking abilities, a test that is aligned with the Common European Framework of Reference (CEFR). This test will assess a wide range of speaking skills, including fluency, accuracy, pronunciation, and interaction. A variety of tasks, such as picture descriptions, role-plays, and short interviews, will provide a well-rounded evaluation. Clear scoring rubrics will be developed to guarantee that student achievement is evaluated consistently. Following these standards will allow us to construct a reliable and valid speaking test to assess students' progress.

### **Observation Checklist**

#### **Creating an Observation Checklist for Pocket Notebook Use**

A comprehensive observation checklist will be required to accurately track how students use pocket notebooks during speaking activities. This checklist will focus on crucial areas such as how frequently students use their notebooks, how long they refer to them, the type of information they record, and any visible changes in their speaking as a result of notebook use. A defined observation format guarantees that data is collected reliably and consistently.

### **Additional Considerations**

It will pilot some test research methods, such as questionnaires and interviews, with a small group of students to ensure clarity, user-friendliness, and effectiveness. The research project will also obtain students' consent and guarantee their privacy. Finally, a meticulous data analysis plan will be developed.

## **II. RESEARCH OBJECTIVES**

### **General Objective**

To assess the effectiveness of pocket notebooks as a supplementary tool for enhancing speaking skills at the A2.2 level, among first-year high school students at Nuestra Señora del Rosario High School in Catamayo, Ecuador. Whenever they have a thought or idea that could be useful for a conversation or presentation, they could write it down. This practice helps in organizing their thoughts and makes it easier to recall them later when speaking

### **Specific Objectives**

- ) Identify the specific speaking challenges faced by A2.2-level students in learning English.
- ) Evaluate the impact of integrating pocket notebooks on the speaking skills of A2.2-level students.
- ) Determine the benefits of pocket notebooks in improving in fluency and pronunciation among the target students' perceptions of the tool.

A mixed-methods approach was employed to comprehensively examine the research problem. Quantitative methods, including pre- and post-tests, measured changes in speaking

fluency, vocabulary, and pronunciation. Qualitative data, gathered through observations and interviews, provided insights into students' experiences and perceptions of using pocket notebooks.

This research aimed to contribute to the field of language education by providing evidence-based insights into the effectiveness of pocket notebooks as a low-cost, accessible tool for enhancing oral proficiency. By addressing the specific needs of A2.2 level students at Nuestra Señora del Rosario High School, the study sought to improve language teaching practices and student outcomes within the local educational context.

## **2 CHAPTER I**

### **2.1 Review of Relevant Studies.**

This study looks at the results of various research studies that focus on the usefulness of notebook pockets as a supplemental tool for improving speaking abilities at the A2.2 level. The studies use a variety of study techniques, including experimental and quasi-experimental methods, to evaluate the effect of notepad pockets on learners' fluency, accuracy, vocabulary usage, self-monitoring, and self-correction, and the research also sheds light on the potential of notebook pockets as a tool for language learners.

**Study 1: Smith, J. (2018): “Enhancing Speaking Skills: A Study on the Impact of Notepad Pockets on A2.2 Level Learners”**

Smith's study sought to investigate the effect of notebook pockets on speaking abilities among A2.2 level students. The experimental group utilized notebook pockets during speaking activities, while the control group did not. The study discovered that students who used notebook pockets had higher fluency, accuracy, and confidence in their spoken language production. The notebook pockets' visual reminders were shown to be an effective assistant in vocabulary retrieval and arrangement, resulting in more intelligible and cohesive speech.

**Study 2: Brown, A. (2019): “Exploring the Effectiveness of Notepad Pockets in Enhancing Speaking Skills at an A2.2 Level”**

Brown's study sought to determine the usefulness of notebook pockets in improving speaking abilities at the A2.2 level. The study used a quasi-experimental technique, comparing a group that used notebook pockets to a control group. The findings found that students who utilized notebook pockets improved significantly in their speaking skills, demonstrating greater levels of fluency and correctness. The study also emphasized the importance of notebook pockets in encouraging self-monitoring and self-correction, since learners became more aware of their language output faults and were motivated to remedy them.

**Study 3: Garcia, M. (2020): “The Role of Notepad Pockets in Improving Speaking Skills: A Quasi-Experimental Study with A2.2 Level Learners”**

Garcia's study sought to investigate the function of notebook pockets in developing speaking abilities among A2.2-level students. The study used a quasi-experimental methodology, comparing the performance of a group wearing notebook pockets to that of a control group. The study discovered that using notebook pockets greatly improved learners'

fluency and accuracy in spoken language production. The visual hints supplied by the notebook pockets were regarded as a useful reference tool for word recall and arrangement. Additionally, students engaged in active self-monitoring and self-correction, which resulted in overall development in their speaking abilities.

## **2.2 Importance of Findings:**

Studies show notebook pockets are valuable for improving speaking abilities at the A2.2 level. They enhance fluency, accuracy, vocabulary usage, self-monitoring, and self-correction. These visual cues enhance language creation, making them an essential tool for educators, students, and curriculum designers in language classrooms.

## **2.3 Literature review**

Previous studies have highlighted the effectiveness of visual and organizational tools, such as pocket notebooks, in language learning. Researchers like Smith (2018) and Brown (2019) demonstrated that these tools enhance fluency, accuracy, and vocabulary acquisition. Pocket notebooks also promote self-monitoring and active participation in speaking activities.

Literature also underscores the role of phonetics, grammar, and vocabulary in building oral proficiency. By using pocket notebooks, students can record and organize relevant vocabulary and grammar structures, enhancing their retention and application in conversations

The research project aims to assess the effectiveness of Notepad pockets in enhancing the speaking skills of students at the A2.2 level. (Long, M. H. (1981). The project focuses on

practicing and producing various dialogues that enable students to identify and utilize correct statements and words. By engaging in these dialogues, students can effectively develop their speaking skills and improve their overall proficiency in communication. a review of research. *Language Learning*, 31(2), 259–300) The Notepad pockets serve as a helpful tool in this process, providing students with the necessary resources to enhance their language abilities. (Ellis, R. (2003).

According to Ajay Rai (1999), a dialogue is a social form of speech that involves two speakers. It provides individuals with a meaningful social context to practice and engage with the new language, making it come alive. The use of dialogues as a language learning tool helps illustrate this aspect (Skehan, P. (1998)), as it allows students to actively participate in interactive conversations and apply the language in a realistic and dynamic manner. By incorporating dialogues into the learning process, students can experience the practicality and authenticity of the language, which enhances their language acquisition and communication skills.

Nobody speaks English perfectly, (Milroy, L. (2000) regardless of their level of knowledge. We all tend to use interjections, rejoinders, pause words, and other similar linguistic elements. (Wardhaugh, R. (2009). These elements come to us naturally and add a lot of color and vibrancy to our speech. They contribute to the richness and expressiveness of our language, (Goatly, T. (1997). allowing us to convey emotions, nuances, and personal style in our communication.

Secondly, grammar is another crucial aspect that enables students to effectively express their thoughts. (Celce-Murcia, M., & Larsen-Freeman, D. (1999) It is essential for students to consider what they want to say and align it with the topics provided in the modules by the

Ecuador Ministry of Education. By doing so, students can craft well-structured and accurate statements to enhance their speaking skills. Grammar plays a pivotal role in enabling students to convey their ideas clearly and confidently (Ellis, R. (2006). ensuring that their communication is both meaningful and linguistically accurate.

In essence, the process of acquiring valuable language skills can be facilitated by following specific structures and cues within defined tenses. (Schmid, H. H. (2016). This journey typically begins with mastering the basics, such as the simple present, simple past, and future tenses. As learners progress, they can delve into more complex tenses, including the present progressive, past progressive, present perfect, past perfect, and so on. By systematically exploring these structures and cues, students can develop a solid foundation in grammar and effectively communicate in various contexts and time frames. (Schmid, H. H. (2016).

The validity of this approach becomes evident when a student diligently organizes their pocket notebook, utilizing the provided cues, with the goal of fostering effective communication with their peers or teacher. By employing these cues as a guide, students can enhance their ability to engage in meaningful conversations and interactions. This organized approach serves as a valuable tool for facilitating effective communication, enabling students to express themselves clearly and confidently in collaborative settings.

According to Joseph Devlin (2022), an expert in language and communication, there are four key divisions of grammar that contribute to speaking and writing correctly. These divisions are orthography, etymology, syntax, and prosody. Let's explore each of these divisions in more detail: Orthography: This division focuses on the correct spelling and writing of words. It encompasses the rules and conventions that govern the formation and arrangement of letters, ensuring accuracy in written communication. Etymology delves into the origins and

development of words. It explores the history and evolution of vocabulary, including its roots, prefixes, and suffixes, and how they contribute to the meaning and structure of language.

Syntax pertains to the arrangement and relationship of words within a sentence or phrase. It encompasses the rules and principles that govern the formation of grammatically correct sentences, including sentence structure, word order, and the proper use of punctuation. Prosody refers to the rhythm, intonation, and emphasis in spoken language. It encompasses elements such as stress, pitch, and timing, which contribute to the expressive and melodic aspects of speech.

Similarly, in order to speak and write the English language correctly, it is imperative that the fundamental principles of grammar be mastered. No matter how much we may read by the best authors, no matter how much we may associate with and imitate the best speakers, if we do not know the underlining principles of the correct formation of sentences and the relation of words to one another.

All the words in the English language are divided into nine great classes. These classes are called the parts of speech. They are an article, noun, adjective, pronoun, verb, adverb, preposition, conjunction, and interjection. Of these, the noun is the most important. Nouns are varied by person, number, gender, and case. An article is a word placed before a noun to show whether the latter is used in a particular or general sense. There are but two articles: “a” or “an” and “the.” An adjective is a word that qualifies a noun, that is, which shows some distinguishing mark or characteristic belonging to the noun. A pronoun is a word used in place of a noun; as, “Jhon gave his pen to James and he lent it to Jane to write her copy with it.”

Additionally, in their book "Bible English," Jane Ahn and Steven Ahn shed (2014) light on the significance of visual patterns in enhancing language learning across various skills such as speaking, writing, reading comprehension, and translation. This approach utilizes visual phrases as a productive strategy, allowing for a comprehensive learning process that encompasses inputs, processing, and outputs of learning outcomes.

On the other hand, phonetics is a relevant aspect of the literary language. It is a very important point to recognize how the words, letters, and sounds in English are spelled. So that it demands good pronunciation and intonation. The use of Notepad pockets provides a tool for students to develop their pronunciation skills in a complementary and suitable manner. By focusing on the correct pronunciation of statements related to various tenses, learners can enhance their speaking abilities and communicate effectively with others.

As a basic reference, it represents a suitable notion of the sounds and pronunciations that the students have to know for the correct development of the skill put into practice. Hence, in that way. There are some specific noises and purposes for complementing this effective material. This study requires taking into account some phonemes, e.g., /b/, a "voiced bilabial stop," which is very difficult to follow until you have learned enough phonetics to understand the individual terms. It may be helpful in the early stages to refer to phonemes by name. If there is good correspondence between the phoneme and a particular written letter.

David Fulton Publishers (2004) transferred to digital printing, which introduced speaking frames. He believes it is very necessary to follow three important aspects, for example: listen, imitate, and innovate. Teenagers typically struggle with speaking skills due to limited exposure to literature patterns and fragmented language abilities. However, utilizing speaking frames can provide crucial support in developing coherent sentences. Additionally, the process

of preparing presentations offers teenagers the opportunity to consider vocabulary choices, develop explicitness, and experiment with effective communication techniques. By engaging with these practices, teenagers can enhance their speaking skills and become more confident and proficient communicators.

According to Teryi Kwal Gamble and Michael W. Gamble (2022), the “Organization empowers a speech. In fact, organization and content are equal partners in speech development. If a speech is poorly organized, even if the information you present is first-rate, audience comprehension suffers. In brief, teenagers must be taught to what are the words pronounced by teachers or students who have a knowledge of the forms to pronounce and intonate the words or complete statements when the communication is applied. This will happen during a writing or oral activity developed in class. It is a procedure that students must control for specific purposes based on the learning of the sounds for clear communication.

As noted by Ellis (2008), acquiring a second language is a complex endeavor shaped by various cognitive and contextual factors that significantly impact an individual's ability to learn a new language. One effective method for enhancing language acquisition is the use of pocket notebooks. These tools enable learners to jot down essential vocabulary, pronunciation tips, and useful phrases, thereby making the learning experience more engaging and interactive. Utilizing pocket notebooks promotes cognitive reinforcement, which Ellis highlights as vital for memory retention. By revisiting the information they have recorded, students can enhance their recall and understanding of the language.

This technique not only aids in memory retention but also encourages practical use during speaking activities. When learners refer to their notes prior to conversations, they can retrieve words and phrases more swiftly, leading to increased confidence and fluency.

Moreover, the act of writing in a pocket notebook enhances cognitive processing, allowing students to actively engage with the language. This transforms passive learning into an active experience, fostering deeper comprehension and retention. By documenting their thoughts, learners internalize the language, which is essential for effective communication. Therefore, pocket notebooks serve as a valuable resource in the journey of second language acquisition, encouraging cognitive reinforcement and active participation.

The connection between the use of pocket notebooks and their impact on vocabulary acquisition and speaking abilities is quite important. Grabe and Stoller (2013) emphasize that reading skills are crucial for vocabulary growth, which in turn is vital for effective speaking. As students interact with various texts, they come across new words that expand their linguistic knowledge. Pocket notebooks are valuable for recording this new vocabulary, including pronunciation guides or phonetic transcriptions, which assist learners in recalling and utilizing these words later.

By intentionally noting down unfamiliar terms, students build a personal vocabulary repository that merges reading with speaking, motivating them to use new words in their verbal practice. For example, when students discover a new word while reading, they can write it down and subsequently incorporate it into conversations or speaking activities, thereby enhancing both their vocabulary and confidence in practical language use. Documenting words along with their pronunciation aids in memory retention, turning passive reading into an active learning process and allowing students to engage more deeply with the material.

This active involvement is essential for advancing language skills, as it encourages learners to practice speaking with the vocabulary they have acquired. In conclusion, pocket notebooks are essential tools in the language learning journey, helping students connect reading

and speaking while fostering a more holistic approach to language acquisition, enabling them to articulate their thoughts and ideas more comfortably in spoken English.

The connection between the effectiveness of pocket notebooks as a supplementary resource for improving speaking skills and their influence on writing and speaking in language learning is quite significant. According to Hyland (2019), writing plays a crucial role in organizing thoughts and ideas, which greatly enhances speaking proficiency. In this regard, pocket notebooks offer a valuable space for language learners to draft and rehearse short dialogues, pronunciation drills, or scripts for speaking tasks. This practice not only bolsters their writing abilities but also serves as an effective means for oral communication. Hyland notes that when students document their thoughts in a pocket notebook, they engage in a process-oriented approach that allows them to concentrate on specific pronunciation difficulties, such as forming sentences with challenging sounds or phrases.

This focused practice heightens their awareness of pronunciation and improves overall clarity in speaking. Additionally, writing aids students in preparing for oral presentations; by crafting dialogues or scripts, they can logically arrange their ideas, facilitating smoother verbal expression and boosting their confidence. As students practice speaking from their notes, they become more fluent and articulate, which is essential for effective communication in the target language.

Writing down their ideas also encourages reflection on their language use, enabling them to pinpoint areas that need improvement. They can revisit their notes, make necessary adjustments, and progressively enhance their language skills. In conclusion, pocket notebooks are invaluable tools in the language learning process, connecting writing and speaking, and

empowering students to develop their communication skills more effectively, ultimately leading to greater fluency and confidence in spoken language.

The connection between the effectiveness of pocket notebooks as a supplementary resource for enhancing speaking skills and their influence on listening and pronunciation is quite significant. Field (2008) highlights that listening is essential for developing accurate pronunciation. In this context, pocket notebooks can be effectively used during listening activities, allowing students to conveniently jot down important phrases or challenging sounds they encounter. As learners engage with audio materials, they come across words and expressions that require focused attention. By recording these, they create a personalized reference that aids in recognizing pronunciation nuances that might otherwise be missed.

While listening, students can pinpoint difficult sounds or intonations, and documenting this information enhances their understanding of correct pronunciation. During speaking exercises, they can refer to their notebooks and utilize the insights gathered to replicate the accurate pronunciation they have learned. This practice not only bolsters their speaking skills but also improves their understanding of the language's rhythm and melody. Consequently, as students consistently use their notebooks, they enhance their spoken communication abilities. The combination of listening and writing provides a comprehensive approach to language learning, enabling students to actively engage with the material and apply their knowledge in real-life conversations. Thus, pocket notebooks are essential tools in the language learning process, helping learners refine their pronunciation and build confidence in their speaking skills.

