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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

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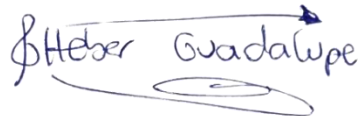
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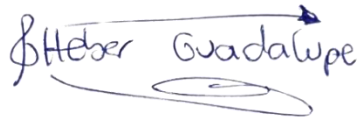
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TO:

Me for showing me that I can overcome any situation. To the good times and to the times when I hit rock bottom. To my dear mom Dina and my family for being my support every single day. To my grandma who looked after me all my childhood and now is in heaven. To my girlfriend Paola who have been supporting me when there seemed to be no hope.

Jaaz.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
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THEME: “Non-words and pragmatic skills”

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ABSTRACT

The present study analyzed students' perspectives on expressions called non-words in pragmatic skills. A total of 74 university students (24 males and 50 females) participated in a descriptive, non-experimental research. Data were collected through a survey with 19 items on a Likert scale and 3 open-ended questions. It was validated using Cronbach's Alpha coefficient (0.807) and validated by three professional scholars using a validation form. Additionally, the research was based on three research questions aligned with the objectives. The results revealed that the most commonly used non-words by students are collocations, due to patterns in their structure and the words that commonly occur together, which allow students to distinguish these expressions much better than others. There was a similarity in the use of speech acts and topic maintenance. Most students used these two types of verbal communication skills almost equally, with topic maintenance being slightly more used. Additionally, these results reflected that students had appropriate verbal skills when communicating in different social contexts. On the other hand, this study also revealed that students did not face difficulties in the majority of non-verbal communication skills, specifically in body language. This could prove that students do not feel nervous and pressured when engaging in and responding to a conversation in a foreign language that they have not mastered yet. However, the use of proxemics proved to be relatively difficult for them, as students were not able to distinguish the correct use of space and distance between people when maintaining a conversation.

Key words: non-words, multi-word expressions, pragmatics, verbal communication skills, non-verbal communication skills.

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RESUMEN

El presente estudio analizó las perspectivas de los estudiantes sobre expresiones llamas non-words en las habilidades pragmáticas. Un total de 74 estudiantes universitarios (24 hombres y 50 mujeres) participaron en una investigación descriptiva, no experimental. Los datos se recogieron mediante una encuesta con 19 ítems en una escala de Likert y, 3 preguntas abiertas. Se validó mediante el coeficiente Alfa de Cronbach (0,807) y validado por tres académicos profesionales mediante una ficha de validación. Además, la investigación se basó en tres preguntas de investigación basadas en los objetivos. Los resultados revelaron que las non-words más utilizadas por los estudiantes son las colocaciones, debido a los patrones en su estructura y a que las palabras generalmente están juntas, lo cual permiten que los estudiantes puedan distinguir estas expresiones mucho mejor que las demás. Hubo una similitud en el uso de actos del habla y mantenimiento de temas. La mayoría de los estudiantes usaron casi por igual estos dos tipos de habilidades de comunicación verbal, siendo mantenimiento de temas el más usado por una mínima diferencia. Adicionalmente, estos resultados reflejaron que los estudiantes tienen las suficientes habilidades verbales al momento de comunicarse en diferentes contextos sociales. Por otro lado, este estudio también reveló que los estudiantes no tenían dificultades en la mayoría de las habilidades de comunicación no verbal, concretamente en el lenguaje corporal. Esto podría demostrar que los estudiantes no se sienten nerviosos ni presionados al entablar y responder a una conversación en una lengua extranjera que aún no dominan. Sin embargo, el uso de la proxémica les resultó relativamente difícil, ya que los alumnos no fueron capaces de distinguir el uso correcto del espacio y la distancia entre las personas a la hora de mantener una conversación.

Palabras clave: non-words, expresiones de varias palabras, pragmática, habilidades de comunicación verbal, habilidades de comunicación no verbal.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research Background

Numerous study sources were used to support this research. The information was collected from different academic databases such as Researchgate, Google Scholar and Scielo. The information collected is about the use of non-words and pragmatic skills.

Wray (2002) emphasized the prevalence of non-words, also called formulaic language by the author, in our daily communication. On her book called “Formulaic Language and the Lexicon”, the author delved into an interdisciplinary investigation, drawing from fields such as discourse analysis, first language acquisition, language pathology, and applied linguistics, to explore the underlying nature and functions of formulaic language. The research culminated in the proposal of a novel model for lexical storage. This model suggested that a combination of parallel analytic and holistic processing strategies allows individuals to reconcile their ability to comprehend and produce novel constructions through grammatical knowledge and small lexical units.

Ellis et al. (2008) conducted a study to triangulate the construct of formula from corpus linguistic, psycholinguistic, and educational stances. It described the corpus linguistic extraction of pedagogically valuable formulaic sequences for academic speech and writing. Three experiments were led with students from different countries. The research findings revealed the educational and psycholinguistic validity of formulaic sequences extracted from large corpora of usage. The study demonstrated that the MI of formulaic expressions significantly influences native speakers' language processing when they are engaged in tasks such as recognizing correct form, accessing pronunciation, and reading aloud. Advanced ESL learners' language processing is similarly influenced by the frequency of formulaic expressions in tasks related to form recognition, pronunciation access.

Pellicer-Sánchez (2018) led a research which its main objective was the exploration of effective methods for teaching and learning lexical items (non-words, multi-words and formulaic language). The author identified two main approaches: incidental learning, where vocabulary acquisition occurs as a by-product of communicative activities, and intentional learning, involving deliberate efforts to commit lexical items to memory. Incidental learning conditions, such as extensive reading, can be particularly beneficial for consolidating newly acquired knowledge. As result, the researcher highlighted the importance of formulaic language (multiword sequences) in achieving proficiency in a second language. The need for attention to formulaic language in language pedagogy was emphasized due to the relative contributions of intentional learning and the opportunities it offered for broader skills development beyond vocabulary acquisition.

Derwing et al. (2021) carried out a research to investigate the connection between pragmatics and the comprehensibility of second language (L2) speech. These experiments involved teaching speech acts to participants enrolled in a program for newcomers to Canada. The main objective was to determine whether improving pragmatic skills would lead to better understandability of L2 speech. Two intact classes were involved in the study: one group received 25 hours of instruction in pragmatics, while the control group followed the standard curriculum without a specific focus on pragmatics. Both groups engaged in role-play activities based on various scenarios before and after the instruction. The transcripts of these role-plays were evaluated using a rubric. Initially, the control group performed better, but at the post-test, the experimental group outperformed the control group, showing a moderate improvement. As result, these findings suggested that instruction in pragmatics can contribute to increase comprehensibility in L2 speech.

Taguchi (2008) managed a study to explore the influence of the learning environment on the development of pragmatic comprehension skills. The study followed two distinct groups of Japanese English learners: one group consisting of 60 students enrolled in a college in Japan (referred to as English as a Foreign Language learners) and the other comprising 57 students attending a college in the United States (termed English as a Second Language learners). These learners were subjected to a computerized listening task designed to assess their ability to grasp implied meanings, specifically indirect refusals and indirect opinions. Each group underwent this task

twice, once before and once after they received approximately 120-130 hours of classroom instruction. The findings indicated that in both groups of learners, there was a significant improvement in both accuracy and the speed of comprehension as time progressed. Notably, for the EFL group, the improvement in speed was relatively less pronounced compared to the improvement in accuracy.

Zhiwei (2021) held a study to investigate the cognitive processes involved in the task-based pragmatic performances of English as a second language (L2) learners within academic contexts. This research scrutinized the cognitive processes of 30 English L2 learners as they engaged in various role-play-based pragmatic activities, such as requesting a recommendation letter from a professor and negotiating a suitable meeting time with classmates. The analysis of retrospective verbal reports (RVRs) from the participants revealed that the learners utilized a range of cognitive, metacognitive, and pragmatic strategies while carrying out different speech acts, including requests and refusals. This study sought to contribute in a significant way. Mainly, it offered empirical evidence to validate the theoretical framework for understanding learners' strategy usage in L2 pragmatics. Therefore, this study aimed to provide a more comprehensive understanding of the cognitive processes of L2 learners in pragmatic performances by incorporating theories from both pragmatic and learner strategy perspectives.

1.2 Theoretical foundation of the variables

Independent variable

Language learning

The process of language learning is a dynamic one that begins from the moment of birth and endures throughout an individual's lifetime. Language acquisition occurs as individuals employ it to convey their ideas and emotions, develop connections with family and friends, and try to comprehend their world.

The process of learning a language closely resembles how children acquire their first and second languages. It necessitates genuine interaction in the desired language, involving natural communication where individuals prioritize conveying and comprehending messages rather than the precise structure of their expressions. Language is acquired most effectively when learners are exposed to comprehensible

input, language that is slightly beyond their current proficiency level but still understandable within a meaningful context (Krashen, 1981).

Krashen (1981) stated The Input Hypothesis which is grounded in the notion that language acquisition occurs when learners are engaged in communicative interactions or contexts where they can focus on conveying and understanding messages, rather than overtly concentrating on language rules or grammar. He maintains that explicit instruction and formal grammar lessons play a relatively limited role in language acquisition, especially compared to the importance of rich, comprehensible input. Moreover, Krashen (1981) introduced the Affective Filter Hypothesis, which suggests that emotional factors, such as anxiety and motivation, can influence the effectiveness of language acquisition. When learners are anxious or unmotivated, their "affective filter" is high, impeding the acquisition process. Conversely, when learners are relaxed and motivated, their "filter" is low, facilitating language learning

Chomsky (1957) pointed out that language learning occurs due to the Language Acquisition Device, a hypothetical mental mechanism or cognitive structure that he believed was responsible for language learning in humans. The LAD is thought to facilitate the acquisition of language by guiding children to recognize and internalize the linguistic structures present in their environment. Similarly, Skinner (1957) supported this theory positing that language development is primarily a result of environmental stimuli and learned behaviors. The author asserted that language can be explained through the principles of operant conditioning, which emphasize the role of reinforcement and punishment in shaping linguistic behavior.

According to Skinner (1957), children learn language through a process of imitation and reinforcement. They imitate the language they hear from their caregivers and other individuals in their environment. When a child's utterances result in positive reinforcement, they are more likely to repeat those linguistic behaviors. Conversely, linguistic behaviors that do not lead to reinforcement are likely to diminish or disappear over time.

Lexicon

Pinker (2007) defined the lexicon as a fundamental component of a speaker's linguistic knowledge. It encompasses the mental inventory of words and phrases that an individual possesses in their native language or languages. According to this theory, the lexicon is not merely a list of isolated words but rather a complex mental structure that includes information about the form, meaning, and usage of each word. It serves as a repository of linguistic knowledge, allowing individuals to access and produce language effortlessly. Within the lexicon, words are organized and interconnected through various relationships, such as synonyms, antonyms, homophones, and associations based on semantic or phonological features.

This interconnectedness enables speakers to navigate the vast linguistic landscape effectively. His research emphasized that the lexicon is not static but is continually evolving. New words enter the lexicon, while others may become obsolete or change in meaning over time. The lexicon also plays a crucial role in language comprehension and production, as it facilitates the rapid and accurate processing of words in spoken and written communication (Pinker, 2007).

The lexicon is an integral part of the overall linguistic structure, which included phonology, morphology, and syntax. Linguistic elements, including words, were defined by their position and function within these structural categories (Bloomfield, 1933). Additionally, Bloomfield (1933) contributed to the notion that the lexicon should be analyzed in terms of its distributional properties. He argued that examining how words and linguistic units are distributed in language use provides insights into their grammatical and semantic properties. This distributional analysis of the lexicon was a precursor to later research in lexical semantics. Harris (1951) supported this theory due to the importance of distributional analysis in understanding the lexicon and word meaning. His perspective on the lexicon was rooted in structural linguistics, which sought to uncover the underlying structure of language through empirical analysis. The author proposed that the meaning of words and their grammatical properties could be elucidated by examining their distribution in texts and sentences. This distributional analysis involved studying how words co-occurred with other words and in what contexts, providing insights into their semantic and grammatical properties.

Harris (1951) argued that meaning could be derived from the patterns of distribution and that words with similar distributional patterns would have similar meanings. This approach to studying the lexicon contributed to the development of computational linguistics and the idea that word meaning could be analyzed statistically based on corpus data.

Non-words (multi-words expressions)

Fillmore (1982) contended that non-words or multi-word expressions represent a fundamental aspect of language that extends beyond the mere sum of their individual words. His perspective on MWEs is intricately linked to his theory of frame semantics. In his view, MWEs are linguistic units that exhibit a unique and non-compositional meaning. Unlike compositional phrases, where the meaning of the whole can be derived from the meanings of its parts, MWEs often possess idiosyncratic meanings that cannot be predicted from the meanings of their constituent words alone. Instead, MWEs are closely tied to underlying conceptual frames or templates, which are mental structures that provide the context and meaning for these expressions. For instance, the MWE "kick the bucket" is not simply a combination of the meanings of "kick" and "bucket." Instead, it is associated with a frame related to death and the end of life. This frame gives the MWE its idiomatic sense.

Furthermore, Riegenbach (1991) emphasized the significance of schemata, or mental frameworks, in the comprehension of non-words or also called multi-word expressions. Schemata are cognitive structures that help individuals interpret and make sense of the language they encounter. In the context of MWEs, schemata play a vital role in guiding readers' expectations and interpretations. For instance, when encountering an MWE like "kick the bucket," readers activate a schema related to idiomatic expressions associated with death. This schema aids in interpreting the figurative meaning of the MWE, which cannot be directly inferred from the individual words. Riegenbach's work highlighted that the comprehension of MWEs involves more than the mere sum of their parts. Instead, readers rely on their background knowledge and schemata to navigate the idiosyncratic meanings and nuances of these expressions. Her research underscores the complex interplay between language, cognition, and context in understanding multi-word expressions.

According to Pickering and Kukkonen (2016), one key theme in non-words or multi-words research is the idea that language processing is not solely confined to individual words or phrases, it is distributed across various levels of linguistic structure. The authors argued that MWEs, including idioms and collocations, are stored as units in the mental lexicon and are retrieved and processed holistically. This perspective contrasts with earlier theories that emphasized a strict division between single-word and multi-word processing.

Pickering and Kukkonen (2016) proposed that MWEs are processed efficiently because of their frequency and predictability in language use. Readers and listeners are sensitive to the statistical properties of MWEs, which allows them to recognize and comprehend these expressions rapidly. Furthermore, their research explores the interaction between MWEs and syntax. The authors contended that MWEs are not entirely isolated from grammatical structures but instead interact with syntax in flexible ways. This perspective challenges the traditional view that MWEs are grammatically frozen. Their work underscored the dynamic nature of MWEs in language processing. They provided a cognitive perspective that highlighted the importance of frequency, predictability, and the interaction between lexicon and syntax in the comprehension of multi-word expressions. This research has significant implications for our understanding of language processing and the cognitive mechanisms behind non-words and multi-word comprehension.