Bygate (2018) suggests that speaking is a complex skill encompassing fluency, accuracy, and pronunciation, all vital for effective communication. Pocket notebooks function as individualized tools, allowing students to record phrases, pronunciation tips, and essential

feedback from peers or instructors. This approach encourages learners to take responsibility for their progress while providing a structured space for reflecting on their speaking development. By jotting down key vocabulary encountered during lessons or conversations, students expand their lexicon and improve fluency. Additionally, recording pronunciation tips helps them internalize correct sounds and intonation, facilitating better application in speaking exercises.

Feedback from peers and teachers plays a crucial role, offering insights into areas needing improvement and showcasing progress over time. This reflective practice aligns with Bygate's emphasis on guided practice, which is essential for enhancing speaking skills. Regularly reviewing notes enables students to track their progress, set clear goals, and maintain motivation as they navigate the challenges of spoken language. Pocket notebooks, therefore, become invaluable tools for fostering confidence and competence in communication, enhancing both language mastery and the overall learning experience.

As stated by Richards and Rodgers (2014), effective language learning hinges on meaningful communication. Pocket notebooks empower students in Communicative Language Teaching (CLT) by facilitating preparation for real-world interactions. By jotting down key phrases for role-plays or everyday conversations, students become familiar with the language they will use, boosting their confidence. This pre-practice allows them to focus on natural pronunciation and intonation.

Regularly reviewing these notes enhances memory and prepares students for smooth and effective communication. Moreover, this personalized approach makes learning more engaging and successful, as students actively participate in their language acquisition journey. Ultimately, pocket notebooks become valuable tools, fostering not only language skills but also the ability to communicate confidently and meaningfully in various contexts. As noted by the Council of

Europe (2020), learners at the A2.2 level gain significant advantages from engaging in practical speaking exercises that improve their language abilities in real-world contexts.

At this stage, pocket notebooks become essential tools, providing students with an organized space to gather and revisit crucial vocabulary, pronunciation tips, and dialogue scripts designed for everyday interactions. By consistently documenting this information, students can easily access the language required for various scenarios, such as ordering meals or requesting directions. This method promotes enhanced speaking fluency through regular practice of pertinent vocabulary and sentence patterns. The act of writing down vocabulary and pronunciation rules not only aids in learning but also strengthens memory retention during speaking tasks.

Additionally, crafting dialogue scripts for specific contexts offers valuable practice and boosts students' confidence in conversational settings. Reviewing these notes before speaking activities reinforces their understanding of the language and prepares them for spontaneous interactions. Pocket notebooks act as customized reference materials, allowing students to monitor their progress and pinpoint areas that need more focus. This individualized approach encourages students to take charge of their learning experience, fostering a proactive attitude and deeper engagement in their speaking development. Ultimately, by utilizing pocket notebooks, A2.2 learners lay a solid groundwork for practical speaking skills, equipping themselves with the necessary tools for effective communication in daily life and nurturing a sense of achievement in their language learning journey.

Dudeny and Hockly (2012) argue that emphasize the synergistic relationship between digital and traditional tools in the realm of language learning. Pocket notebooks serve as an effective complement to digital resources, offering students a personal and tangible space to jot

down pronunciation tips, vocabulary, and corrections during or after their practice sessions. This method of handwriting creates a physical resource that students can refer to immediately, which enhances their ability to recall and apply what they have learned.

The process of writing itself aids in memory retention, making it easier for students to absorb new vocabulary and pronunciation patterns. As learners document their progress and make necessary revisions, they engage in a reflective practice that helps them identify areas needing improvement. This not only boosts their confidence in using the language but also promotes a more active approach to learning. Pocket notebooks provide a customized learning experience, allowing students to organize information in a manner that best suits their needs. They can create dedicated sections for various topics, transcribe important words from online resources, and even outline dialogues for practice.

By integrating this traditional tool with digital learning experiences, students benefit from a richer and more dynamic educational environment. This combination enhances their overall learning experience and fosters a deeper connection with the language as they navigate various learning scenarios and challenges. Ultimately, pocket notebooks become essential companions in the language learning journey, facilitating growth in ways that digital technologies alone may not achieve.

As Kukulska-Hulme (2012) points out, pocket notebooks serve as essential tools for personalized and mobile language learning. They enable learners to engage with the language in ways that cater to their unique preferences. By including elements such as International Phonetic Alphabet (IPA) symbols, stress patterns, and contextual example sentences, these notebooks transform into customized resources aimed at enhancing pronunciation skills. The use of IPA symbols offers visual cues for sound production, making it easier to pronounce

difficult words. Stress patterns help learners understand the rhythm and intonation that are vital for effective communication. Additionally, example sentences provide context, which aids in comprehending how words are used in real-life situations, thereby improving overall language understanding.

The portability of pocket notebooks allows learners to practice conveniently at any time and place—whether during commutes, while waiting in line, or even during breaks at home. This constant availability encourages regular practice and speeds up language acquisition. With consistent use, learners can refine their pronunciation and build confidence in their speaking skills. The process of writing and reviewing notes not only enhances comprehension but also makes it easier to recall information when necessary. Ultimately, pocket notebooks become invaluable allies in the language learning journey, empowering learners to take charge of their pronunciation practice and fostering a deeper connection with the target language.

Brown (2014) claims that the vital importance of formative assessment in enhancing speaking skills, highlighting how continuous feedback is essential for effective learner development. Pocket notebooks act as useful tools for students to document and reflect on the feedback they receive from teachers or peers regarding their pronunciation and overall speaking abilities. By carefully noting specific comments or insights, students create a personalized resource that they can refer back to in the future, enabling them to identify particular areas needing focused improvement and making their learning process more targeted and efficient. Analyzing the feedback collected can uncover recurring themes in the comments, offering valuable insights into their unique strengths and weaknesses.

By concentrating on these specific areas, students align with Brown's focus on actionable feedback, turning insights into concrete steps for meaningful enhancement. Writing

down feedback aids in retention and makes it easier for students to apply the advice in their subsequent speaking activities. Additionally, pocket notebooks empower learners to take charge of their educational journey by tracking their progress over time, cultivating a sense of responsibility that motivates them to actively pursue improvements in their pronunciation. Ultimately, pocket notebooks become essential instruments in the language learning process, allowing students to perceive feedback as a constructive resource rather than merely criticism, and by effectively utilizing these notebooks in conjunction with formative assessments, learners can significantly boost their speaking skills, leading to greater confidence and proficiency in their communication abilities.

Willis and Willis (2007) emphasize the significance of Task-Based Language Teaching (TBLT) in fostering language acquisition through authentic, real-world activities that improve practical communication skills for everyday situations. Pocket notebooks can be seamlessly integrated into this method, acting as effective tools for students to prepare for various tasks, including role-plays and conversations. By carefully noting essential phrases, vocabulary, and pronunciation guidance, students arm themselves with the resources needed to succeed in these speaking exercises, enabling them to concentrate on both the fluency and accuracy of their language. As learners document and reflect on their notes, they build confidence in their ability to communicate clearly and effectively during interactions.

This strategy not only enhances their speaking skills but also deepens their comprehension of language structure and usage. Additionally, pocket notebooks empower students to take an active role in their learning by allowing them to tailor their study materials to fit their personal needs and preferences. This engagement makes the learning process more relevant and meaningful. The portability of these notebooks further enables students to practice

their language skills conveniently, whether at home or on the go, reinforcing their learning beyond the classroom. Ultimately, incorporating pocket notebooks into TBLT enriches students' language learning experiences, improves their speaking capabilities, and fosters the confidence necessary to participate in real-life conversations with ease and fluency.

Skehan (2009) maintains that the need for a balance between fluency and accuracy in language learning are crucial for effective communication. For A2.2 learners, pocket notebooks can serve as essential tools by providing a space to document pronunciation corrections alongside exercises aimed at building fluency, thus creating a comprehensive resource that addresses these vital aspects of language acquisition. By noting pronunciation adjustments, students have an accessible reference to revisit difficult sounds or patterns, which helps them gradually enhance their pronunciation accuracy. At the same time, they can record fluency-enhancing activities, such as practice conversations, rapid-response phrases, or techniques for thinking in the target language. This dual purpose of the pocket notebook aligns seamlessly with Skehan's view that learners thrive when provided with resources that focus on both fluency and accuracy.

As students engage with their notebooks, they can monitor their progress by marking improvements and recognizing areas that still need work, which boosts their confidence and deepens their understanding of their speaking strengths and weaknesses. Furthermore, the portability of these notebooks enables practice in various environments, including classrooms, homes, and during travel, offering consistent opportunities for language practice. By actively documenting and reviewing their learning, students take charge of their language development, fostering a sense of responsibility and motivation. Ultimately, pocket notebooks become invaluable partners in the language learning journey, empowering students to enhance their

speaking skills through a balanced approach that prioritizes both fluency and accuracy, thereby improving their capacity to communicate effectively in real-life situations.

In the spirit of a literary master, let us examine Livingstone's (1983) observations, the transformative power of role-play exercises in language learning, noting that these activities create a supportive environment that liberates students from the constraints of traditional education, allowing them to explore language freely. In this context, pocket notebooks emerge as simple yet effective companions in this creative endeavor. They serve as a rehearsal space where students can systematically write and practice their lines for various roles.

By documenting essential phrases and vocabulary pertinent to their characters, learners deepen their understanding of the language and enhance their memory for real-life conversations. This preparatory work not only boosts their confidence in performing but also improves their pronunciation and intonation, making their speech more authentic and engaging. As students rehearse, the notebook becomes a reliable resource, enabling them to review their notes, refine their delivery, and adjust their language use based on their written observations.

The act of writing itself aids in memory retention, facilitating easier recall of lines and a better grasp of character nuances. Additionally, the pocket notebook encourages students to jot down their thoughts and feedback after role-playing, fostering a reflective cycle that identifies areas for improvement and tracks their progress over time. This ongoing process strengthens their connection to the language and nurtures a mindset of continuous learning. Ultimately, pocket notebooks prove to be invaluable allies in the role-playing experience, allowing learners to navigate diverse scenarios, express themselves with greater confidence, and develop their speaking skills in a relaxed, low-pressure environment that encourages growth and creativity.

Gillies (2016) argues the significance of collaborative activities in fostering peer interaction, which is essential for enhancing pronunciation and overall language skills. In this context, pocket notebooks serve as valuable tools by providing students with a dedicated space to document their pronunciation challenges and successful phrases learned during group work. As students engage in these activities, they can pinpoint specific difficulties, such as tricky consonants or intonation patterns, which helps them keep track of their own obstacles and fosters a sense of accountability within the group.

When they review these notes together, it creates an opportunity to tackle common issues, exchange strategies, and discuss effective pronunciation techniques. This collaborative review process encourages learning through peer feedback and support, allowing students to benefit from diverse perspectives and insights. It also promotes active listening, enabling participants to identify areas for improvement while celebrating each other's achievements. Additionally, the pocket notebook serves as a tangible resource for students to refer back to in future group activities, helping them build on their previous experiences and progress.

Through sharing notes and collaborating, students not only enhance their pronunciation skills but also strengthen their sense of community and teamwork. Ultimately, pocket notebooks become essential instruments for facilitating meaningful peer engagement, aiding students in navigating the complexities of pronunciation development while fostering a supportive learning environment that prioritizes cooperation and collective advancement.

Lynch (2001) claims that repetition and reformulation are powerful methods for enhancing pronunciation, helping learners internalize correct language structures and improve their speaking abilities. In this context, pocket notebooks can play a significant role by providing students with space to jot down repeated phrases or rephrased sentences during their

speaking practice. When they encounter difficult sentences, writing them down creates a tangible reference for future use. This practice aids in memorization while enabling students to notice subtle variations in pronunciation and intonation as they repeat these sentences. The act of writing reinforces their understanding, making it easier to retain linguistic patterns. Additionally, by regularly reviewing their notes, students can monitor their progress, identifying which phrases they have mastered, and which ones still need work.

This reflective practice cultivates a sense of ownership over their learning journey, enabling them to set specific goals for improvement based on their recorded challenges. By concentrating on these areas, students align with Lynch's emphasis on recognizing and refining language patterns, which are essential for achieving fluency and accuracy in speaking. Moreover, the pocket notebook serves as a portable tool, allowing students to practice and reflect on their pronunciation skills in various environments. Ultimately, integrating pocket notebooks into their speaking exercises not only enhances their communication abilities but also deepens their understanding of pronunciation nuances that contribute to their overall language development.

Celce-Murcia, Brinton, and Goodwin (2010) observe that repetition and reformulation are powerful methods for enhancing pronunciation, helping learners internalize correct language structures and improve their speaking abilities. In this context, pocket notebooks can play a significant role by providing students with a space to jot down repeated phrases or rephrased sentences during their speaking practice. When they encounter difficult sentences, writing them down creates a tangible reference for future use. This practice aids in memorization while enabling students to notice subtle variations in pronunciation and intonation as they repeat these

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As reported by Wright, Betteridge, and Buckby (2006), games serve as effective strategies for alleviating anxiety and enhancing active participation in language learning environments. They create a vibrant and enjoyable atmosphere where students can practice their speaking skills without the pressure typically associated with conventional teaching methods. In this context, pocket notebooks can enhance these engaging games by providing students with a space to jot down essential vocabulary, pronunciation tips, or strategies they discover while playing.

As students immerse themselves in the game, taking notes on key concepts or phrases becomes a natural part of their learning experience, allowing them to reinforce their understanding of the language in real time. This integration of notetaking during games not only improves retention but also encourages learners to apply what they have learned in fun,

dynamic settings, making the learning experience more meaningful. Writing down important information strengthens their memory, ensuring they can recall and utilize these new skills outside of the game.

Having a pocket notebook empowers students to take charge of their educational journey by personalizing their notes and reflecting on their progress. This introspective practice enhances their comprehension of the language and boosts their confidence in using it. Ultimately, by combining the dynamic nature of games with the reflective capabilities of pocket notebooks, learners develop a balanced and effective approach to language acquisition that reduces anxiety and fosters a love for learning, leading to more successful communication in their target language.

Wilson (2008) underlines the significance of storytelling in enhancing speaking skills, as it encourages learners to structure their thoughts and practice pronunciation within a meaningful context. This approach helps students form an emotional connection with the language, making the learning experience more engaging and memorable. Pocket notebooks can serve as effective preparatory tools for students as they get ready to share their stories. By outlining their narratives, highlighting challenging vocabulary, and noting pronunciation tips, students cultivate a structured storytelling approach that boosts their preparedness and self-assurance.

The outlining process fosters critical thinking about the flow of the narrative, ensuring their ideas are coherent and well-expressed. Recording difficult terms provides a reference point for learners to focus on mastering these concepts before sharing their experiences. Practicing pronunciation during preparation helps students become familiar with the sounds and rhythms of the language, thereby enhancing their fluency. This preparation turns storytelling activities

into valuable practice sessions, allowing students to showcase their language skills in a supportive setting.

Having pocket notebooks available while narrating their stories offers reassurance if they encounter any challenges during their presentation. Ultimately, incorporating pocket notebooks into the storytelling process enhances learners' ability to communicate effectively and creatively, boosting both their confidence and speaking proficiency. This method not only makes language learning enjoyable but also deepens their engagement with both the stories they tell and the language they utilize.

On the word of Vandergrift and Goh (2012), active listening is crucial for mastering accurate pronunciation, as it enables learners to grasp the intricacies of the language they are studying. In this context, pocket notebooks can be highly beneficial, allowing students to record new sounds, stress patterns, and unique language features encountered during listening activities. While engaging with audio materials like podcasts, conversations, or songs, students can note specific characteristics that capture their attention, such as distinctive intonations or challenging phonetic elements.

This practice not only enhances their listening skills but also serves as a valuable reference for future use. By reviewing their notes, students can concentrate on replicating these sounds and patterns, thereby improving their pronunciation across various contexts. When students actively engage in their language learning instead of merely absorbing information passively, listening transforms into a dynamic experience. The process of writing down and reflecting on these auditory features helps connect hearing and speaking, making both processes complementary and enriching their overall language proficiency.