Non-words or Multi-word expressions refer to lexical units that can be broken down into several individual words and exhibit idiosyncrasies in terms of their lexicon, syntax, semantics, pragmatics, and/or statistical properties. Non words or Multi-word expressions encompass various categories, such as idioms, proverbs, collocations and noun compounds each characterized by distinct linguistic traits. Consequently, the acquisition of knowledge and the hurdles to overcome differ for each MWE type. For instance, grasping semantic connections within noun compounds presents a formidable challenge, whereas recognizing them is comparatively straightforward. Conversely, identifying verb-particle constructions (VPCs) poses difficulties due to frequent ambiguity with verb-prepositional phrase (verb-PP) structures. Additionally, assessing compositionality is a crucial task for VPCs because they exhibit a more

uniform distribution of compositionality levels, unlike noun compounds, which are largely compositional (Chakraborty, 2011).

Idioms

Idioms, understood as fixed multi-word expressions encapsulating non-compositional meanings, constitute linguistic units that prompt various inquiries crucial in the examination of language and cognition. These inquiries encompass whether idioms are stored within the lexicon or in memory, whether they possess internal or external syntax akin to other linguistic expressions, whether their conventional use aligns with their non-compositional meanings, and whether their processing mirrors that of regular compositional language expressions, among other considerations (Espinal, 2019).

Idioms exhibit both similarities and distinctions in comparison to other categories of formulaic expressions, and these distinctions pertain to the primary types of idioms documented in linguistic literature, as well as the dimensions along which idiomaticity is situated. In terms of syntax, idioms display a specific set of syntactic characteristics and constraints that account for their structural arrangement, both internally and externally. Semantically, idioms exhibit intriguing behaviors related to various semantic properties that contribute to their meaning, such as conventionality, compositionality, transparency, aspectuality, referentiality, and thematic roles, among others. The exploration of idioms encompasses diverse perspectives, including lexicographic and computational approaches, as well as investigations from psycholinguistic and neurolinguistic standpoints (Espinal, 2019).

Pure: Pure idioms are idioms whose original meaning is lost to the extent that there is no possible way to analyze the phrase logically to come to an understanding of its meaning. Unlike some of the other types of idioms listed below, these idioms tend not to have significant overlap with figures of speech like metaphors and similes, because there is no comparison or meaning that could possibly be derived from it. Some examples are *Spill the beans* (Tell your secrets), *Kill two birds with one stone* (Accomplish several tasks at once), *Break a leg* (Good luck!) (Everaert, 2005).

Binomial: Binomial idioms are idioms that involve two parts that work together or in contrast to construct an expression, they are usually joined by "and" or "or". Some

examples are Chalk and cheese (Two things that do not mix), Odds and ends (Pieces of junk), Wine and dine (Treat someone to dinner and drinks) (Everaert, 2005).

Partial: A partial idiom contains a literal part and a non-literal part. An example is “storm brewing in his eyes.” This idiom refers to a look of ferocity in someone’s face that can usually be identified in the intensity of their eyes. There is a literal part in the idiom (we are referring to something in someone’s eyes). However, there is also a non-literal part (the storm). A language user would need to understand that by ‘storm’, the speaker means that the person’s eyes are intense and fierce. Partial idioms are often also metaphors because the half of the idiom that is literal part (the eyes) derive additional descriptive meaning via comparison to the non-literal part (the storm, in the above instance, implying the eyes are ‘fierce like a storm’) (Everaert, 2005).

Prepositional: Prepositional idioms are idioms that contain prepositional verbs plus an adverb or a preposition to create non-literal meaning. These types of idioms need to be placed into a sentence and cannot be used in isolation (they are not ‘fixed collocational idioms’). Prepositional idioms are barely recognizable as idioms because they are so commonplace in the English language. Nonetheless, their meanings aren’t derived from the sum of the words in the phrase, but rather through iterative exposure to the English language. Some examples are "In the heat of the moment" which means to act or react without thinking clearly or calmly, usually due to strong emotions or intense circumstances. Moreover, "On top of the world" is used to describe a feeling of great happiness or success. Additionally, "Under the weather" means to feel unwell or sick (Everaert, 2005).

Proverbs

Proverbs, a commonly known form of expression, hold a prominent place in the collective consciousness of individuals. These concise sayings encapsulate universal truths pertaining to life. Proverbs serve to provide advice, make observations, and impart teachings in a succinct and memorable manner. Over the centuries, proverbs have become a fascinating subject of study, featuring prominently in oral tradition, literature, art, and popular culture. Their ability to encapsulate folk wisdom in a concise manner attracts audiences from diverse backgrounds (Crognale, 2013).

Proverbs fulfill the human desire to condense experiences and observations into bite-sized wisdom, enabling individuals to readily comment on personal relationships and social affairs. With proverbs available for every conceivable context, they reflect the inherent contradictions found in life itself. For instance, proverb pairs such as "Absence makes the heart grow fonder" and "Out of sight, out of mind," or "Look before you leap" and "He who hesitates is lost" highlight the absence of a logical and systematic philosophical framework within proverbs. They serve individuals well in both oral and written forms of communication, often springing to mind automatically as pre-fabricated verbal units. While their frequency of usage may vary among individuals and contexts, proverbs exert a significant rhetorical influence across various modes of communication. They find application in friendly conversations, powerful political speeches, religious sermons, lyrical poetry, best-selling novels, and the influential mass media. There are some types of proverbs such as traditional proverbs, biblical proverbs, literary proverbs and metaphorical proverbs (Crognale, 2013).

Traditional: they are proverbs that have been passed down through generations and are deeply rooted in a particular culture or society. They often reflect the values, beliefs, and experiences of a community. An example is "Actions speak louder than words." This proverb emphasizes that what a person does is more important than what they say (Khakimova, 2019).

Biblical: they are proverbs found in religious texts, such as the Book of Proverbs in the Bible, are considered a distinct category. These proverbs often provide moral and practical guidance. An example is "A friend loves at all times, and a brother is born for a time of adversity" (Khakimova, 2019).

Literary: Some proverbs are derived from famous literary works or authors. These proverbs may have gained popularity due to their inclusion in well-known literature. An example is "All that glitters is not gold." This expression was popularized by William Shakespeare in his play "The Merchant of Venice". It suggests that things may not be as valuable or genuine as they initially seem (Khakimova, 2019).

Metaphorical: These proverbs use metaphors or analogies to convey a deeper meaning. They often draw comparisons between different objects or situations to illustrate a

particular point. An example is "Time is money" which metaphorically equates time with money, suggesting that time should be valued and used wisely, just like money (Khakimova, 2019).

Collocations

In the field of contemporary linguistics, the concept of collocation pertains to the phenomenon wherein certain lexical items exhibit a higher tendency to co-occur in natural language usage than what can be solely accounted for by syntax and semantics (Firth, 1957).

Firth (1957) was initially brought to attention the theoretical significance of collocation, who delineated it from cognitive and semantic conceptions of word-meaning. Firth classified collocation as an "abstraction at the syntagmatic level" and accorded it a distinct position within his framework for understanding the various levels at which meaning can emerge in language. Implicitly, Firth underscored the necessity of a quantitative foundation for collocation, providing concrete numerical values for co-occurrences observed in certain textual contexts.