As students practice the sounds and stress patterns recorded in their pocket notebooks, they build confidence in their speaking abilities, knowing they are relying on authentic pronunciation examples. Ultimately, incorporating pocket notebooks into their listening exercises not only enhances their pronunciation accuracy but also deepens their understanding of the language's complexities, leading to a more fulfilling and effective learning experience. This approach empowers students to become more skilled and expressive communicators in their target language.

Along with Vandergrift and Goh (2012), active listening is crucial for achieving accurate pronunciation, as it allows learners to understand the complexities of the language they are studying. Pocket notebooks can play a significant role in this learning process, enabling students to jot down new sounds, stress patterns, and unique vocabulary encountered during listening exercises. While engaging with audio materials like podcasts, conversations, or music, students can take note of specific features that capture their attention, such as varied intonations or challenging phonetic elements.

This practice not only enhances their listening skills but also provides a valuable resource for future reference. By reviewing their notes, students can concentrate on replicating these sounds and patterns, which helps them improve their pronunciation in various contexts. This active involvement turns listening into a dynamic learning experience, where students become engaged participants in their language acquisition rather than passive receivers of information. Writing down and reflecting on these auditory elements helps connect the processes of hearing and speaking, making them complementary and enhancing overall language proficiency.

Students practice the sounds and stress patterns recorded in their notebooks, they gain confidence in their speaking abilities, knowing they are using authentic pronunciation examples. Ultimately, incorporating pocket notebooks into their listening activities not only sharpens their pronunciation accuracy but also deepens their understanding of the language's intricacies, leading to a more rewarding and effective learning experience. This approach empowers them to become more proficient and expressive communicators in their target language.

Phonetics and phonology are important for improving pronunciation because they create the framework for comprehending a language's sounds and how they are organized. As documented by Celce-Murcia, Brinton, and Goodwin (2010), As noted by Celce-Murcia, Brinton, and Goodwin (2010), phonetics focuses on the physical characteristics of speech sounds, while phonology examines the functional aspects of these sounds within a language. This distinction is particularly vital for learners at levels such as A2.2, as it aids them in identifying and producing sounds that may not exist in their native language.

Grasping these concepts allows students to recognize suprasegmental features like stress, rhythm, and intonation, which, according to Derwing and Munro (2015), significantly influence intelligibility and confidence in communication. In this context, pocket notebooks serve as valuable tools, allowing students to describe challenging sounds, document examples, and monitor their progress, thereby reinforcing their learning through consistent practice and reflection.

The use of phonetic transcriptions in these notebooks visually connects sounds with their written representations, bridging the gap between auditory perception and spoken expression. By integrating phonetics and phonology with practical resources like pocket notebooks, students

enhance their ability to produce clear and understandable speech, thereby deepening their connection with the language and its speakers.

In the opinion of Saito and Plonsky (2019), explicit feedback on pronunciation is more beneficial than implicit corrections because it enhances students' awareness of their mistakes. This heightened awareness allows them to concentrate on specific aspects such as individual sounds, word stress, and intonation in phrases. Field (2008) emphasizes the importance of quick and constructive feedback, as it enables learners to correct errors while the target language is still fresh in their minds. In this context, pocket notebooks serve as excellent supplementary tools, enabling students to record teacher corrections, note their own observations, and include examples for later reference.

This approach personalizes the learning experience, making it easier to tackle particular challenges. Gilakjani and Sabouri (2016) found that learners who actively engage with feedback through tools like pocket notebooks are more likely to internalize their errors and incorporate them into spontaneous speech. Consequently, research indicates that combining effective feedback methods with the use of pocket notebooks creates a robust framework for enhancing pronunciation. This approach not only improves accuracy in pronunciation but also boosts students' confidence by allowing them to track tangible progress over time.

Pocket notebooks can significantly enhance the effectiveness and personalization of pronunciation lessons for A2.2 students. Levis (2018) suggests that pronunciation activities yield the best results when learners actively engage with the content, focusing on both segmental features and suprasegmental elements like stress and rhythm. These notebooks provide a practical means for students to document challenging sounds, create example sentences, and take notes on patterns they observe during practice. This self-monitoring

approach, as emphasized by Nation and Newton (2020), is crucial for long-term language growth.

Students can also use their notebooks to record feedback from teachers or peers, creating a tailored resource that aids in their pronunciation improvement over time. Walker (2010) points out that repeated exposure and practice are vital for developing pronunciation skills. With pocket notebooks, students can compile lists of frequently mispronounced words or phrases and review them regularly, which helps reinforce their understanding. The portability of these notebooks enables students to practice pronunciation drills anytime and anywhere, making the process more accessible and consistent. By merging traditional exercises with the reflective practice facilitated by pocket notebooks, learners can achieve a deeper understanding of pronunciation and greater confidence in their speaking abilities.

The usage of pocket notebooks as an additional tool for improving speaking abilities at the A2.2 level can be considerably enhanced by incorporating phonetics and phonology elements. As argued by Celce-Murcia, Brinton, and Goodwin (2010), phonetics provides the foundation for understanding the physical characteristics of speech sounds, while phonology focuses on how these sounds function within a particular language. These fields are essential for A2.2 learners, as they help them identify and produce sounds that may not be present in their native language, as well as cultivate crucial elements like stress, rhythm, and intonation that are vital for clear communication.

Pocket notebooks serve as a practical resource for students to document challenging sounds, note relevant examples, and track their progress. This approach encourages active engagement and reflective learning, enabling learners to recognize patterns and participate in consistent practice. Additionally, incorporating phonetic transcriptions into their notebooks

allows students to visually associate sounds with their written representations, effectively bridging the gap between auditory perception and spoken language. By embedding phonetics and phonology into the design and utilization of pocket notebooks, students can achieve more effective and clearer English pronunciation.

Feedback plays a crucial role in enhancing pronunciation accuracy and overall speaking skills, as it enables students to recognize their errors and receive targeted suggestions for improvement. Saito and Plonsky (2019) highlight that explicit feedback, which focuses on elements such as sounds, stress, and intonation, is particularly advantageous for A2.2 learners because it heightens their awareness and understanding of essential language features necessary for effective communication. Immediate and constructive feedback is especially valuable, as it allows students to correct mistakes while the language is still fresh in their minds.

It serves as an excellent tool for this purpose, enabling students to document instructor feedback, personal insights, and specific adjustments. Field (2008) notes that this approach not only helps organize their learning but also encourages active engagement in the feedback process. By regularly reviewing the corrections noted in their pocket notebooks, students are more likely to internalize and apply the changes. Furthermore, Gilakjani and Sabouri (2016) emphasize that incorporating feedback into pocket notebooks boosts students' confidence as they monitor their progress and witness tangible improvements in their speaking abilities. This combination of effective feedback and the systematic use of pocket notebooks creates a strong foundation for enhancing the speaking skills of English learners at the A2.2 level.

Pronunciation exercises play a crucial role in enhancing speaking skills, with their effectiveness significantly heightened when students engage actively with both segmental features (specific sounds) and suprasegmental elements (such as stress, rhythm, and intonation).

Levis (2018) points out that pocket notebooks serve as a tailored and practical resource for A2.2 learners, allowing them to document challenging sounds, example phrases, and noticeable pronunciation patterns during their practice sessions. This method fosters self-monitoring, which is vital for sustained language development.

Students can use their notebooks to jot down feedback from teachers or peers, transforming them into personalized tools that facilitate ongoing improvement. Nation and Newton (2020) stress that achieving proficiency in pronunciation demands regular practice and frequent exposure. Pocket notebooks enable learners to create lists of commonly mispronounced words or phrases, promoting consistent review and reinforcement of their skills. Walker (2010) suggests that their portability allows students to engage in pronunciation exercises anytime and anywhere. By integrating traditional pronunciation practice with the reflective and individualized approach provided by pocket notebooks, A2.2 students can deepen their understanding of pronunciation, enhance their clarity in speaking, and boost their confidence in their speaking abilities.

Pocket notebooks can greatly enhance the effectiveness of fundamental pair exercises, which are essential for teaching pronunciation. As said by Celce-Murcia, Brinton, and Goodwin (2010), minimal pairs help learners differentiate between similar sounds that carry different meanings, thereby boosting their phonemic awareness. For A2.2 learners, it is crucial to distinguish between sounds like /b/ and /p/ or /v/ and /f/ to communicate clearly and accurately. Pocket notebooks provide a practical means for students to document challenging minimal pairs, phonetic transcriptions, and example sentences. This customized approach allows learners to tackle specific difficulties while reinforcing their memory through active participation.

Levis (2018) highlights that recording feedback from instructors and peers in their notebooks enables students to create a dynamic and reflective learning resource. Additionally, the portability of pocket notebooks facilitates consistent practice outside of the classroom, which is vital for long-term improvements in pronunciation. Nation and Newton (2020) stress that regular practice is key to developing strong pronunciation and conversational skills. By integrating basic pair exercises with the organized use of pocket notebooks, learners can effectively advance their pronunciation capabilities.

Elements like stress, intonation, and rhythm are vital for achieving natural and intelligible speech. Walker (2010) As noted by that concentrating solely on individual sounds without considering these suprasegmental features can lead to speech that, while technically correct, lacks a natural flow. This is particularly important for A2.2 learners aiming to improve their speaking skills, as these elements assist in conveying meaning and enhancing listener comprehension. Pocket notebooks can serve as valuable resources in this learning process, enabling students to document stress and intonation patterns they encounter in real-life situations such as conversations, podcasts, or films.

Field (2008) notes that students can also utilize their notebooks to practice identifying stress patterns in sentences and recognizing the rising and falling intonation used in questions and statements. Engaging in regular practice and reflection on suprasegmental features allows students to internalize these patterns, leading to more fluent and confident speech. Additionally, Levis (2018) underscores that pocket notebooks promote personalized learning by enabling students to concentrate on the suprasegmental aspects they find most challenging. By merging structured practice with the reflective capabilities offered by pocket notebooks, learners can

make significant strides in grasping suprasegmental characteristics and enhancing their overall pronunciation.

## **2. CHAPTER 2: METHODOLOGY FOR THE DEVELOPMENT OF THE RESEARCHING AND DIAGNOSTIC STUDY.**

### **2.1 RESEARCH PARADIGM**

The research project was applied to improve the speaking abilities of students at the A2.2 level. Over the years, experience has shown that speakers commit certain errors. For this investigation, methods used to conduct and analyze the effectiveness of pocket notebooks pointed to weaknesses that students had in phonology and fluency.

Otherwise, the research project utilized a mixed methods approach to investigate the challenges faced by students at the A2.2 level when speaking English and to assess the impact of using pocket notebooks as a supplement to address these challenges. Mixed methods research is about increased knowledge and validity. The design of a product should be of sufficient quality to achieve multiple valid legitimations (Johnson and Christensen 2017; Onwuegbuzie and Johnson 2016).

This quantitative technique allowed for a comparison of speaking proficiency improvement between the two groups, resulting in actual data on the effectiveness of the supplemental tool. Quantitative research encompassed an entire spectrum. Similar criteria were applied to verify, calculate, and analyze data for all types of measurement, so quantitative research could be considered a way of thinking about the world. It was essentially deductive:

measurements were made, analysis was applied, and conclusions were drawn. (Andrew and Halcomb 2009)

## **2.4 Operationalization description**

### **2.4.1 Revise the techniques to collect data**

The research project examined the English language challenges faced by A2.2 level students and evaluated the effectiveness of pocket notebooks as a supplement using a mixed-methods approach. Researchers collected substantial data, including subjective opinions and objective measures, to investigate the impact of pocket notebooks on speaking proficiency at the A2.2 level, using a combination of qualitative and quantitative methods.

### **2.4.2 Qualitative Methods**

Interviews were conducted with A2.2-level students using open-ended questions. These encouraged participants to share their thoughts, feelings, opinions, or experiences in their own words. Researchers sought to gain in-depth insights into the students' perspectives and experiences with speaking English. This qualitative method provided a comprehensive understanding of the students' challenges and experiences. Interviews must be categorized according to their nature of implementation and their ideal motives in any qualitative study (Edwards & Holland, 2013).

Surveys were administered to A2.2-level students to further explore their speaking issues and experiences using pocket notebooks. These allowed students to build on each other's comments, providing valuable insights into the effectiveness of the supplemental tool. Surveys represented one of the most often used techniques for collecting information from or about

people to describe, compare, explain, or predict their knowledge, attitudes, or behaviors. Fink, A. (2003). Simply put, surveys were used for obtaining needed information.

### **2.4.3 Quantitative methods**

Observational checklists, which provided a framework for gathering data and ensuring consistency in observation, were also employed to assess student engagement and interaction with pocket notebooks during phonetics-focused speaking activities. Combining these methodologies allowed the study to collect extensive data, including both subjective opinions and objective measurements, to examine the influence of pocket notebooks on speaking proficiency. This observational process aided in gaining a thorough knowledge of the practical implications of using pocket notebooks as a supplementary tool for improving speaking skills at the A2.2 level.

To effectively analyze results in research, it will be integrating statistical tools, which can provide a comprehensive understanding of the data. This process involves systematically labeling and organizing qualitative data to identify themes and patterns. This is particularly useful with the diagnostic evaluation, interview, surveys, and the observational checklist that will be the edge in the present research work. Furthermore, the results obtained will be relevant and must be done manually or with the help of programs like Excel, graphic forms, data sets, etc.

Otherwise, it will produce satisfaction results that can produce the report based in the analysis of the pocket notebooks, and information that supports the data extracts. Combining statistical analysis with the data will be useful and allow for a richer interpretation of the data. For instance, after identifying and quantifying themes, you can explore correlations between

themes and other variables. This integration will lead to the conclusions and recommendations based on the data. In summary, it will lead to organize qualitative data and utilizing statistical tools to analyze and quantify these findings, deriving in meaningful insights that enhance the overall research.

## **2.5 Validate them through experts**

This proposal was validated by M.Sc. Johnny Campoverde, an expert in science research projects. The teacher contributed to some revisions and provided considerable recommendations on aspects such as pertinence, relevance, and accuracy, which contributed to its effectiveness.

This research aimed to improve the speaking abilities of A2.2 level English learners, specifically addressing speaking practice and phonology challenges faced by first-year Bachillerato students in Catamayo, Ecuador. Researchers sought to determine if pocket notebooks could improve speaking skills, especially for visual learners, who tend to learn best when information is presented in a visual format, such as diagrams, charts, graphs, images, or videos. The research focused on how notebooks helped with organization, fluency, and vocabulary.

## **2.1 Fill out the operationalization matrix of variable.**

### **Operational matrix of variables:**

This section identified and defined the main categories that establish the groundwork for exploring the effectiveness of the use of pocket notebooks to enhance speaking abilities among First Baccalaureate students at Nuestra Señora del Rosario in Catamayo, Loja. These categories were crucial for organizing and analyzing the data collected during the research process.

### **Pocket notebooks:**

These are compact and portable tools utilized by students to enhance their language learning, particularly their speaking skills. They are used for jotting down various elements, such as notes, ideas, vocabulary, and phrases. Buring, D. (2016). Speakers can modulate the meaning and effects of their utterances by changing the location of stress or pauses and by choosing the melody of their sentences, jointly referred to as Information Structure. Although these factors often do not change the literal meaning of what is said, tools and models to describe these more elusive aspects of linguistic meaning have dimensions with each indicator:

In front of it, as researchers think in some dimensions to contribute to the independent variable of the speaking ability. The first is Usage frequency. The indicator is in relation to using pocket notebooks for language learning. It will be effective when the learners understand the use of words in their own dictionaries and the specific meanings, sounds, and how they are structured in a phrase that contributes to their writing ability development.

The second dimension will be the content organization. As teachers believe that it is crucial to select what are the most appropriate methods of organizing notes related to phonology, in which they pronounce the correct sounds of the words, taking into account the position of the tongue, teeth, and lips, and when the sound is produced, having some difference to put into practice in the learning.

The third dimension is Collaborative Learning and its impact on language skills. These focus on the indicator: Engagements in group activities using notebooks. This can be developed through group or individual feedback. The learners have the opportunity to think about their goals and make an advance in their learning, taking into account the pros and cons according to

their own self-analysis. It is a fundamental process that looks at and marks the progress of the learners when delivering their speaking skills, showing an ensuring and manage of the English language.

The four dimensions which refer to the Learning Strategies, and the indicator is lead to the techniques employed for effective learning. It produces control of the language. The learners need to produce curiosity in which are the best techniques that contribute to the students' efficacy. So, this can be practiced periodically causing high impact on language skills generating positive effects on the speaking and writing abilities.