In language acquisition, a collocation denotes a pairing or grouping of words that exhibit a frequent tendency to occur together. These combinations possess a natural and intuitive quality for native speakers, yet pose a challenge for English learners who must invest special effort to acquire them due to their elusiveness. Certain combinations may even sound inherently "incorrect" to native English speakers. For instance, the adjective "fast" readily collocates with "cars," but not with "a glance." Proficiency in collocations constitutes a crucial component of vocabulary acquisition in a language. While some collocations are fixed or highly entrenched, such as "take a photo," wherein the verb "take" exclusively collocates with "photo" to convey the intended meaning, others exhibit greater flexibility, allowing for the substitution of multiple words that impart a similar significance (Spratt et al., 2011).

Oxford University Press (2009) stated that collocations can be categorized into different types based on the words involved:

Adverb + Adjective Collocations: These collocations involve an adverb and an adjective that are commonly used together to describe something. For example, "fully aware," "blissfully unaware," or "deeply worried"

Adjective + Noun Collocations: These collocations consist of an adjective modifying a noun. Examples include "deep sleep," "happy marriage," or "serious problems".

Noun + Noun Collocations: These collocations involve two nouns used together to express a specific concept or idea. For instance, "round of applause" or "team effort".

Verb + Noun Collocations: These collocations consist of a verb and a noun that commonly occur together. Examples include "pay a bill," "make a decision," or "take action".

Verb + Adverb Collocations: These collocations involve a verb and an adverb that are frequently used together. For example, "run quickly," "speak softly," or "work diligently".

Verb + Prepositional Phrase Collocations: These collocations consist of a verb followed by a prepositional phrase. Examples include "look after," "give up," or "take care of".

Verb + Verb Collocations: These collocations involve two verbs used together to express a specific action or behavior. Examples include "make progress," "take notes," or "give advice".

Dependent variable

Linguistics

According to Elgin (1979), linguistics, as an academic discipline, encompasses the comprehensive study of language. It is important to distinguish between linguistics and language proficiency, as they represent distinct domains of knowledge. Just as an individual can operate a car without possessing a deep understanding of its internal mechanics, language users can employ a language without conscious awareness of its underlying structural intricacies. Conversely, a linguist possesses the capacity to comprehend and analyze the internal structure of a language without necessarily being fluent in its spoken usage.

It is essential to note that a linguist should not be conflated with an individual who possesses proficiency in multiple languages, which is more accurately described as "polyglot," "bilingual," or "multilingual." Rather, a linguist directs their focus towards

the examination of language as a fundamental human phenomenon. Linguists engage in the investigation of grammar, as well as the exploration of the social and psychological dimensions of language usage, and the exploration of the interrelationships between languages, both within historical contexts and in contemporary settings. Given the intricacy of the field, the discipline of linguistics encompasses several notable subdivisions (Elgin, 1979).

Formal linguistics is a scholarly discipline dedicated to the investigation of the intricate structures and processes that underlie language, encompassing the fundamental mechanisms and organization of language itself. Formal linguists engage in the systematic examination of diverse languages, aiming to identify and analyze the common elements that facilitate the development of efficient and comprehensive models for describing language in a general sense (Elgin, 1979). Within the field of formal linguistics, three prominent schools of thought have emerged:

The "traditional" or "prescriptive" approach to grammar, which is commonly encountered in educational settings, offers familiar perspectives. Traditional grammars provide definitions such as "A noun is a person, place, or thing" and typically prescribe rules governing correct or preferred language usage.

Bloomfield (1933) exemplified Structural linguistics, drew upon principles from the behaviorist school of psychology. Structuralists primarily focus on phonology, morphology, and syntax, attaching little significance to meaning or lexicon. They classify words into form classes based on grammatical features. For instance, a noun is defined based on its position within a sentence and its inflections, such as the plural "-s."

On the other hand, Chomsky (1957) introduced the "generative transformational" approach to grammar. He established a connection between the "deep structure" of sentences (representing mental processes) and their "surface structure" (reflecting spoken or written language). Chomsky demonstrated how the surface structure "The postman was bitten by the dog" was derived from the deep structure "The dog bit the postman" through the application of a passive transformation. The concept of Universal Grammar emerged from transformational generative grammar, positing that all languages share certain underlying linguistic features (universals). This theory aims

to elucidate the consistency observed in language acquisition across diverse human populations, despite apparent differences in their native languages.

Sociolinguistics

Sociolinguistics, as an academic discipline, concerns itself with the comprehensive examination of language as a multifaceted social and cultural phenomenon. Within this field, various subdivisions exist, which are elucidated below (Elgin, 1979).

Labov (1994) supported the theory that Sociolinguistics is a rigorous and systematic discipline concerned with exploring the intricate interplay between language and society. Labov contributions have shaped the core tenets of sociolinguistics, emphasizing the empirical investigation of linguistic variation and change within diverse social contexts. Central to his approach is the recognition that language is not a static entity but a dynamic system that reflects the social identities, affiliations, and stratifications of its users.

Sociolinguistics, in Labov view, involves meticulous data collection and quantitative analysis to unveil patterns of linguistic variation associated with factors such as social class, ethnicity, gender, and age. Moreover, the author was pioneering studies on linguistic variables, the role of sociolinguistics in illuminating the ways in which language both reflects and contributes to the construction of social identity. Thus, sociolinguistics, as conceptualized by William Labov, is a discipline committed to unraveling the intricate threads that bind language and society, offering valuable insights into the multifaceted nature of human communication.

Elgin (1979) indicated that sociolinguistics first subdivision, known as "Language Variation," encompasses the exploration of the intricate relationship between the utilization of linguistic forms and an array of influential factors. These factors include geographical location, social class, ethnic group, age, gender, occupation, function, and style. The combination of these diverse factors contributes to the development of an individual's unique and idiosyncratic mode of speech, referred to as their "idiolect."

Additionally, when a particular linguistic variety is shared by a collective of speakers, it is classified as a "dialect." It is important to highlight that a dialect, whether it is a standard or nonstandard form, encompasses a comprehensive range of linguistic elements employed in speech production, including pronunciation, grammar, and

interactive features. Consequently, it is crucial to differentiate dialect from accent, which primarily pertains to pronunciation. It is worth noting that all individuals who engage in language use speak a dialect specific to that particular language. For instance, the speech patterns of an individual from Alabama greatly differ from those of a New Englander, despite both individuals speaking the English language. Furthermore, further differentiation within dialects is attainable through the investigation of additional factors such as social class, age, gender, and occupation (Elgin, 1979)

Pragmatic skills

Pragmatics, as a subfield of linguistics, delves into the intricate relationship between language and its contextual usage. It emerges as a distinct and cohesive area of study when contrasted with the examination of language apart from its contextual setting, which has been a primary focus in twentieth-century linguistics and philosophy of language. The exploration of pragmatic phenomena, such as deixis, presupposition, speech acts, implicatures, politeness, and information structure, has been prompted by various obstacles and stalemates encountered when analyzing language in a significantly decontextualized manner. This article centers on the ways in which these pragmatic phenomena challenge the propositional and lexical-grammatical idealizations of language, as well as the prominent pragmatic frameworks that have been developed to address these challenges (Slotta, 2021).

Grice (1989) made profound contributions to the field of pragmatics, particularly through his development of the theory of implicature. For Grice, pragmatics constitutes an indispensable facet of linguistic analysis, concerned with uncovering the nuanced ways in which speakers convey meaning beyond the literal content of their words. Central to Grice's theory was the concept of conversational implicature, which highlights that speakers often communicate by implying, rather than explicitly stating, certain information. Grice's framework is underpinned by the cooperative principle, which posits that in ordinary conversation, individuals are expected to adhere to principles of cooperation and relevance. Grice's work underscored the crucial role of speaker intentions, context, and implied meaning in linguistic communication, emphasizing that understanding pragmatics necessitates delving into the intricacies of human inference and cooperation.