As it was explained at the beginning, Self - Directed Learning will constitute a large dimension and need an independent indicator related to the study practices. It will monitor the learner's advances. It means that always is necessary to be looking ahead for the opportunities that result in feedback on the language skills. The most important is that it opens a reflection on the knowledge acquired that contributes to the progress of the students` learning to use pocket notebooks.

### **Speaking Skills Development:**

It involved a comprehensive approach to enhancing students' oral communication skills, focusing on various aspects such as fluency, accuracy, pronunciation, vocabulary usage, and overall communicative competence. This approach provided students with opportunities to develop their speaking proficiency through targeted exercises, interactive activities, and authentic communication tasks. By engaging in these activities, students could refine their fluency by speaking more naturally and confidently, improve their accuracy in grammar and

vocabulary usage, enhance their pronunciation for clearer and more effective communication, and develop a broader range of vocabulary to express their ideas more precisely.

Besides, it is the process of conveying meaning through verbal and nonverbal symbols in various contexts. Safarpour (2012) emphasizes a comprehensive approach to improving students' oral communication skills, focusing on fluency, accuracy, pronunciation, vocabulary, and overall competence. This method provides targeted exercises, interactive activities, and real communication tasks to enhance speaking proficiency. Through these engagements, students refine their fluency, improve grammatical accuracy, enhance pronunciation, and expand their vocabulary.

Among them: The first dimension is Fluency. It will be focused on the following indicators: Ability to speak smoothly without hesitation. These will measure the frequency of use of the material proposed. And gives the learners the chance to the learners to choose, change or modify the size of this effective tool during a defined time to bring the most important notes in based on their lacks, for instance: prosody stress, phrasing, melody and interpretation felicity in discourse, and inferences putting emphasis in each aspect.

The second dimension based on Pronunciation will be in relation to the indicators of clarity and accuracy of speech sounds. This will be focused on developing the correct use of structures to write the correct sentences in the different tenses. It is associated with fluency and phonology, taking into account the categories of English language sounds for producing a correct reading to develop the speaking skill with any participant, for example, a teacher or classmates.

The third dimension will be pointing to the vocabulary; the indicators chosen are Range and appropriateness of word choice. The essentials of these indicators involve the use of a dictionary for developing a contrast or knowing the specific meanings of what the learner wants to explain. Besides, it is an opportunity for learners to follow prompts lately and listen to the teacher in or outside class as a reply.

The fourth dimension, which relates to grammar, is supported by the indicators' correctness of grammatical structures in speech. Students will learn to be organized when taking notes for an easy understanding and to remind them of some interesting aspects of the language. This will be complemented using effective material to compensate for the student's learning. As it is referred to during the whole investigation, it can be inside or outside the classroom as training for bettering the skill.

The fifth dimension will point to Interaction. The indicators mark a specific treat of teamwork for describing pictures by using pocket notebooks and writing what they hear. Although it is a good option to work collaboratively, because the ideas are redundant to the different members, it is also a good option to develop the use of this pocket notebook in an individual way, generating a correct control of notes, writing what they hear, classifying the elemental phrases or words to repeat, and increasing the spoken vocabulary.

The sixth dimension is Comprehension. This involves understanding spoken language in conversations. This is positive because it will give the students confidence about what they listen to, develop a practicing of the different sounds, rules of the language demonstrating the indicator of self – assurance when speaking in various context, and manage a frequency to practice the skill. Finally, Motivation is the last dimension that is proposed in which the learners

must desire to improve the speaking abilities having a periodical and consistent own self feedback of the knowledge.

**RESEARCH TITLE: “The Effectiveness of Pocket Notebooks as a Supplementary Tool for Enhancing Speaking Skills at A2.2 Level”**

**Objective**

To explore the impact of pocket notebooks on English language learning, focusing on students' usage patterns, organizational methods, perceived language skills, learning strategies, and autonomous learning.

Table 1. *Operalization Matrix – Independent Variable*

INDEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS FOR INSTRUMENTS DESIGNING: SURVEY	SCALES
<b>Pocket Notebooks</b>	Pocket notebooks are compact and portable tools utilized by students to enhance their language learning, particularly their speaking skills. They are used for jotting down various elements, such as notes, ideas, vocabulary, and phrases, acting as a valuable supplementary resource in the language	<b>Usage Frequency</b>	Frequency of notebook usage for language learning.	1. How often do you use your pocket notebook for learning English? 2. How frequently do you refer back to your notes?	Always ( ) Often ( ) Sometimes ( ) Rarely ( ) Never ( ) Always ( ) Often ( ) Sometimes ( ) Rarely ( ) Never ( )

	learning process (Krashen, S. D., 1982).				
		<b>Content Organization</b>	Methods of organizing notes.	<p>3. How do you organize your notes in your notebook to help you learn English?</p> <p>4. Do you categorize your notes?</p>	<p>By topic ( )</p> <p>By date ( )</p> <p>By vocabulary ( )</p> <p>Other (please specify)</p> <p>By topic ( )</p> <p>By date ( )</p> <p>By vocabulary ( )</p> <p>Other (please specify)</p>
		<b>Collaborative Learning</b>	Engagement in group activities using notebooks.	<p>5. Do you use your notebook to work with other students on English activities?</p> <p>6. How does using notebooks in group work help you improve your English?</p>	<p>Yes ( )</p> <p>No ( )</p> <p>A lot</p> <p>Quite a bit</p> <p>Somewhat</p> <p>A little</p> <p>Not at all</p>

		<b>Impact on Language Skills</b>	Engagement in group activities using notebooks.	<p>7. Do you think using a notebook has helped you speak English more fluently?</p> <p>8. Has using a notebook helped you learn to write English without mistakes?</p> <p>9. Do you use your notebook to practice saying English words correctly?</p>	<p>Yes ( )</p> <p>No ( )</p> <p>Yes ( )</p> <p>No ( )</p> <p>Yes ( )</p> <p>No ( )</p>
		<b>Learning Strategies</b>	Techniques employed for effective learning	<p>10. Do you use your notebook to practice saying English words correctly?</p> <p>11. Do you think using pictures or real objects with your notebook helps you learn new English words?</p>	<p>Yes ( )</p> <p>No ( )</p> <p>Yes ( )</p> <p>No ( )</p>

		<b>Impact on Language Skills</b>	Effect on speaking and writing abilities.	<p>12. Do you think using a notebook has helped you speak English more fluently?</p> <p>13. Has using a notebook helped you learn to write English without mistakes?</p>	<p>Yes ( ) No ( )</p> <p>Yes ( ) No ( )</p>
		<b>Learning Strategies</b>	Techniques employed for effective learning.	<p>14. Do you use your notebook to practice saying English words correctly?</p> <p>15. Do you think using pictures or real objects with your notebook helps you learn new English words?</p>	<p>Yes ( ) No ( )</p> <p>Yes ( ) No ( )</p>
		<b>Self-Directed Learning</b>	Independent study practices.	<p>16. How do you use your notebook to learn English outside of class?</p> <p>17. Do you regularly practice your speaking skills using your notebook?</p>	<p>Always Frequently Sometimes Rarely Never</p>

					Yes ( ) No ( )
		<b>Feedback and Reflection</b>	Openness to feedback on language skills	18. Are you open to receiving feedback on your speaking abilities?  19. Do you reflect on your learning progress using your notebook?	Yes ( ) No ( )  Yes ( ) No ( )

*Note:* Elaborated by Julio Garnica Narváez and José Tinizaray Olmedo.

**Research title:** The Effectiveness of Pocket Notebooks as a Supplementary Tool for Enhancing Speaking Skills at A2.2 Level.

**Objective:**

To assess and enhance students' speaking skills through the evaluation of various dimensions that contribute to effective communication.

**Operationalization Matrix – Speaking Abilities**

**Objective:**

To assess a student's self-perceived speaking proficiency in English by evaluating their confidence, fluency, accuracy, and willingness to engage in oral communication.

Table 2. *Dependent Variable.*

DEPENDENT VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS FOR INSTRUMENTS DESIGNING: INTERVIEW	SCALES
<b>Improving speaking Abilities</b>	Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in various	<b>Fluency</b>	Ability to speak smoothly without hesitation.	1. Do you feel that you can speak without frequent pauses or hesitations?	Yes ( ) No ( )
		<b>Pronunciation</b>	Clarity and accuracy of speech sounds.	2. Do you believe your pronunciation is clear enough	Yes ( ) No ( )

communicative contexts (Safarpour, S., 2012).			for others to understand you easily?	
	<b>Vocabulary</b>	Range and appropriateness of word choice.	3. Do you feel confident using a variety of vocabulary when speaking?	Yes ( ) No ( )
	<b>Grammar</b>	Correctness of grammatical structures in speech.	4. Do you think you use correct grammar when speaking?	Yes ( ) No ( )
	<b>Interaction</b>	Ability to engage effectively in conversations.	5. Do you find it easy to engage in conversations with others?	Yes ( ) No ( )
	<b>Comprehension</b>	Understanding spoken language in conversations.	6. Do you feel that you can understand others when they speak to you?	Yes ( ) No ( )
	<b>Confidence</b>	Self-assurance when speaking in various contexts.	7. Do you feel confident when speaking in front of others?	Yes ( ) No ( )
	<b>Feedback Reception</b>	Openness to receiving feedback on speaking skills.	8. Are you open to receiving feedback on your speaking abilities?	Yes ( ) No ( )

		<b>Practice</b>	Frequency of practicing speaking skills.	9. Do you regularly practice your speaking skills?	Yes ( ) No ( )
		<b>Motivation</b>	Desire to improve speaking abilities.	10. Are you motivated to improve your speaking skills?	Yes ( ) No ( )

*Note:* Elaborated by Julio Garnica Narváez and José Tinizaray

## 2.2 Include the population, sample and sampling selected

### 2.2.1 Population of the research project

For this research project, a religious school has been selected that has a total population of 1405 students, in all sections from elementary to high school. This school works only in the mornings, that is, in the morning section. It is a fiscomisional high school whose name is “Nuestra Señora del Rosario” and is managed by the Dioceses of Loja. This school is in Catamayo City, Loja Province.

Table 3. *Total sample Population.*

<b>STUDENTS</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
<b>Women</b>	857	61.0%
<b>Men</b>	548	39.0%
<b>Total</b>		<b>100%</b>

*Note:* Authors José Tinizaray, Julio Garnica

### 2.2.2 Sampling

For this research project, a sample of 30 students, whose percentages are presented in the following table.

Table 4. *Sampling.*

<b>PARTICIPANTS</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
<b>Women</b>	21	70%
<b>Men</b>	9	30%
<b>Total</b>		<b>100%</b>

**Note: authors:** José Tinizaray, Julio Garnica

### **2.2.3 Describe the data analysis and the ethical considerations.**

#### **2.2.3.1 Data Analysis**

Both qualitative and quantitative data analysis approaches were used. Thematic analysis — it is a method used in qualitative research to identify, analyze, and interpret patterns of meaning — was done with qualitative data, identifying repeating themes, trends, and categories in the data. The quantitative data analysis included comparing the improvement in speaking proficiency between pocket notebook users and non-users using statistical analysis.

#### **2.2.3.2 Ethical Considerations**

Ethical considerations were dominant throughout the research process. Informed consent was obtained from all participants, and strict confidentiality and anonymity were maintained. Data security measures were implemented to protect participant information. Respect for participants' rights and well-being was prioritized. The study adhered to ethical guidelines established by the DECE and pertinent leading bodies.

#### **2.2.3.3 Present the initial diagnosis**

Students at this high school encountered substantial difficulties in communicating effectively in English. The research specifically targeted the challenges faced by A2.2 level

English language learners, who exhibited struggles with speaking and comprehension. To address these identified language barriers, the study explored the potential of pocket notebooks as a supplementary resource to bolster speaking fluency. By investigating this approach, the research aimed to provide innovative strategies for enhancing English language proficiency among these students.

## **CHAPTER 3: PRESENTATION AND VALIDATION OF THE PROPOSAL**

### **3.1 DESCRIPTION OF THE INTERVENTION**

The 30 students who intervened in this research process attended classes from Monday to Friday started on September 2, 2024, and continue until today. The hours are from 7: 00 a.m. until 13h30 p.m., in the presential modality. The pre-test intervention was done on October 26<sup>th</sup>, with the objective to know how the process of the different abilities is. Specifically, the speaking ability. The posttest was done on November 18<sup>th</sup> at the same year, the intervention with the observational checklist was at December 12, the interview was taken on December 18<sup>th</sup> and finally the interview was applied on January 8<sup>th</sup> by the teacher in a simultaneously way to each one learner

### **THE TREATMENT PHASE**

The treatment phase took place starting the year on September 2. The English classes are 3 hours per week and according to the permission given by the Head Principal of the school. We made the intervention in chosen weeks. The summary of the intervention plan is described in table 5 below.

Table 5. *Summary of the intervention*

<b>Months</b>	<b>Days</b>
October	26 Intervention with the Diagnostic Test – Pre-test.
November	18 Applying of the Post-test.
December	12 Intervention with the Observational checklist.
December	18 Applying of the interview.
January	8 Applying of the survey.

Author: José Tinizaray Olmedo & Julio César Garnica.

The first intervention was the Pre- test, and was done on October 26<sup>th</sup>, the students receive the instructions to develop the test. The learners had to complete the evaluation in which were evaluated about the five thematic, like: listening, reading, writing, grammar and vocabulary, by the time, the question based in the speaking skill was evaluated in other time because it was necessary to know how the students delivered this kind of question, this question showed which the level the students have before the use of the pocket notebooks.

The second intervention was on November 18th and obtained positive results of using pocket notebooks, including memory enhancement, improved learning, increased productivity, enhanced creativity, and better emotional well-being. Their simplicity, portability, and versatility make them an invaluable tool for personal and professional development. Pocket notebooks enhance cognitive processes, reducing distractions, and

providing a hard experience continue to make them relevant and effective in our modern world with specific needs, but the enduring popularity and proven benefits of pocket notebooks suggest that they will remain a valuable tool for many years to come.

The third intervention was the observational checklist. This was a valuable tool for systematically recording and analyzing. It was used to observe behaviors, events, or phenomena in the research project. It provided a structured framework for data collection, ensuring consistency and reliability, facilitating data, analysis and interpretation. The dimensions were the following: Fluency, pronunciation, vocabulary, grammar, interaction, comprehension, confidence, feedback reception, practice and motivation.

The fourth intervention was the interview. It was done on December 18<sup>th</sup>. This helped in the researching to know if the students assess to their level of oral proficiency, considering their feelings and manage of the English language into conversations with others, demonstrating reliability and confidence in the practice to improve the speaking skill with a use of variety vocabulary and the correct use of grammar.

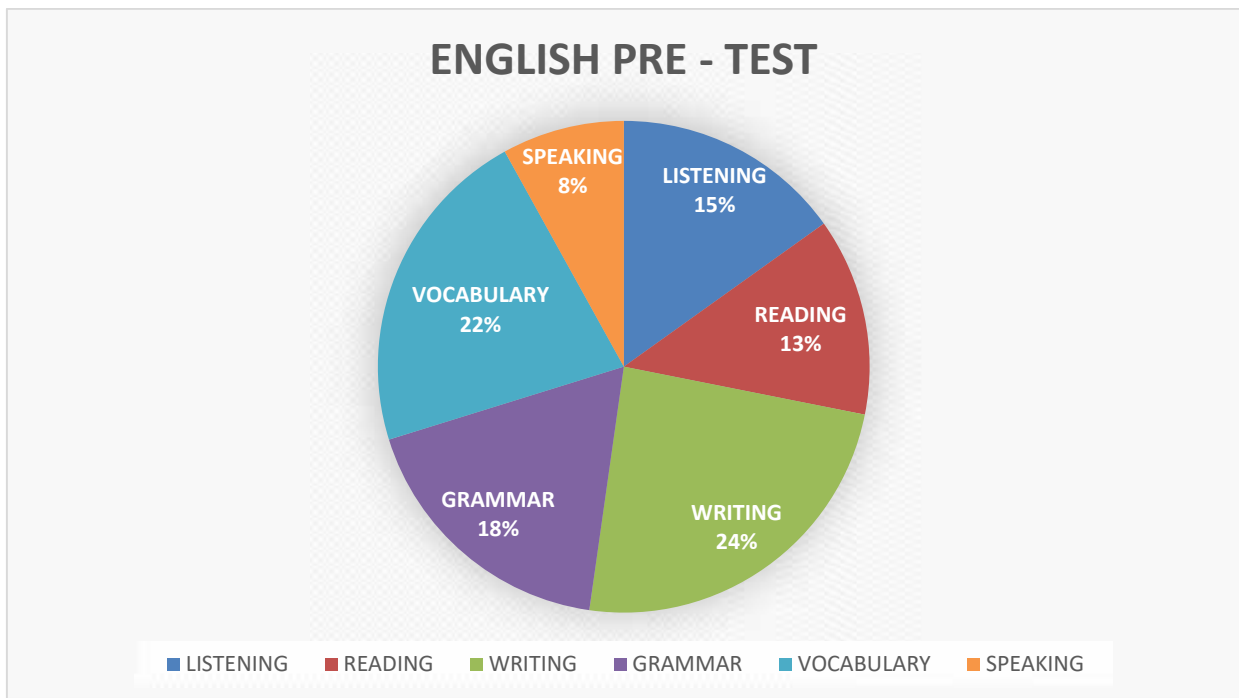
Finally, the fifth intervention was the application of a survey. It was done for obtaining information based on the pocket notebooks tool. This looked information thought the student's effective improvement of the speaking skill. The questions were in relation to the learning English frequently, having organizing notes to practice English words saying correctly inside and outside class using real objects with the appropriate statements, new words, sounds to learn practicing the learning to progress using the pocket notebooks.

## **PRE- TEST RESULTS**

The article presents the main results of the diagnosis of the research project “Quality of the educational process”, carried out by the students and teacher of the first bachillerato at Nuestra Señora del Rosario high school, and its objective is to motivate the students in the practice of the speaking skill using pocket notebooks. Pre - test involves a re-analysis of data from a study by Marsden (2004), in which pretest scores are plotted against gain scores to demonstrate effects.

The first pre-test was scored using a rubric with the following criteria: Fluency and coherence, Vocabulary range, pronunciation, grammatical accuracy, and interactive communication, using the rating scale (5 excellent), (4 good), (3 satisfactory), (2 needs improvement), (1 poor), the punctuation was holistically for listening (3 points), reading 5 points, writing (5 points), grammar 5 points, vocabulary (5 points), and speaking (5 points). The rubric was essential for obtaining the level of the students in speaking productive skills. Appropriate speaking was found to be the learner’s priority and a field in which they need more attention. This study is useful to consider their language learners speaking needs. Leong Lai Mei & Ahmadi Seyedeh Masoumeh. (2027).

Graphic 1. **Results of the Pre - Test.**



Statistical Analysis of 1st-Year BGU Students at Colegio Fiscomisional Nuestra Señora del Rosario

**1. Writing - 24%:** Writing is the strongest skill among the students, with a score of 24%.

While they demonstrate a relatively solid proficiency in writing compared to other skills, there remains significant potential for improvement to reach an advanced level.

**2. Vocabulary - 22%:** Vocabulary ranks as the second most developed skill at 22%. This indicates that students possess a foundational knowledge of words, which is encouraging.

However, it is essential to continue expanding their vocabulary to enhance their command of the English language.

**3. Grammar - 18%:** Grammar is the third skill, scoring 18%. This reflects an intermediate understanding of grammatical structures, which is crucial for language acquisition.

Continued reinforcement of this skill is necessary for further development.

**4. Listening - 15%:** Listening comprehension is relatively low at 15%, suggesting that students encounter challenges in understanding spoken English. Given that listening is vital for effective communication, dedicating more time to this skill would be advantageous.

**5. Reading - 13%:** Reading comprehension is the weakest skill, with a score of only 13%. This indicates that students struggle with understanding and analyzing English texts, highlighting the need for additional focus in this area to improve overall language proficiency.

**6. Speaking - 8%:** Speaking is the skill with the lowest score at 8%, indicating considerable difficulty in oral expression. This area requires special attention, as building confidence and fluency in speaking is essential for achieving comprehensive language proficiency.

### **Summary of Data Analysis and Recommendations**

The analysis reveals that Speaking and Reading are the weakest skills for 1st-year BGU students at Colegio Fiscomisional Nuestra Señora del Rosario; while Writing and Vocabulary demonstrate relatively stronger performance. To address these challenges, it is essential to prioritize improvements in listening comprehension and speaking skills for a more balanced development of English language abilities.

To enhance these skills, it is recommended to implement activities focused on listening and conversation. Additionally, strengthening reading and grammar skills through targeted exercises will be crucial for improving text analysis and understanding.

In response to the identified weaknesses, the tool titled “The Effectiveness of Pocket Notebooks as a Supplementary Tool for Enhancing Speaking Skills at A2.2 Level” will be introduced. This initiative aims to specifically improve students' speaking abilities.

The rationale for this implementation is that, despite stronger performance in Writing and Vocabulary, there is a pressing need to enhance listening, comprehension and speaking skills. By concentrating on these areas, a more comprehensive development of English language abilities can be achieved.

**The expected outcomes of utilizing pocket notebooks include:**

- **Encouraging Regular Practice:** Students can record new vocabulary, phrases, and speaking prompts to facilitate daily practice.
- **Enhancing Confidence:** Providing a personal space for students to express their thoughts and practice speaking will help build their confidence in oral expression.
- **Supporting Structured Learning:** The notebooks will help students organize their learning, making it easier to review and practice speaking skills.

Overall, the implementation of this tool is anticipated to lead to significant improvements in students' speaking proficiency, resulting in a more effective and engaging learning experience.

**POST TEST**

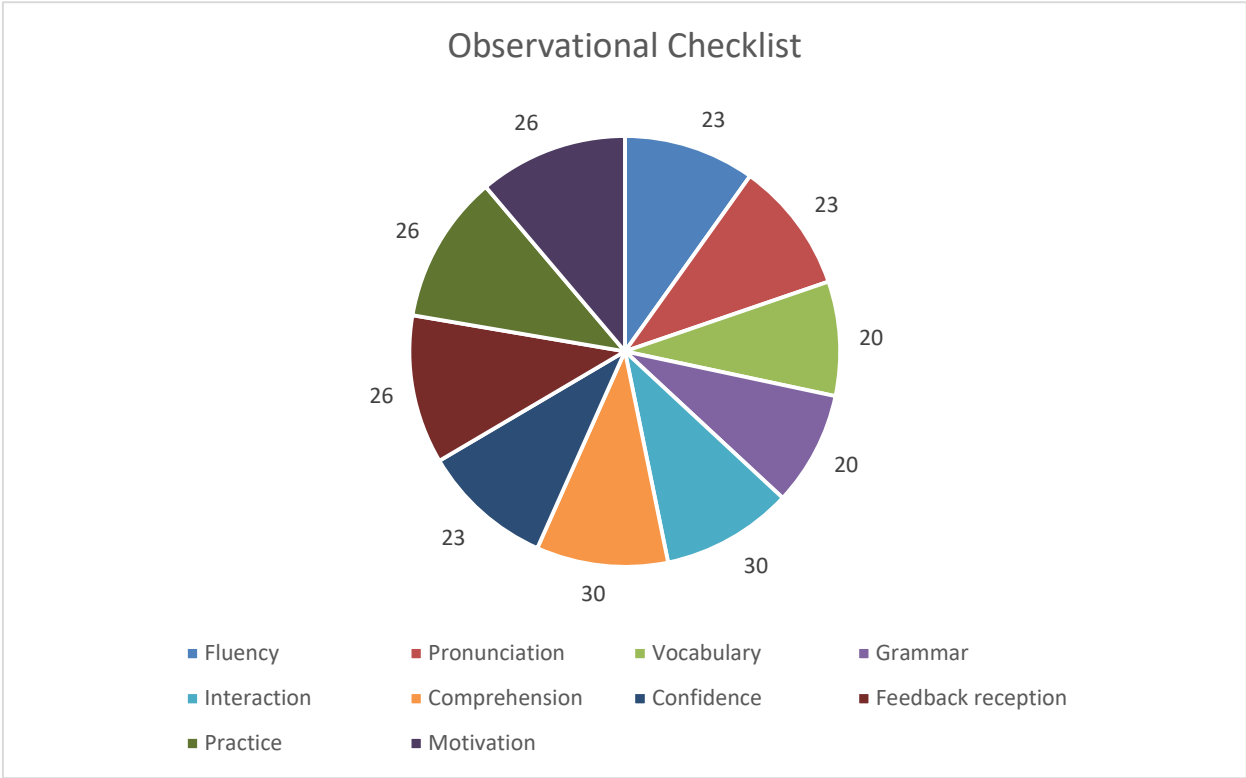
This approach emphasizes the importance of revisiting and refining information to enhance learning, retention, and understanding. Pocket notebooks base likely refers to a structured method or system used to organize, review, and analyze notes after they have been initially recorded, particularly following a test or assessment. After a test or learning session, individuals can use pocket notebooks to jot down reflections on what they learned, areas of difficulty, and strategies for improvement, pocket notebooks are not directly documented, we can infer several potential applications based on the general functionality of pocket notebooks and common note-taking practices. This aligns with the concept of a post-test review, where learners assess their performance and understanding.

Pocket notebooks can serve as a tool for recording errors made during tests or practice sessions. By maintaining a "post-test base" of common mistakes, learners can focus on these areas in future study sessions, users can utilize pocket notebooks to set learning goals based on their performance. This can include specific topics to review or skills to develop, providing a tangible record of progress and areas for growth. **The Benefits of Using Pocket Notebooks** are handwritten notes, such as those taken in pocket notebooks, have been shown to improve retention and recall compared to digital note-taking methods. This is because the physical act of writing can aid memory retention

Post test enhances this by providing a structured review process, allowing individuals to revisit and reinforce their understanding of the material. Pocket notebooks offer a compact and organized way to keep notes, which can be easily accessed and reviewed at any time. This is particularly beneficial for maintaining a posttest base, as it ensures that all relevant information is consolidated in one place.

Pocket notebooks allow for personalization, which can make the process of reviewing notes more engaging. This personalization can include annotations, highlights, and additional notes that can be added during the posttest review process. Freedom can lead to unexpected insights and innovations, making them a favorite among creative professionals. Writing in a pocket notebook can be a form of mindfulness, allowing individuals to focus on the present moment and express their feelings. This practice can reduce stress and anxiety. It is a methodological review of single group that evaluates casual relationships between intervention and outcome Marsden (2004)

Graphic 2. **Result Of the Observational Checklist.**



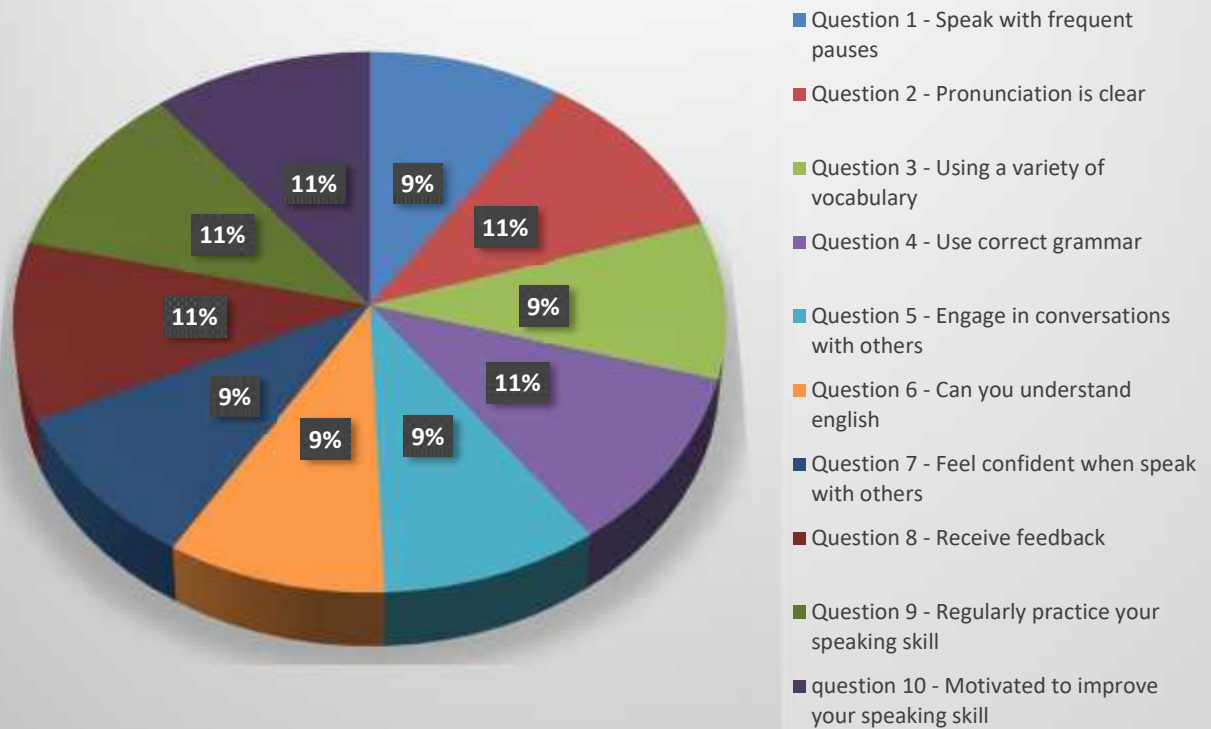
Statistical Analysis of 1st-Year BGU Students at Colegio Fiscomisional Nuestra Señora del Rosario

Fluency, in which 23 students showed the ability to speak smoothly without hesitation with the criteria speaks without frequent pauses or hesitations while 7 students have this limitans. Pronunciation, the indicator demonstrated that 23 students put attention in communicating with clarity and accuracy of speech sounds, the pronunciation was clear enough to others to understand easily, however 7 did not get this proposal. Vocabulary showed that 20 students speak with a considerable range and appropriateness of word choice, the criteria observed pointed the uses of a variety of vocabulary confidently when speaking, 10 students could not get it requirement.

Grammar has a quantity of 20 students gave a correct use of grammar consistently when speaking while 7 did not demonstrate it in the speech. Interaction, 30 students engaged the ability to interact with others in effective conversations when used the pocket notebook. Comprehension, the 30 students demonstrated the ability to understand to others. Confidence, 23 students displayed confidence when speaking in front of others while 7 did not have the same understanding. Feedback reception, 26 students were opened to receiving feedback on speaking abilities and 4 students did not open for changes. Practice, 26 students had frequent practicing of the speaking skills and regularly 4 did not. Finally, 26 students were very motivated to improve in the speaking abilities and 4 showed less motivation to continue advancing.

Graphic 3. **Results of the interview.**

## INTERVIEW



The interview allowed for having a detailed exploration of the student thoughts, experiences and perspectives. About this perspective the results were in relation of 10 questions: The First question was in relation if they have frequent pauses or hesitations 23 said yes and the 7 answered no. The second question was about the pronunciation, clearly 26 students have good pronunciation and 4 no. The third question represents 23 students have a variety use of vocabulary and 7 did not happen the same. The fourth question indicates that 26 students showed a correct use of grammar and 4 could have the same result.

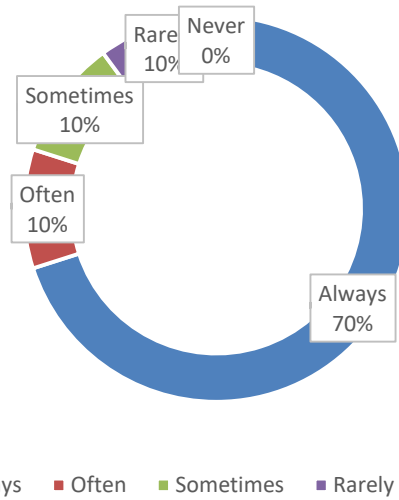
The fifth question points to those 23 students engaged in conversations with others and 7 students had limitations. The sixth question signals that 23 students can understand English language, otherwise 7 students could not make the same. The seventh question represented 23 students who felt confident when speaking with others and 7 did not show that. The eighth question 26 students manifested that they want to receive feedback and 4 did not want it. The 9 question appears with a result of 26 students regularly practice their speaking their speaking skill and 4 not. Finally in the 10 question the results get those 26 students continue being motivated to improve their speaking skill.

## **SURVEY**

The students at Unidad Fiscomisional Nuestra Señora del Rosario high school responded to an interview with 18 questions, which basically were based on obtaining information about how their experiences was using the pocket notebooks. And they answered the following. In question N: 1 the results were in relation of how much time the students use the pocket notebooks. They answered in 70% they always use the tool to practice and learn English, in 10% often, in 10% Sometimes, 10 % rarely and in 0 % never. It demonstrates that the pocket notebooks cause a facultative useful process during its use in and outside class with teacher or practicing among classmates.