Pragmatic skills are the rules of social language. These skills play an important role in communication. An individual must use their pragmatic skills for the purposes of using language, changing language, and following rules. It is important that an individual knows how to use language appropriately in social situations in order to avoid conflict or harmful consequences (Chirco, 2016).

Three major communication skills involved in pragmatic skills are: using language, changing language, and following rules. Different reasons for using language include: requesting, greeting, informing, demanding, and promising. An individual must be able to understand when they should be using a requesting statement than a commanding statement because the communication partner may not understand the needs of the situation if not appropriately asked. Changing language includes listening to the needs of the conversational partner or situation. For example, an individual should speak differently when they are at a concert than at the movies. Lastly, it is important for them to follow the rules of conversations and storytelling. For example, an individual must be able to take turns in conversation and maintain on topic (Chirco, 2016).

Verbal communication skills

Verbal communication plays a crucial role in effectively conveying different needs and obtaining specific information through the use of questions. Moreover, verbal communication enables individuals to describe various aspects such as objects, occurrences, social gatherings, individuals, and concepts. Through verbal expressions, people are able to inform, persuade, and take others' perspectives into account. Put simply, verbal communication facilitates communication with others by articulating our observations, thoughts, emotions, and requirements (Emanuel, 2011).

Reith-Hall and Montgomery (2019) contended that possessing effective communication skills serves as a valuable source of self-confidence, empowering individuals to exert greater control over their lives by acquiring knowledge, conducting research, conceptualizing ideas, organizing thoughts, and presenting arguments. Proficiency in verbal communication is an indispensable tool for success in any field of study. While acquiring these skills may require time and effort, adopting better practices can expedite the learning process and enable students to apply their

knowledge effectively in their work. Furthermore, enhanced communication skills instill students with the confidence and expertise not only to secure desirable employment but also to excel in interviews.

Communication skills are recognized as a fundamental aptitude for exchanging diverse forms of information, playing a pivotal role in personal development throughout one's lifespan. During this transformative period, communication becomes essential for fostering personal growth, enabling individuals to discover their true selves, cultivate self-assurance, and establish meaningful connections with their environment. Failure to cultivate effective communication skills often arises from a reluctance to empathetically comprehend and appreciate the opinions, thoughts, ideas, and emotions of others. According to these ideas verbal communication skills could be divided into speech acts and topic maintenance (Reith-Hall & Montgomery, 2019).

Speech acts

Speech acts is an integral component of the linguistic and cultural framework. The acquisition, comprehension, and selection of speech act formulas are contingent upon individuals' behavior. The deliberate choice of appropriate speech act plays a significant role in the study of foreign languages. Without adherence to speech acts, it becomes impossible to initiate, sustain, or conclude communication effectively. Speech acts encompasses a set of guidelines pertaining to the form, content, sequence, nature, and contextual appropriateness of utterances within a given culture. This includes the specific words and expressions employed for farewells, requests, apologies, and other social interactions, as well as the forms of address and intonation patterns indicative of polite discourse. The examination of speech acts occupies a unique position at the intersection of linguistics, cultural theory, historical analysis, ethnography, area studies, psychology, and other disciplines within the humanities (Kereksha, 2019).

Austin (1962) was the pioneering figure who drew attention to the fact that communication extends beyond a mere succession of statements aimed at conveying information. In his perspective, speakers frequently seek to achieve specific objectives through their speech, such as persuading others to take action or elucidating a

particular situation to the listener. Austin referred to these intentional communicative acts as "speech acts."

With regard to different speech acts, Searle (1976) distinguished five categories namely, representatives, directives, commissive and expressive.

Directives: these are speech acts that enable speakers to impose some action on the hearer such as commands, orders, requests.

Commissive: The speaker commits to take an action in future, refuses some responsibility and offer a treat to the hearer.

Representative: The speaker commits to the truth of what is asserted. These are speech acts that enable the speaker to express feelings, beliefs, assertions and illustrations.

Expressive: The speaker expresses a variety of psychological states such as apologizing, complaining, complimenting, congratulating.

Topic maintenance

According to Grice (1975), in order to maintain a conversation, it is necessary for an individual to align with the topic of the preceding turn of their conversation partner and provide a response that is pertinent to that specific turn and topic.

The maintenance of a topic within a conversation is contingent upon the participants engaging in topically relevant speech. This encompasses the use of utterances that have been identified as acts pertaining to the topic at hand, as well as responses that are directly responsive to the preceding turn. The author defines the former as acts that sequentially follow other topic-relevant acts, and that surpass or supplement the previous act in terms of content. The latter is characterized as responses that remain wholly responsive, without exceeding the boundaries set by the previous turn. To maintain a conversation, expressions such as "what else?" could serve to the participants of a conversation (Corsaro, 1979). Corsaro assumed that students could have different roles, such as respondent and inquirer in a conversation when maintaining a topic.

On the other hand, another concept that helps to maintain a real-life conversation is called off-topic or topic shift. The concept of off topic or topic shift shares similarities

with the contributions referred to as discourses, which are characterized by providing additional information to the prior utterance and introducing a new, related topic within a single turn. However, contributions categorized as topic shift do not further develop the immediately preceding topic. Instead, they transition directly to a new topic that is not as closely and explicitly connected to the preceding discourse. One clear example of using off-topic is the expression “By the way” which serves to connect directly another topic or information in a conversation which could serve to move to another topic (Ochs, 1979).

Additionally, Hazen and Black (1989) pointed out that individuals who possess a limited ability to maintain prolonged conversational interactions encounter difficulties in establishing and keeping friendships.

Nonverbal communication skills

According to Friedman (1979), the foundation of nonverbal communication research can be traced back to the examination of emotions and feelings. However, as we present in this discussion, nonverbal skills encompass a broader scope beyond the realm of emotions. Furthermore, the conceptualizations of nonverbal cues and codes vary depending on the specific focus. For instance, some studies emphasize facial cues, while others prioritize the examination of the voice, body, and face.

A significant portion, exceeding a half, of our in-person interactions involve non-verbal communication, wherein sign language and gestures serve as vehicles for expressing our emotions and attitudes without verbalizing them explicitly. Non-verbal communication encompasses all forms of communication that do not rely on the use of words. This includes gestures, bodily movements, eye contact, and proxemics, which refers to the spatial relationships and distances maintained during communication (Babelan, 2012).

Body language

Body language refers to the nonverbal mode of communication that encompasses various physical movements of the body. Another term commonly used to describe body language is "gesturing," which represents a form of communication that is entirely nonverbal in nature. Not all of our values, beliefs, thoughts, and intentions are conveyed through verbal means. In the context of continuous communication, a

significant portion of these aspects is communicated through non-verbal channels. Non-verbal communication entails the expression of our feelings and intentions through both conscious and unconscious movements and postures of the human body (Pease, 1988).

Pease contended that having a correct posture is part of body language. Means “an attitude or position of body”, Each movement of body has expressive and defensive functions. The way, in which we sit or stand, walk in walk out tells a lot about us. A good posture indicates confident attitude. In addition, the author mentions that the use of hand movements of a person convey much more than what he or she speaks. They are called illustrators. Illustrators are the most common type of gesture and are used to illustrate the verbal message they accompany. For example, a person might use hand gestures to indicate the size or shape of an object

On the other hand, Pease pointed out that negative body language has the potential to detrimentally impact both professional and personal relationships, as its utilization can convey defensive emotions, lack of interest in the other person, lack of confidence, nervousness or even dishonesty. It is important to note that negative body language can be displayed inadvertently, yet it still has the ability to reveal one's true thoughts regarding their own words or the person they are talking to.