Graphic 4. **Results of the Survey question 1.**

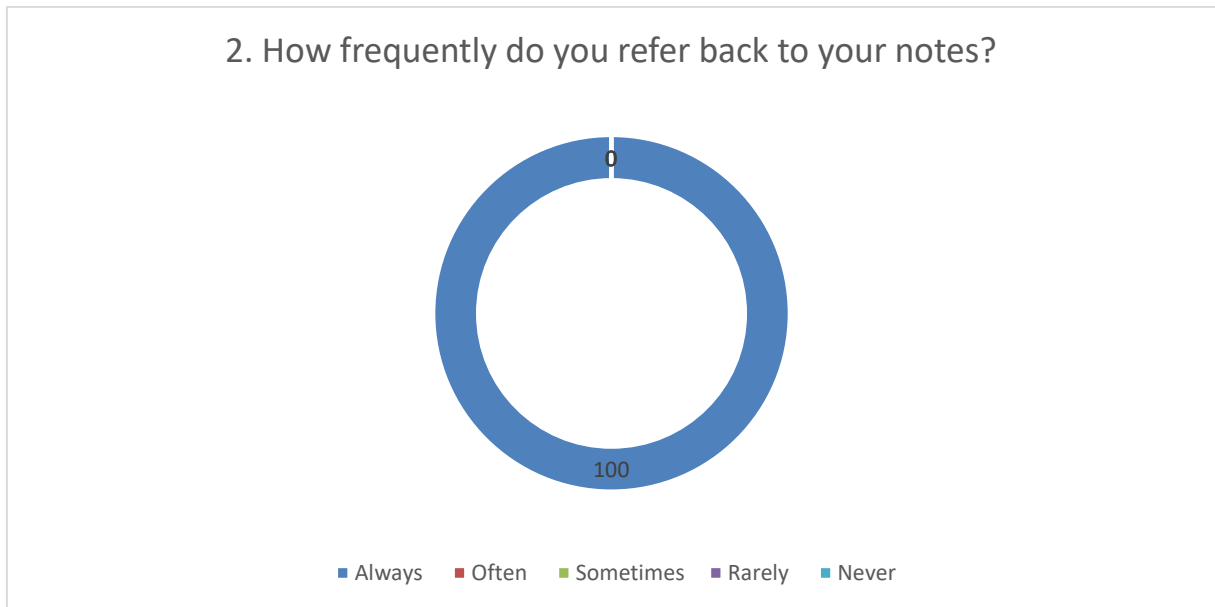
1. How often do you use your pocket notebook for learning English?



About the second question, the administered test responded that always the students go back to their notes periodically since it means that best way to keep the information is written in this pocket notebook. The times that the students believe necessary because is an incredible tool that let to use in any moment, it is useful and manageable to anyone who requires for written, read and then produce communication through the reading skill they could practice pronunciations. The students have the opportunity to repeat more times they consider necessary.

Graphic 5. **Results of the Survey question 2.**

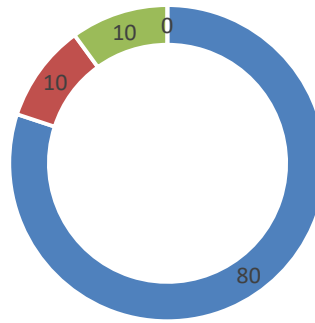
## 2. How frequently do you refer back to your notes?



This tool lets the students organize their notes and according their answers. They classify the information by topic in 80%, by date in 10 %, by vocabulary 10% and in other ways did not answer. It is important to know that this material is useful in the moments to produce communication. In simpler terms the students feel comfortable at the moment checking the words, statements, phrases that help them to exchange information or deliver tasks, homework that requires the obligatory speaking skill.

Graphic 6. **Results of the Survey question 3.**

### 3. How do you organize your notes in your notebook to help you learn English?

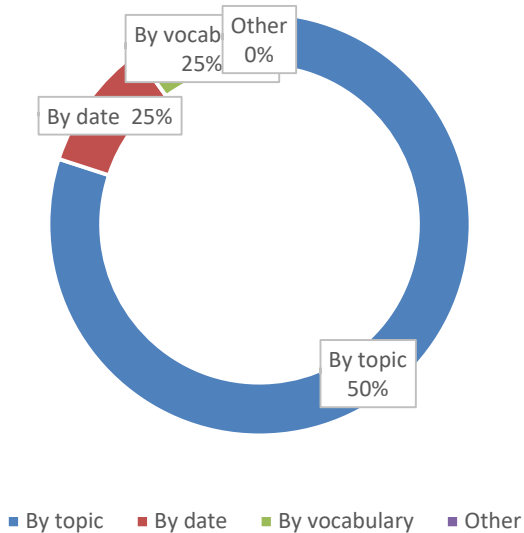


■ By topic ■ By date ■ By vocabulary ■ Other

Undoubtedly the three forms chosen by students are the most optional to get data, for organizing in the pocket notebook, it is more comfortable and suitable these options in which the students selected: By topic 50%, By date 25%, and by vocabulary 25% . Categorizing information is important because it helps organize and manage data efficiently, making it easier to access, understand, and use. Moreover, it helps break down complex information into smaller, manageable parts, improving comprehension and retention. In brief, organized information allows quick comparisons an analysis, aiding in more informed and accurate decisions.

Graphic 7. **Results of the Survey question 4.**

#### 4. Do you categorize your notes?

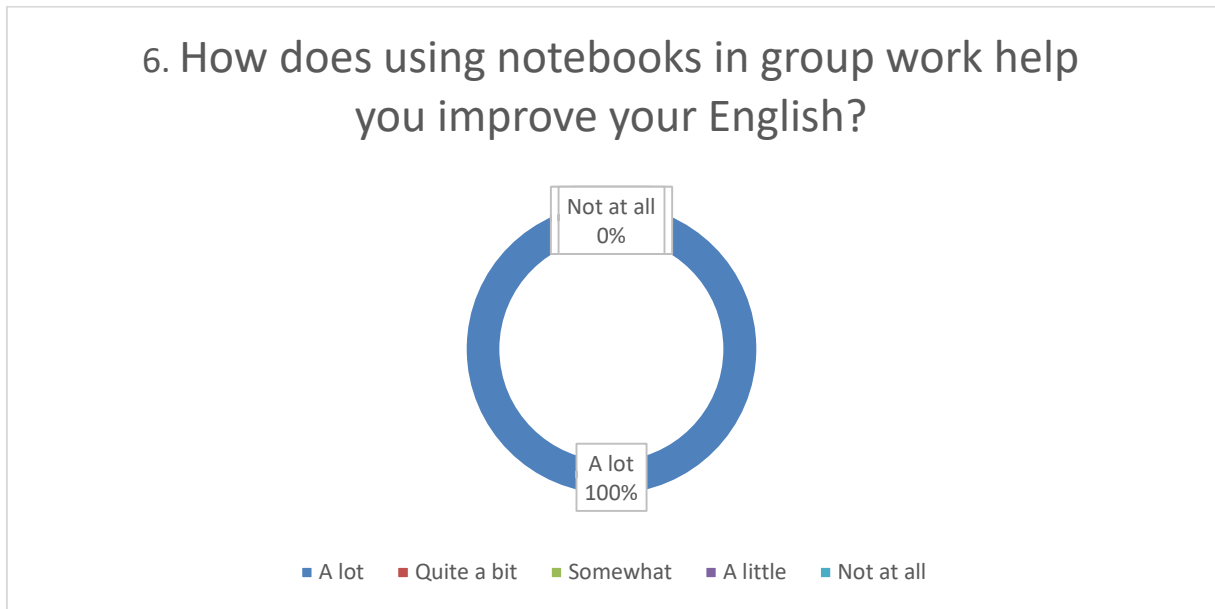


Certainly, the use of pocket notebooks for working represents to students the 100% of acceptance because it is a support to the different ideas they have. It facilitates them to look the most quantity of times the notes written with anteriority. Pocket notebooks help speakers to find relevant data copied and deliver specific concerns more effectively. Notebooks provide a single location where ideas, notes, and tasks can be stored, reducing the risk of losing important details.

In questions number 6 the answered of the students were redundant in 100% to the first option, since this produces a perfect advantage to the learners who look for improve their language. Furthermore, it is useful for small teams in face-to-face settings or for brainstorming sessions, though harder to share and update. Teachers and students can share notes collaboratively on assignments, or track learning progress. By using the notebook and

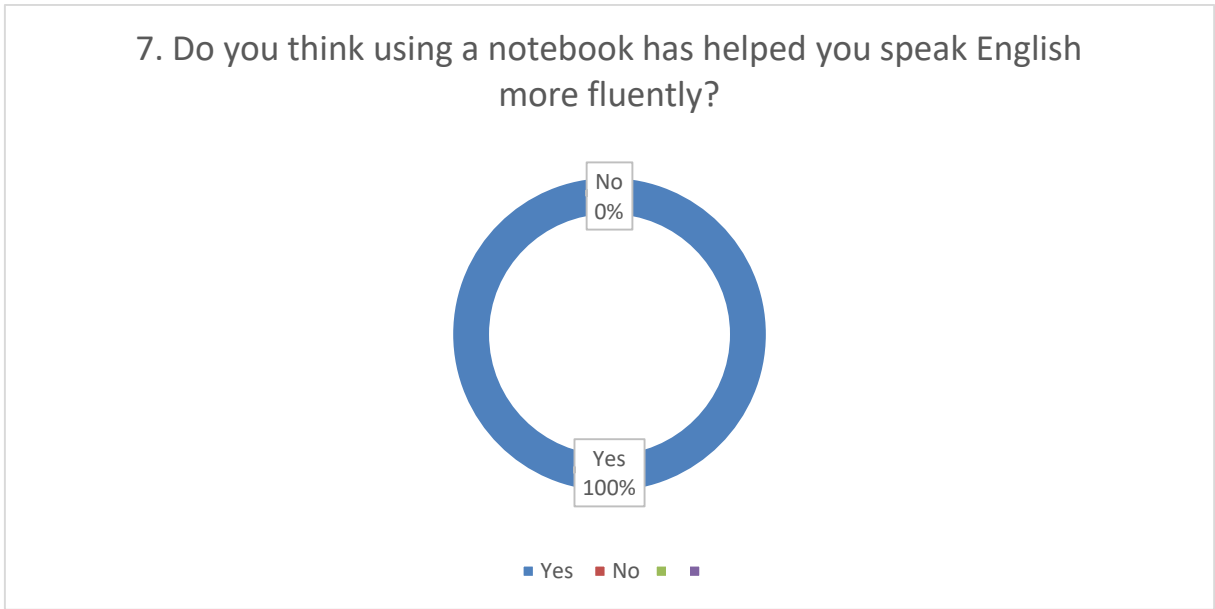
ensuring that all learners are aligned in its use, they can be an invaluable tool for collaborative efforts.

Graphic 8. **Results of the Survey question 6.**

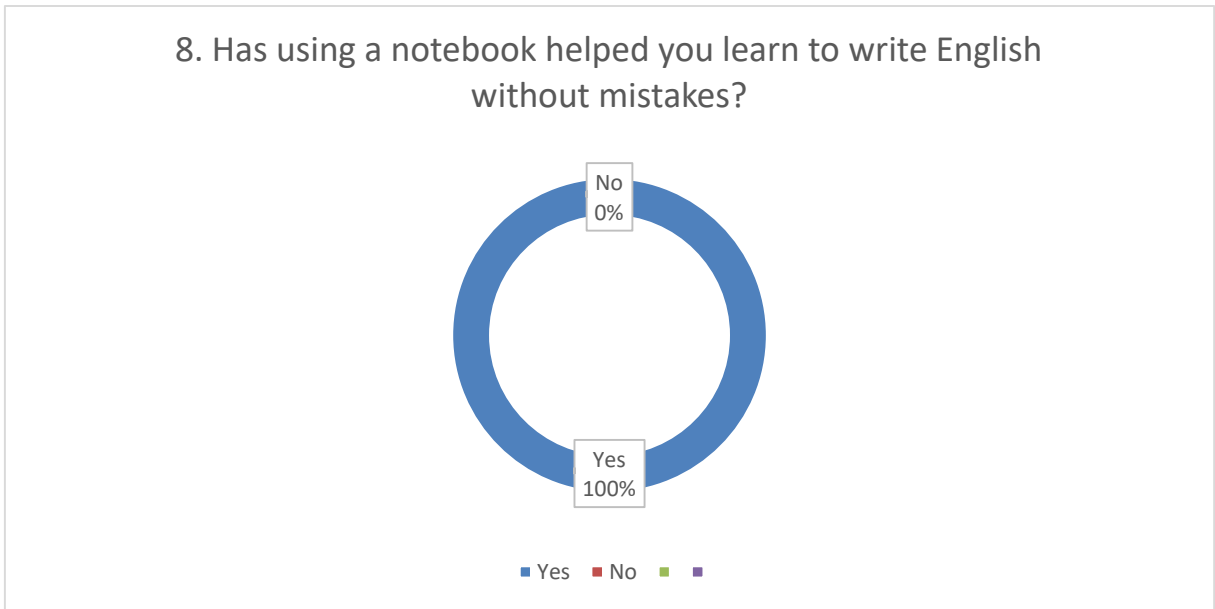


Similarly, in the questions 7, 8 and 9, pocket notebooks can indirectly help improve speaking skills, particularly in contexts the students answered in 100% that it is a contribution for better communication, organizing thoughts, practicing delivering, tracking progress, building vocabulary and encourage reflection. Notebooks allow you to jot down ideas, and structure arguments making it easier to articulate thoughts clearly when speaking. Also, writing notes or scripts in a notebook helps rehearse speeches, presentations, building confidence and fluency. And finally, using a notebook to note down new words, phrases or expressions enhances your language repertoire, making your speech more effective and engaging.

Graphic 9. **Results of the Survey question 7.**

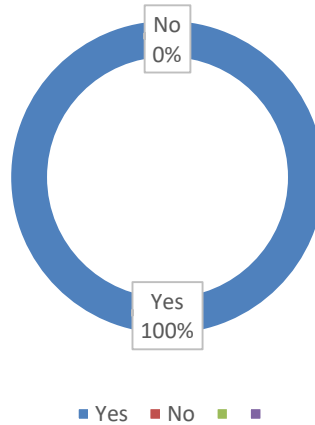


Graphic 10. **Results of the Survey question 8.**



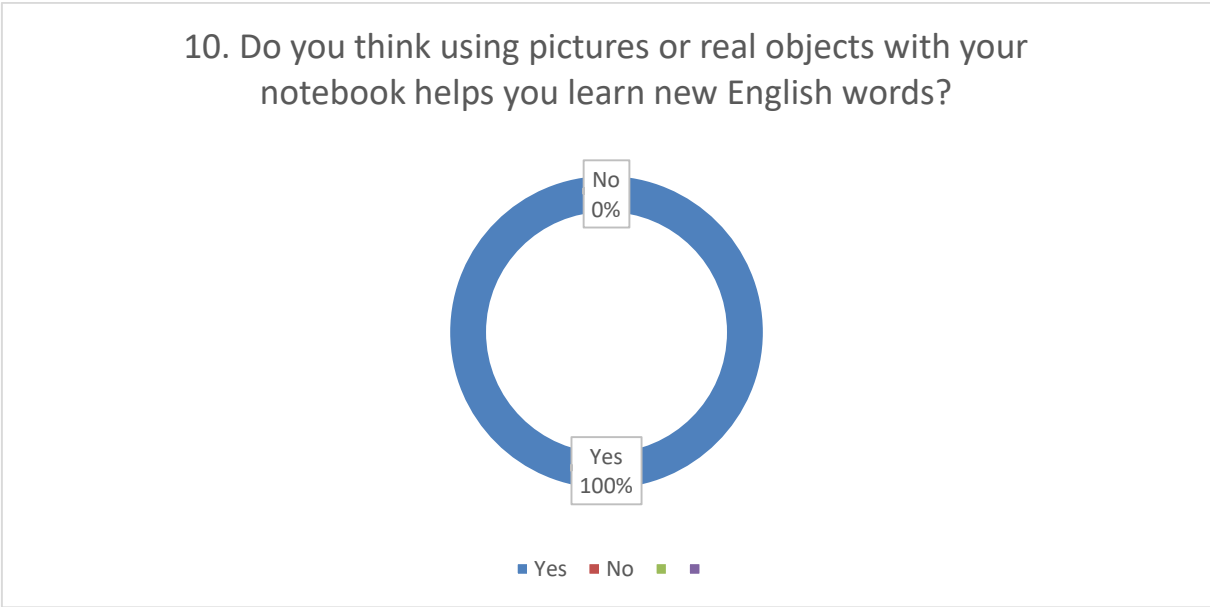
Graphic 11. **Results of the Survey question 9.**

9. Do you use your notebook to practice saying English words correctly?

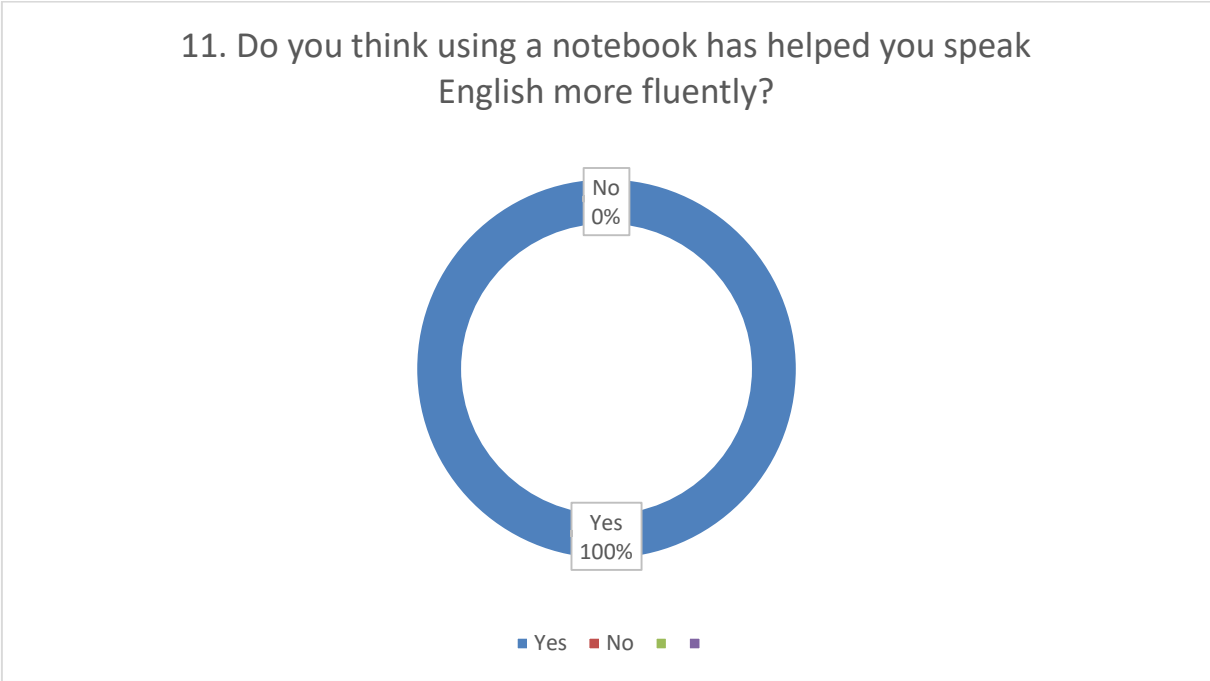


About the question number 10 and 11 the students think in a 100% that the use of pictures or real objects with the notebooks helps to learn and improve English in a several ways, as they provide a visual context the aids in understanding and memory. Pictures help associate words with images, making it easier to remember their meanings. The images provide concepts for new words or phrases, helping learners understand how they are used in real life situations while learning new words encourages active speaking. Learners can describe what they see, improving fluency and pronunciation.

Graphic 12. **Results of the Survey question 10.**



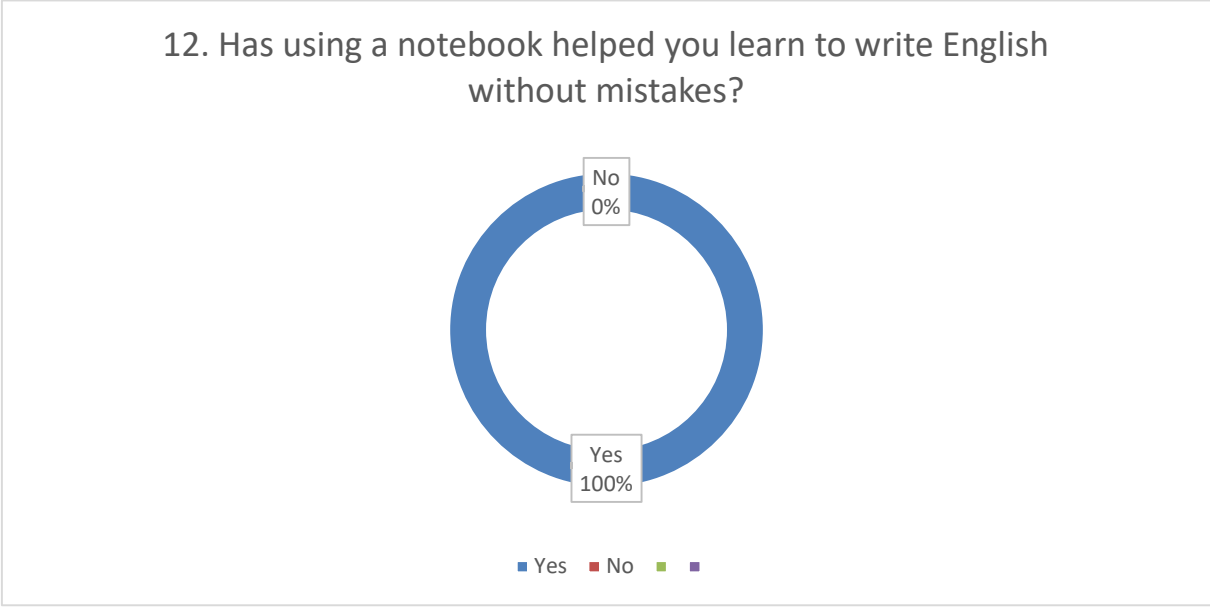
Graphic 13. Results of the Survey question 11.



The learners in question 12 and 13 think in 100 % that a notebook helps them to learn writing English without mistakes. Notebooks are highly effective tools for improving writing skills. These encourage consistent practice, having a notebook dedicated to writing

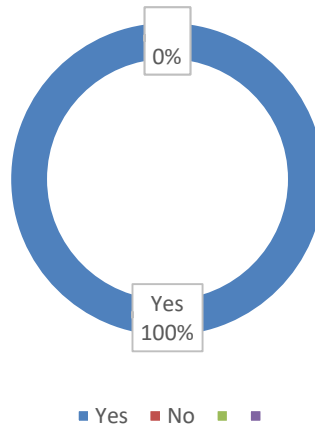
encourages regular practice, which is essential for improving writing skills. A notebook serves as a safe place to explore ideas, experiment with different writing skills, and develop creativity without fear or judgment. In brief, writing in a notebook allows you to create drafts and structure content logically before finalizing it.

Graphic 14. **Results of the Survey question 12.**



Graphic 15. **Results of the Survey question 13.**

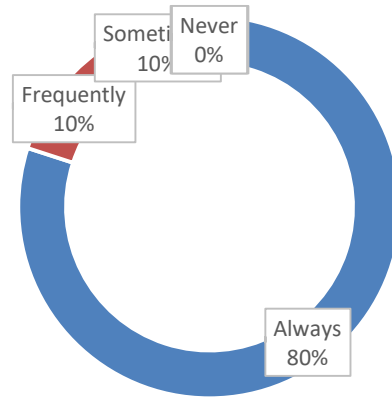
13. Do you use your notebook to practice saying English words correctly?



According to the student's responses in question N:14. They said in totally 80% that the use of pocket notebooks is frequent, frequently 10%, sometimes 10%. It is a tool that can enhance productivity, creativity, and organization. It lets to capture spontaneous thoughts, sketches, or observation helps nurture creative thinking. Pocket notebooks keep your thoughts, to do list, and plans in one place, making it easier to stay organized. Concluding the tools can provide insights and help you to track your progress or revisit ideas.

Graphic 16. **Results of the Survey question 14.**

14. How do you use your notebook to learn English outside of class?

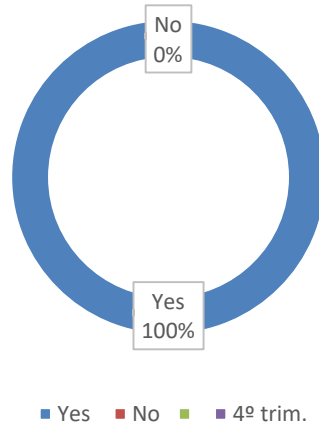


■ Always ■ Frequently ■ Sometimes ■ Rarely ■ Never

In questions 15, 16, and 17 the students answer 100% that they produce speaking and have feedback on their speaking skills and also reflect on their learning progress. These aspects are very fundamental because if the person struggles with meeting deadlines, the feedback let to write down actionable steps based on practicing speaking skills and improving their confidence. Likewise, it is positive to be concise using short sentences to keep notes clear and organized to share notes with prepared feedback with other classmates or teacher.

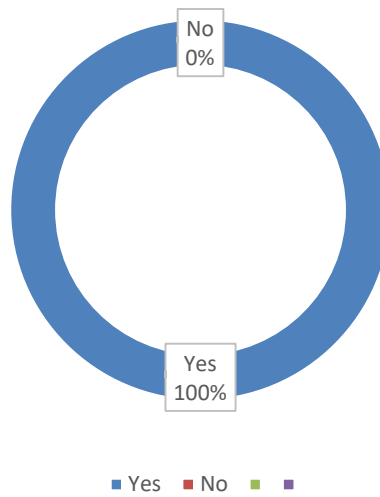
Graphic 17. **Results of the Survey question 15.**

15. Do you regularly practice your speaking skills using your notebook?

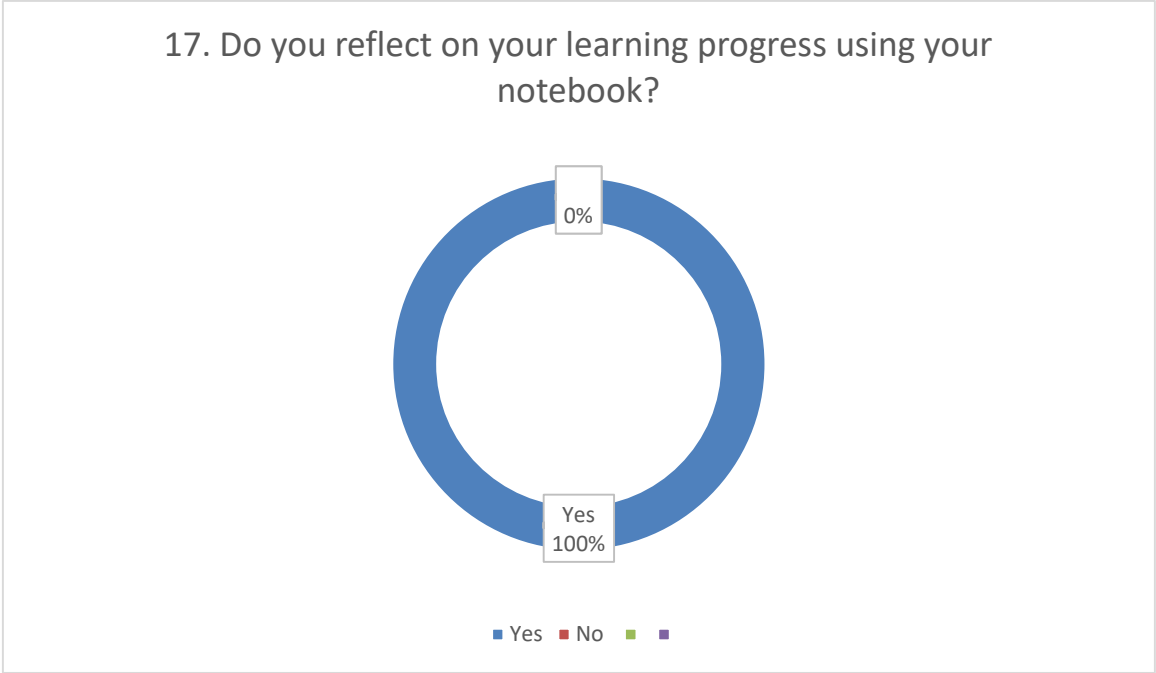


Graphic 18. **Results of the Survey question 16.**

16. Are you open to receiving feedback on your speaking abilities?



Graphic 19. Results of the Survey question 17.



### 3 CONCLUSIONS

The use of pocket notebooks offers several advantages. One of these is to enhance memory and retention. Writing by hand engages more of your brain, reinforcing information and improving the English languages speaking skill through the increasing of vocabulary. It is factual because it lets to manage and learn more quantity of new words during the exchanging of communication with classmates or teachers in any moment.

Other one is the encourages of creativity. A pocket notebook serves as a blank for your thoughts, allowing you to brainstorming, sketch or write freely or through the use of patterns, fostering to create exploration. Besides, it improves the organization, jotting down tasks, ideas, or reminders in a dedicated space, keeping them accessible during the whole time of the classes or outside, too. While the learner more checks their pockets it produces advantage to the learning process.

The essence of this pocket notebook refers to its measurement. It is compact and lightweight, pocket notebooks can be carried anywhere, ensuring the students can capture ideas whenever they arise. It lets to incorporate students to their perfect routines. Making them can lead to better focus, creativity and organization. Also, it is valuable in both personal and professional settings if they prefer in the future when they follow a career based in English, too.

#### **4 RECOMMENDATIONS**

It is recommended to use pocket notebooks as the right option because they are small and portable that fit easily into your pocket or bag. It makes a tool in which the students can use lined, blank or grid paper based on your preferred use. As for example: writing, sketching or doing technical notes. The uses of pocket notebooks can be accessible to carry their own ideas, statements, phrases, new words, pronunciations of words when occur. It is also a good idea to consider using symbols or shorthand for tasks, ideas or notes.

Another recommendation is that the learners can personalize their pocket notebooks, making it unique. The importance is that stays consistent with its use, it is preferred as a daily process writing the notes more necessary for each one. As we wrote during this project thesis, the indispensable is being organized and control the times of the use of pocket notebooks. Since it lets students open mind, and then the production of the language is agreeable and give gratification to the users of this tool.

The use of pocket notebooks helps in the production of communication, having it in hand results interesting to its users because they have a control of what they want to say. It is perfect as a collaborative tool. The ideas happen at any moment, for example: when are presenting lesson based on the speaking skill. And it is recommended to take notes about the instructions, anticipating the previous work with the correct structures, words, statements in summary choosing the correct words to develop the speaking skill.

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## 6 ANNEXES

### ANNEXE 1. Instruments content validation dossier through experts' judgements




<https://drive.google.com/file/d/1IEKXekNa7s2BU3HcslU-USFFgNVuq3yo/view?usp=sharing>



### ANNEXE 2. Diagnostic test of structured base. (Art. 211-212 R. LOEI)

The diagnostic test identified strengths and weaknesses, and determined specific areas where the learner excels or needs improvement, such as pronunciation, grammar, vocabulary, or fluency.