Eye contact

According to Hans (2015), eye behaviors, particularly eye contact, play a significant role in our communication patterns. Although eye behaviors are commonly studied within the realm of kinesics, they have their own distinct area of study called oculusics, derived from the Latin word "oculus," meaning "eye." During communication, the face and eyes serve as primary focal points, alongside our ears, as they absorb a majority of the communicative information surrounding us. The proverbial saying "The eyes are the window to the soul" holds some truth in terms of where people generally perceive others to be located, namely, behind the eyes.

Hans pointed out that eye contact serves multiple communicative functions, ranging from regulating and monitoring interactions to conveying information and establishing interpersonal connections. In terms of regulating communication, we utilize eye contact to indicate our readiness to speak or to prompt others to speak. We may have

all experienced the awkward situation where a teacher poses a question, and when no one else responds, they specifically direct their gaze at us, subtly signaling us to provide an answer. In this case, the teacher's eye contact is employed as a cue for our response. Moreover, during an interaction, eye contact varies as we transition between the roles of speaker and listener. Our eyes enable us to gather visual information necessary for interpreting people's movements, gestures, and eye contact.

A speaker can utilize their eye contact to gauge the level of engagement, confusion, or boredom within an audience and adjust their message accordingly. Additionally, our eyes serve as a means of conveying information to others. Establishing eye contact with someone communicates attentiveness and interest in their words. Conversely, eye contact can also be employed as a tool to intimidate others (Hans, 2015).

Proxemics

Hans (2015) mentioned that proxemics is the field of study concerned with examining the impact of space and distance on communication. By examining the prevalence of spatial references in common metaphors, we can observe the interconnectedness of space, communication, and relationships. For instance, when we feel close and connected to someone, we describe our relationship as being "close" to them. Conversely, when we experience a disconnection, we may perceive the other person as "distant." In general, space exerts influence over interpersonal communication and behavior.

Additionally, Hans contended that environments characterized by smaller spaces and higher population density often result in breaches of personal space boundaries. If such density is anticipated in advance, such as at a crowded concert or during rush hour on a train, individuals tend to make various communicative adjustments to manage the spatial constraints. However, unexpected violations of personal space can elicit negative reactions, particularly when individuals perceive the intrusion as voluntary rather than a consequence of crowding.

Similarly, Hall (1989) indicated that humans are territorial animals, everyday people claim space, built on it and this way, mark their territory. For an instance, a student feels uncomfortable in a class, when he finds his seat to be taken by someone else. This gives a vulnerable feeling that someone has invaded his/her personal space or

territory. This, in general shows that the people are anchored in space and have developed a strong sense of territory.

Drawing from empirical observations in social settings, Hall categorized interpersonal distance into four distinct zones:

a) Intimate Distance (0-1.5 ft) - This zone is reserved for nonverbal communication and is only appropriate for individuals with intimate relationships, such as family members and close friends. It is considered improper for public spaces.

b) Personal Distance (1.5 ft - 3 ft) - Commonly referred to as the "Bubble," this zone is intended for individuals who are familiar to us. The specific range of personal distance can vary across different cultures and is influenced by an individual's personality and communication style.

c) Social Distance (4 ft - 11 ft) - This zone is suitable for general gatherings, business meetings, or interactions with individuals who are not particularly well-known. It allows for a comfortable level of interaction while still maintaining a certain level of physical distance.

d) Public Distance (12 ft - 25 ft) - In this zone, only public interactions occur. Communication within this distance requires a louder voice, a more formal language style, and a reduced speech rate to ensure clear communication given the increased physical separation.

1.3 Objectives

General Objective

To describe the perspective of the learners about non words (multi-word expressions) and pragmatic skills.

Specific Objectives

- To identify the types of non-words (multi-word expressions) that learners use when communicating.
- To analyze the verbal communication skills involved in developing pragmatic skills that students use the most.
- To explore the different non-verbal communication skills involved in developing pragmatic skills that students use when communicating

Fulfillment of objectives

The successful attainment of all objectives was accomplished through the administration of a survey, thereby effectively addressing the three research questions.

It was crucial to introduce students to Non-words (multi-word expressions) and pragmatic skills. This was successfully accomplished by providing useful slides and engaging the students through interactive questions. The survey aided as a valuable tool for students to identify the various types of non-words and to evaluate their own experiences with these types. Furthermore, the questionnaire facilitated the analysis of the different pragmatic skills such as verbal communication skills and non-verbal communication skills. Remarkably, topic maintenance and proxemics emerged as the most used skills respectively.

Obtaining the students' opinions was important, particularly in relation to the different pragmatic skills. The survey included three open-ended questions, allowing students to express their opinions on non-words and verbal communication skills and nonverbal communication skills. This data provided valued insights into students' perceptions and understandings in these areas.

CHAPTER II. METHODOLOGY

2.1 Materials

To conduct this research, the utilization of both technological and human resources played a crucial role. Technological tools, such as laptops and cell phones, were employed to respond to the survey. Eventually, data was gathered through the use of Google forms and the data was processed through SPSS to obtain the mean.

Instruments

This research began by creating a survey. This survey was then administered to a group of 74 students. The survey consisted of three main sections, each corresponding to the research questions: What types of non-words (multi-word expressions) do learners use the most when communicating? What are the verbal communication skills involved in developing pragmatic skills that students use the most? And what are the nonverbal communication skills involved in developing pragmatic skills that students practice the most?

The survey consisted of items using the Likert scale, with options ranging from 5. always, 4. frequently, 3. occasionally, 2. rarely and 1. never, as well as an open-ended question in each of the three sections. The survey consisted of 19 items and three open-ended questions directly related to the objectives of the study. The first section of the survey explored types of non-words (multi-word expressions), containing seven items and one open-ended question. The second section examined the verbal communication skills, consisting of six items and one open-ended question. The final section investigated the different nonverbal communication skills, comprising six items and one open-ended question. Surveys are valuable tools as they offer a broad capacity, allowing for a more precise sampling of data to gather specific information. This information can be used to make important decisions and draw conclusions (Fincham & Draugalis, 2013). Consequently, the Cronbach's coefficient was used to assess the

reliability of the survey, yielding a value of 0.807 and it was validated by experts. This indicates that all the survey questions were considered reliable. Furthermore, the collected data and results were examined using the software SPSS (Statistical Package for the Social Sciences).

Population

The participants in this study were drawn from the higher levels of the Pedagogía de los Idiomas Nacionales y Extranjeros Program at Universidad Técnica de Ambato. A total of 74 learners took part, consisting of 50 females and 24 males, the majority of them were mestizos and aged between 21-25. These participants were chosen because they were students who had dedicated significant time to learning and practice of communication. Furthermore, they were provided with technological tools such as laptops and mobile phones, which they consistently integrated into their instructional practices to stay abreast of contemporary advancements in the field of education.

Table 1. Population

Population	Participants	Percentage
Male	24	32,4 %
Female	50	67,6 %
Total	74	100 %

Note: Pre-service teachers surveyed

Ethical considerations

In the realm of academic research, obtaining the consent of the students who took part in this descriptive study was of utmost importance. To safeguard the privacy and confidentiality of the participants, the survey findings were collected in an anonymous manner. The study adhered to a set of six ethical principles, designed to protect the overall welfare of research and statistical analysis. These principles encompassed upholding data confidentiality, acknowledging the potential risks and constraints associated with emerging research methodologies and technologies, complying with legal obligations, considering public acceptance of the project, and ensuring transparency in the collection, utilization, and dissemination of the acquired data (Arifin, 2018).

Procedure

The research was conducted in a methodical and progressive manner, following a detailed procedure to ensure a thorough exploration of the subject matter. The first and most crucial step involved conducting an extensive literature search on non-words (multi-word expressions) and pragmatic skills. Various sources, including books, articles, and scholarly databases, were extensively utilized to gather relevant information. One particularly influential source was "Multi-word expressions" by Fillmore, which provided valuable insights into the creation, application, and significance of Non-words. Multiple libraries and platforms such as Research Gate, and Google Scholar were consulted to gather diverse perspectives on reading comprehension.

After the literature review, the next important step was the development of a survey designed to examine the relationship between Non-words and pragmatic skills. The specific objectives identified in the research were translated into three research questions that encompassed the desired insights. Each research question involved a careful analysis of the extracted literature to identify key themes, trends, and practical implications. This process included a thorough examination of relevant theories, methodologies, and empirical findings, which were then transformed into well-crafted survey questions. Additionally, three open-ended questions were included to encourage participants to share their unique perspectives and contribute original insights. Throughout the survey development process, multiple iterations and revisions were conducted to ensure the clarity, relevance, and comprehensibility of the questions.

Once the survey had been meticulously designed, it took a validation process to assess its reliability and validity. A pilot test involving ten participants from the eighth semester was conducted, and their completion of the survey provided valuable feedback. The feedback received during the pilot test was meticulously analyzed, and necessary adjustments were made to enhance the clarity and efficacy of the survey instrument. The data obtained from the pilot test were manually entered into Statistical Package for the Social Sciences (SPSS) software for validation procedures, utilizing statistical measures like Cronbach's alpha coefficient. The high coefficient value of

0.807 indicated a strong internal consistency and reliability of the survey instrument. Additionally, the survey was validated by experts using a validation form.

After the validation of the survey, the research progressed to the data collection phase. During this phase, the survey was administered to students in the seventh and eighth semesters. Prior to distributing the survey, a preliminary intervention was conducted to ensure that students had a comprehensive understanding of Non-words, verbal communication skills and non-verbal communication skills. The intervention aimed to address any knowledge gaps and provide students with essential background information. By doing so, the intervention facilitated active engagement and meaningful participation in the subsequent survey.

To streamline the survey administration process, the survey link was spread to course chairs. The survey was thoughtfully designed, with dedicated sections for gathering general information and addressing the research questions. Participants were encouraged to provide honest and thoughtful responses, drawing from their personal experiences related to Non-words and pragmatic skills. After data collection, the survey data experimented meticulous analysis using SPSS software. Quantitative data were analyzed using appropriate statistical techniques, such as mean calculation and the creation of data tables. Meanwhile, qualitative data from open-ended questions were manually analyzed using thematic analysis techniques to identify significant patterns, themes, and emerging ideas.

Following the data analysis, the study derived insightful conclusions and formulated meaningful recommendations. These findings not only contributed to the existing knowledge on non-words and pragmatic skills, but also provided practical implications for educators and researchers. The comprehensive research process, encompassing literature review, survey development, validation, data collection, and analysis, ensured the rigor and robustness of the study, thereby enhancing its credibility and significance within the academic community.

2.2 Methods

Mixed approach

The current research employed a mixed approach, combining both qualitative and quantitative methods. The qualitative aspect of the study involved considering the opinions, experiences, beliefs, and behaviors of the public through a survey, while the quantitative aspect involved processing the numerical results of the survey. According to Haven and Grootel (2019), qualitative data can include images, videos, or other forms of behavioral records, with language being the primary data source. Common methods for gathering qualitative data include interviews, focus groups, surveys, and observation, all aiming to understand the viewpoints of the subjects.

It is worth noting that the data collected through surveys were processed numerically, underscoring the importance of applying the qualitative approach. As mentioned by Smith and Hasan (2020), quantitative methods are crucial for numerically exploring the extent and variation of change in the data being studied. Therefore, the quantitative approach generates valuable information for future use.

Descriptive

The research employed a descriptive research approach to analyze and describe data and results, with the aim of evaluating the precision and perspective of students. The study was conducted in a natural classroom setting to ensure an authentic representation of student behavior. The methodology involved administering surveys and carefully interpreting the responses, taking into account the unique experiences and knowledge of the students. This approach allows for a deeper understanding of the students' viewpoints and provides more accurate insights into their thoughts and perceptions (Grimes, 2002).

As stated by Manjunatha (2019), the descriptive methodology primarily aims to depict the attributes and characteristics of the subject under investigation, rather than delving into the underlying causality. Through the collection of data and the description of pertinent features, researchers can develop a more comprehensive comprehension of the nature and properties of the subject. The descriptive approach encompasses the utilization of diverse techniques, including surveys, questionnaires, interviews, and

observation, to gather relevant data. It is crucial for researchers to precisely define the target population, identify the specific aspects they intend to assess, and effectively execute a descriptive study.

RESEARCH QUESTIONS

What types of non-words (multi-word expressions) do learners use the most when communicating?

What are the verbal communication skills involved in developing pragmatic skills that students use the most?

What are the nonverbal communication skills involved in developing pragmatic skills that students practice the most?

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter demonstrate the analyzed data in order to answer the three questions based on the study objectives and will be presented with the results obtained after the survey. The data was processed through SPSS to obtain the mean and to be able to tabulate the results of the open-ended questions.

1. What types of non-words (multi-word expressions) do learners use the most when communicating?
2. What are the verbal communication skills involved in developing pragmatic skills that students use the most?
3. What are the nonverbal communication skills involved in developing pragmatic skills that students practice the most?

Table 2. Types of non-words

Item	Mean
When I communicate ideas in English, I use expressions with original meaning.	3,19
<i>I use expressions that have prepositions to create non-literal meaning.</i>	<i>2,96</i>
I use expressions that have been used through the time.	3,16
I use expressions that contain comparisons to create meaning.	3,19
I can recognize the correct adverb for adjectives.	3,30
<i>I can recognize the correct verb for nouns.</i>	<i>3,51</i>
I can recognize the correct adjective for nouns.	3,43

Note: The following scales were used to derive the measures: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, and 5. Always.

Analysis and Interpretation

Research Question: What types of non-words (multi-word expressions) do learners use the most when communicating?

According to the results of the survey, there was not a considerable variation due to the fact that students use all non-words such as idioms, proverbs and collocations. However, collocations based on the recognition on the correct verb for nouns was the most used by students with a mean of 3,51. Consequently, collocations based on the recognition of the correct adjective for nouns was used as well, with a mean score of 3,43. On the other hand, another type of non-words which is Proverbs based on expressions that have been used through the time, obtained a relatively lower mean score of 3,16. Interestingly, students seemed not to prefer using prepositional idioms to create non-literal meaning when communicating and this statement is supported by a mean score of 2,96. Consequently, it might be concluded that students found idioms and proverbs less usable when communicating in English.

The research results suggested that most of students use all types of non-words: idioms, proverbs and collocations. However, the use of collocations had a higher percentage. It might be due to the patterns that collocations have and these patterns can be recalled easily by students when communicating. Additionally, students did not have the opportunity to choose idioms or proverbs due to these expressions generally are unique and are used just in specific contexts or even students could find them unfamiliar. Overall, the study highlighted the prevalence of collocations and the limited use of idioms and proverbs among English language learners.