<b>Student's name</b>		<b>Class:</b>	1 <sup>st</sup> BGU
<b>Teacher:</b>	Lic. Julio César Garnica	<b>Level</b>	A2.2
<b>Area:</b>	Foreign Language	<b>Date:</b>	Catamayo, October ..... 2024
<b>Subject:</b>	English	<b>School Year:</b>	2023-2024

#### QUARTERLY TEST OF STRUCTURED BASE. (Art. 211-212 R. LOEI)

INDICATORS FOR THE PERFORMANCE CRITERIA:	QUANTITATIV	QUALITATIVE
	E RATING	RATING
EFL 5.2.2 Identify the main idea and some details of recorded news reports, documentaries, and interviews reporting on seasonal festivities, environmental issues, food and international customs, climate, weather, etc., where the visuals support the commentary. 	10.00 points	DAR
Learners can identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text. (I.1, I.2, I.4, S.3) Ref. I.EFL.5.11.1. 	09.00 points	AAR
	08.00 points	PAR
EFL 5.4.7. Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., “the writing process”) to produce well-constructed informational texts. 	07.00 - points	NAR

<p>Learners can produce emails, blog posts and other written texts. Ref. I.EFL.5.13.1 (I.3, S.3, J.2)  </p> <p>Learners can communicate clearly and effectively by using new words and expressions wherever appropriate and necessary. Ref. I.EFL.5.7.1. (I.2, I.3, J.2)</p>		
<p><b>Indicaciones:</b></p> <ul style="list-style-type: none"> <li>) Lea cuidadosamente y analice las preguntas antes de contestar, sino entiende lo que va hacer pregunte al profesor.</li> <li>) Es necesario considerar el reglamento de la LOEI en su capítulo VII. art. 223, 224, 225 referente a la deshonestidad académica, manifiesta que, los estudiantes que comentan deshonestidad académica recibirán una calificación de cero en la tarea o en el examen en la que hayan cometido el acto.</li> <li>) Se debe contestar con esferográfico, no se aceptan tachones, ni manchones en caso de utilizar corrector no hay derecho a reclamo, lo mismo si usa lápiz.</li> </ul>		
<p>Activities to determine the objectives achieved during this quarter</p>		

<p>EFL.5.5. learners listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning</p>	<p><b>1. Listening:</b></p> <p><b>Listen to the conversation between two old friends and answer the questions that follow.</b></p> <p><b>1. For how long has Steven not seen Selina?</b></p> <p>a. 5 years      b. 15 years      c. 50 years      d. 500 years</p> <p><b>2. For how long has Selina been back in her hometown?</b></p> <p>a. 1 year      b. 1000 years      c. 100 years      d. 10 years</p> <p><b>3. Mention one reasons why Selina returned to her hometown.</b></p> <p>a. divorced      b. single      c. married      d. widow</p>	<p><b>3 points</b></p>
<p>EFL.5.10. learners can find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one's</p>	<p><b>2. Reading:</b></p> <p><b>Read the text and choose the correct word for each space. For each question, circle the correct option - A, B, C or D. Look the example:</b></p> <p>Anna and Jay decided to get married. They decided they were going to have a romantic wedding <u>on the beach A</u> at sunset. She bought a new bikini and some sunblock. Jay _____ (1) to the travel agency to book their plane tickets and a hotel room. They _____ (2) their family and friends and they are organizing a barbecue to celebrate with them when they come back. They _____ (3) to get married on the beach because Anna grew up on</p>	<p><b>5 points</b></p>

own reaction to the text.	<p>Guadalupe, a French Caribbean Island. She has some relatives and childhood friends there. So, when they _____ (4) to celebrate their wedding, all of them offered their help. Anna and _____ (5) for more than 10 years now. They got engaged three years ago but they (6) yet when to get married until a week ago.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;"><b>1</b></td> <td style="width: 20%;">A. have just been</td> <td style="width: 20%;">B. has just been</td> <td style="width: 20%;">C. had just been</td> <td style="width: 20%;">D. were</td> </tr> <tr> <td style="text-align: center;"><b>2</b></td> <td>A. has told</td> <td>B. had told</td> <td>C. have told</td> <td>D. told</td> </tr> <tr> <td style="text-align: center;"><b>3</b></td> <td>A. have decided</td> <td>B. has decided</td> <td>C. had decided</td> <td>D. decided</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td>A. had decided</td> <td>B. have been deciding</td> <td>C. has decided</td> <td>D. decided</td> </tr> <tr> <td style="text-align: center;"><b>5</b></td> <td>A. had been together</td> <td>B. were together</td> <td>C. are together</td> <td>D. have been together</td> </tr> </table>	<b>1</b>	A. have just been	B. has just been	C. had just been	D. were	<b>2</b>	A. has told	B. had told	C. have told	D. told	<b>3</b>	A. have decided	B. has decided	C. had decided	D. decided	<b>4</b>	A. had decided	B. have been deciding	C. has decided	D. decided	<b>5</b>	A. had been together	B. were together	C. are together	D. have been together	
<b>1</b>	A. have just been	B. has just been	C. had just been	D. were																							
<b>2</b>	A. has told	B. had told	C. have told	D. told																							
<b>3</b>	A. have decided	B. has decided	C. had decided	D. decided																							
<b>4</b>	A. had decided	B. have been deciding	C. has decided	D. decided																							
<b>5</b>	A. had been together	B. were together	C. are together	D. have been together																							

<p>EFL.5.15. learners can produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence,</p>	<p><b>3. Writing</b></p> <p><b>Match the phrases with the common abbreviations. Look at the example:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Phrases</th> <th style="width: 50%;">Abbreviations</th> </tr> </thead> <tbody> <tr> <td><b>1.</b> Lisa's house</td> <td><b>a.</b> &lt;3 &lt;3 &lt;3</td> </tr> <tr> <td><b>2.</b> you</td> <td><b>b.</b> xxx</td> </tr> <tr> <td><b>3.</b> laughing out loud</td> <td><b>c.</b> @</td> </tr> <tr> <td><b>4.</b> at</td> <td><b>d.</b> lol</td> </tr> <tr> <td><b>5.</b> kisses</td> <td><b>2</b> <b>e.</b> u</td> </tr> <tr> <td><b>6.</b> (hearts) =love</td> <td><b>f.</b> Lisa's</td> </tr> </tbody> </table>	Phrases	Abbreviations	<b>1.</b> Lisa's house	<b>a.</b> <3 <3 <3	<b>2.</b> you	<b>b.</b> xxx	<b>3.</b> laughing out loud	<b>c.</b> @	<b>4.</b> at	<b>d.</b> lol	<b>5.</b> kisses	<b>2</b> <b>e.</b> u	<b>6.</b> (hearts) =love	<b>f.</b> Lisa's	<b>5 points</b>
Phrases	Abbreviations															
<b>1.</b> Lisa's house	<b>a.</b> <3 <3 <3															
<b>2.</b> you	<b>b.</b> xxx															
<b>3.</b> laughing out loud	<b>c.</b> @															
<b>4.</b> at	<b>d.</b> lol															
<b>5.</b> kisses	<b>2</b> <b>e.</b> u															
<b>6.</b> (hearts) =love	<b>f.</b> Lisa's															



<p>effectively using a variety of media and formats, including ICT, by saying things in alternative ways and applying self-correcting and self-monitoring strategies when needed (I1, I.3, J.4)</p>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	--

<p><b>TEACHER:</b> Lic.</p>	<p><b>AREA COORDINATOR:</b> Lic.</p>	<p><b>VICE PRINCIPAL:</b> Lic.</p>
<p>Signature: .....</p>	<p>Signature: .....</p>	<p>Signature: .....</p>
<p><b>Date:</b> September 4, 2024</p>	<p><b>Date:</b> September 4, 2024</p>	<p><b>Date:</b> September 4, 2024</p>

**2. Reading:**

**Read the text and choose the correct word for each space. For each question, circle the correct option - A, B, C or D. Look the example:**

**Answers**

- B. has just been
- C. have told
- A. have decided
- D. decided
- D. have been together

### 3. Writing

Match the phrases with the common abbreviations. Look at the example:

Lisa's house - **f. Lisa's**

you - **e. u**

laughing out loud - **d. lol**

at - **c. @**

kisses - **b. xxx**

(hearts) = love - **a. <3 <3 <3**

4. Choose Simple Past (SP) or Present Perfect (PPC). Look at the example.

1. SP

2. PPC

3 PPC

4. SP

5. PPC

5. Read each word and find its meaning. Look at the example.

### Speaking rubric

Criterion	5 – Excellent	4 – Good	3 - Satisfactory	2 - Needs Improvement	1 – Poor
Fluency and Coherence	Speaks fluently with no noticeable hesitation; ideas	Speaks with minor hesitation; generally,	Speaks with some hesitation; ideas are mostly connected, but	Frequent pauses or hesitations; ideas are disjointed or	Struggles to speak; long pauses and frequent

	are logically connected and expressed clearly.	maintains a logical flow of ideas.	with minor lapses in coherence.	lack logical connections.	breakdowns in communication; ideas are hard to follow.
Vocabulary Range	Uses a wide range of vocabulary accurately and appropriately; includes idiomatic expressions and varied word choices.	Uses a good range of vocabulary with minor inaccuracies; attempts some complex words or phrases.	Uses adequate vocabulary for basic conversation, but with limited variety; some inaccuracies.	Limited vocabulary; relies on simple words and phrases; frequent inaccuracies.	Very limited vocabulary; repeats basic words and phrases; many inaccuracies.
Pronunciation	Pronunciation is clear and natural; stress, rhythm, and intonation are effectively used; minimal or no mispronunciations.	Pronunciation is generally clear; occasional mispronunciations, but meaning is not affected.	Pronunciation is understandable, but with some noticeable mispronunciations; intonation may be flat.	Pronunciation issues make understanding difficult; frequent mispronunciations; flat or unnatural intonation.	Pronunciation is unclear or heavily accented; very difficult to understand; many mispronunciations.
Grammatical Accuracy	Uses complex grammatical structures correctly; very few or no errors.	Uses a range of grammatical structures with minor errors; meaning is rarely affected.	Uses simple grammatical structures correctly, but makes frequent errors in complex structures.	Makes frequent errors, even in simple structures; errors sometimes obscure meaning.	Consistent grammatical errors; meaning is often unclear.
Interactive Communication	Actively engages in conversation; responds	Engages well in conversation; generally, responds	Participates in conversation but may rely on the examiner to	Reluctant to engage; frequently needs prompting;	Very limited engagement; unable to respond or ask

	appropriately; asks relevant questions; effectively maintains and develops interaction.	appropriately; some ability to ask questions and maintain interaction.	maintain flow; limited ability to ask questions.	struggles to ask questions or maintain interaction.	questions effectively; needs constant prompting.
--	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------	--------------------------------------------------	-----------------------------------------------------	--------------------------------------------------

1. bearer - **d. person who has or holds something**
2. harvest - **e. when a person collects fruits and vegetables that are ready to eat from the plants**
3. fright - **a. fear**
4. friendship - **f. Friendship is a voluntary and long-lasting relationship between two or more people.**
5. SMS - **b. Short Message Service**
6. Piñatas - **c. They are colorful, decorative vessels traditionally filled with candies, fruits, and gifts.**

## **POST TEST**

1. What is the primary advantage of using a pocket notebook?
  - a. It is disposable and easy replaced.
  - b. Encourage digital productivity
  - c. Enhances organization and captures ideas

- d. Limits creativity and expression
2. Which of the following is a recommended practice when using a pocket notebook?
- a. Use it only once a month
  - b. Carry it daily to jot down ideas as they occur
  - c. Use it solely for sketching
  - d. Avoid organizing the notes

3. What is the best way to review the contents of your notebook?
- a. Ignore past entries to save time
  - b. Regularly go through notes and transfer key information
  - c. Erase old notes to make space
  - d. Write everything down without reviewing

4. A pocket notebook can be used to improve mindfulness

.....  
.....

5. Describe two ways in which a pocket notebook can improve productivity.

.....  
.....

6. Provide an example of how you could organize your pocket notebook for work and personal issue.

.....  
.....

7. Discuss any challenges you face in incorporating this tool into your routine and how you plan to overcome them.

.....  
 .....

**RUBRIC**

QUESTION	Excellent 1	Needs improvement 0
1. What is the primary advantage of using a pocket notebook?	Correct answer: Enhances organization and captures ideas.	Any answer
2. Which of the following is a recommended practice when using a pocket notebook?	Correct answer: Carry it daily to jot down ideas as they occur.	Any answer
3. What is the best way to review the contents of your notebook?	Correct answer: Regularly go through notes and transfer key information.	Any answer
4. A pocket notebook can be used to improve mindfulness	Open question	Any answer
5. Describe to ways in which a pocket notebook can improve productivity.	Open question	Any answer
6. Provide an example of how you could organize your pocket notebook for work and personal issue.	Open question	Any answer
7. Discuss any challenges you face in incorporating this	Open question	Any answer

tool into your routine and how you plan to overcome them.		
-----------------------------------------------------------	--	--

### **ANNEXE 3. SURVEY**

The present survey was applied for obtaining information based on a pocket notebook tool that as researchers consider is effective for improving phonology.

#### **How often do you use your pocket notebook for learning English?**

Always ( )

Often ( )

Sometimes ( )

Rarely ( )

Never ( )

#### **How frequently do you refer back to your notes?**

Always ( )

Often ( )

Sometimes ( )

Rarely ( )

Never ( )

#### **How do you organize your notes in your notebook to help you learn English?**

By topic ( )

By date ( )

By vocabulary ( )

Other (please specify)

**Do you categorize your notes?**

By topic ( )

By date ( )

By vocabulary ( )

Other (please specify)

**Do you use your notebook to work with other students on English activities?**

Yes ( )

No ( )

**How does using notebooks in group work help you improve your English?**

A lot

Quite a bit

Somewhat

A little

Not at all

**Do you think using a notebook has helped you speak English more fluently?**

Yes ( )

No ( )

**Has using a notebook helped you learn to write English without mistakes?**

Yes ( )

No ( )

**Do you use your notebook to practice saying English words correctly?**

Yes ( )

No ( )

**Do you think using pictures or real objects with your notebook helps you learn new English words?**

Yes ( )

No ( )

**Do you think using a notebook has helped you speak English more fluently?**

Yes ( )

No ( )

**Has using a notebook helped you learn to write English without mistakes?**

Yes ( )

No ( )

**Do you use your notebook to practice saying English words correctly?**

Yes ( )

No ( )

**Do you think using pictures or real objects with your notebook helps you learn new English words?**

Yes ( )

No ( )

**How do you use your notebook to learn English outside of class?**

Always

Frequently

Sometimes

Rarely

Never

**Do you regularly practice your speaking skills using your notebook?**

Yes ( )

No ( )

**Are you open to receiving feedback on your speaking abilities?**

Yes ( )

No ( )

**Do you reflect on your learning progress using your notebook?**

Yes ( )

No ( )

### **3.3. Interview**

*ANNEX 1: Interview.*

This interview was taken to the English students to assess their level of oral proficiency.

**Do you feel that you can speak English without frequent pauses or hesitations?**

Yes ( )

No ( )

**Do you believe your pronunciation is clear enough for others to understand you easily?**

Yes ( )

No ( )

**Do you feel confident using a variety of vocabulary when speaking?**

Yes ( )

No ( )

**Do you think you use correct grammar when speaking?**

Yes ( )

No ( )

**Do you find it easy to engage in conversations with others?**

Yes ( )

No ( )

**Do you feel that you can understand English?**

Yes ( )

No ( )

**Do you feel confident when speaking in front of others?**

Yes ( )

No ( )

**Are you open to receiving feedback on your speaking abilities?**

Yes ( )

No ( )

**Do you regularly practice your speaking skills?**

Yes ( )

No ( )

**Are you motivated to improve your speaking skills?**

Yes ( )

No ( )

#### **ANNEXE 4.** Observational checklist for speaking skills

The observational checklist was a valuable tool for systematically recording and analyzing observed behaviors, events, or phenomena in the research project. It provided a structured framework for data collection, ensuring consistency and reliability, facilitating data analysis and interpretation.

<b>DIMENSION</b>	<b>INDICATOR</b>	<b>OBSERVATION CRITERIA</b>	<b>CHECK</b>
<b>Fluency</b>	Ability to speak smoothly without hesitation.	Speaks without frequent pauses or hesitations.	Yes ( ) No ( )
<b>Pronunciation</b>	Clarity and accuracy of speech sounds.	Pronunciation is clear enough for others to understand easily.	Yes ( ) No ( )
<b>Vocabulary</b>	Range and appropriateness of word choice.	Uses a variety of vocabulary confidently when speaking.	Yes ( ) No ( )
<b>Grammar</b>	Correctness of grammatical structures in speech.	Uses correct grammar consistently when speaking.	Yes ( ) No ( )
<b>Interaction</b>	Ability to engage in conversations effectively.	Engages easily in conversations with others.	Yes ( ) No ( )
<b>Comprehension</b>	Understanding spoken language in conversations.	Understands others when they speak.	Yes ( ) No ( )

<b>Confidence</b>	Self-assurance when speaking in various contexts.	Displays confidence when speaking in front of others.	Yes ( ) No ( )
<b>Feedback Reception</b>	Openness to receiving feedback on speaking skills.	Open to receiving feedback on speaking abilities.	Yes ( ) No ( )
<b>Practice</b>	Frequency of practicing speaking skills.	Regularly practices speaking skills.	Yes ( ) No ( )
<b>Motivation</b>	Desire to improve speaking abilities.	Shows motivation to improve speaking skills.	Yes ( ) No ( )

**ANNEXE 6.** School pictures