Table 3. Verbal Communication Skills

Item	Mean
When I usually participate in a conversation, my intention is to impose some actions on the hearer.	3,34
When I usually participate in a conversation, my intention is to avoid some responsibility and offer a treat to the hearer.	3,35
When I usually participate in a conversation, my intention is to express beliefs or facts.	3,46
When I usually participate in a conversation, my intention is to express emotions or attitudes	3,95
When I have a conversation, I express ideas that are not related to the current discussion to address a new one	3,47
<i>When I have a conversation, I ask questions to clarify or elicit further information.</i>	3,97

Note: The following scales were used to derive the measures: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, and 5. Always.

Analysis and interpretation

Research question: What are the verbal communication skills involved in developing pragmatic skills that students use the most?

The study revealed that students use both speech acts and topic maintenance as part of verbal communication skills, as indicated by their similar mean scores of 3,97 and 3,95 respectively. Nevertheless, topic maintenance emerged as one of the most prevalent verbal communication skills employed by the students. The most used was based on asking questions to clarify or elicit further information. Conversely, students adopted the use of speech acts based on the intention to express emotions or attitudes, resulting in a mean score of 3,95. Although there was not a wide range of variation in the mean score, topic maintenance was most used due to students were not likely to use speech acts with the intention to impose some actions on the hearer or avoid some responsibility to offer a treat to the hearer. This was supported by a relatively low mean score of 3,34 and 3,35 respectively.

These research findings indicated that a significant portion of students demonstrate a partial inclination towards the use of topic maintenance. Many students found it more usable and practical to express ideas that are not related to the current discussion to address a new one and ask questions to clarify and elicit further information when communicating. In spite of the fact that students may have difficulty with speech acts such as imposing actions on the hearer or avoiding responsibility and offering a treat to the hearer, they widely embraced the use of speech acts to express emotions or attitudes.

Table 4. Nonverbal communication skills

Item	Mean
When I have a conversation, I maintain a relaxed posture without being nervous	3,45
<i>When communicating, I perform hand movements that accompany my speech to help the hearer understand me.</i>	3,89
I maintain a natural eye contact, without a fixed gaze during conversations.	3,50
I maintain intermittent eye contact to convey interest and engagement in a conversation	3,61
I can differentiate and use the correct proximity to make people feel comfortable when having conversations.	3,73
<i>When participating in a conversation in English, I can recognize which length is appropriate for personal proximity.</i>	3,14

Note: The following scales were used to derive the measures: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, and 5. Always.

Analysis and interpretation

Research question: What are the nonverbal communication skills involved in developing pragmatic skills that learners practice the most?

The results indicated that students performed the three types of nonverbal communication skills: body language, eye contact and proxemics. Surprisingly, the data was not very varied attributable to the similar low and high mean obtained. However, the students showed that use of body language is the most practiced when communicating, obtaining a mean score of 3,89 at performing hand movements that accompany the speech to help the hearer understand. Additionally, eye contact was one of the most practice as well, obtaining a mean score of 3,61. On the contrary, proxemics was the less practiced by students, obtaining a mean score of 3,14 at recognizing which length is appropriate for personal proximity.

Based on the results, the nonverbal communication skill that students practiced the most was body language. This trend could be possible due to students might try to use different resources to help the hearer understand them and enhance their communication. On the other hand, it could be possible to focus on improving the ability to recognize the correct length for personal proximity, as this skill had the lowest mean score in the table. This might be related to the fact that students do not

know how close or far should be from other people when having a real conversation, which could cause problems by not knowing the personal proximity.

Table 5. Open-ended questions

Question 1	Answer	Total
What type of non- words (multi-word expressions) can you use easily?	Pure idioms	17
	Prepositional idioms	12
	Traditional proverbs	5
	Metaphorical proverbs	4
	<i>Adverb + preposition Collocations</i>	3
	<i>Verb + noun Collocations</i>	25
	Adjective + noun collocation	8
	Total	74
Question 2	Answer	Total
Which verbal communication skills do you use the most when communicating?	Speech Acts	37
	Topic Maintenance	37
	Total	74
Question 3	Answer	Total
Which nonverbal communication skills do you practice the most when communicating?	<i>Body language</i>	53
	Eye contact	17
	<i>Proxemics</i>	4
	Total	74

Note: Qualitative findings derived from the open-ended questions

Analysis and Interpretation

Table 5 displays the findings of the open-ended questions employed to support the research questions:

The first open-ended question, “What type of non- words (multi-word expressions) can you use easily?” The results indicate that the main type of non-word used by students is collocation, which garnered the highest number of responses. Collocations are characterized as a pair or group of words that exhibit a frequent tendency to occur together. One type which is called verb + noun collocation, is the most used by students. Another type is adjective + noun collocation, which is also used by students. On the contrary, a smaller proportion of students reported that metaphorical proverbs are the less used when communicating. Consequently, upon analyzing the mean scores,

it was evident that the results are consistent and students tend to prefer using collocations.

The second open-ended question, “Which verbal communication skills do you use the most when communicating?” According to the results, the participants use both speech acts and topic maintenance when communicating, indicating that they use these skills equally. These skills are very common among students, as many times they always communicate with an intention and also use phrases to keep a conversation or change its topic. Interestingly, the mean scores reflected that both types of verbal communication skills are used as well. This is due to the similar scores obtained. Consequently, these results supported the mean score results and strengthened the idea that students have a great use of different verbal communication skills.

Last of all, the third open-ended question, “Which nonverbal communication skills do you practice the most when communicating?” Based on the results, the respondents expressed that they practice body language the most. This nonverbal communication skill is based on the way students have a relaxed posture or hand movements when communicating to have a correct performance. Additionally, some number of participants mentioned a correct practice of eye contact due to they do not have a fixed gaze and have an intermittent eye contact. However, only 4 students preferred proxemics, which is referred to the correct use of space and proximity between people while communicating. This preference of students fit with the mean score. Surprisingly, the mean score reflected similar results, showing that students have a correct use of body language as the most used and proxemics as the less used according to the mean score as well.

Discussion

The three research questions presented below were designed to describe students' perspectives on non- words and pragmatic skills.

Question 1: *What types of non-words (multi-word expressions) do learners use the most when communicating?*

Following the analysis, it was noted that students use all non-words such as idioms, proverbs and collocations. However, the predominant non-word for students was collocation. Collocations pertains to the phenomenon wherein certain lexical items

exhibit a higher tendency to co-occur in natural language usage. In this sense, Spratt et al. (2011) pointed out that collocation combinations possess a natural and intuitive quality for native speakers, yet pose a challenge for English learners who must invest special effort to acquire them due to their elusiveness. However, students demonstrated that they could manage the use of collocations to certain extent. Additionally, students decorated that the use of collocations was over and above the use of idioms and proverbs. Overall, the percentages were quite useful for understanding the types of non-words that students may find easier to use when communicating, and allowed to take into account collocations as the most used.

Question 2: What are the verbal communication skills involved in developing pragmatic skills that students use the most?

The results of the study revealed that students use topic maintenance as their preferred, opting to maintain a conversation or even change its topic when it is finishing in order to extend the conversation. Corsaro (1979) contended that a topic is maintained when the conversational participants speak topically, which means express utterances that are relevant either relevant acts or relevant responses. Corsaro pointed out that a student who is able to express these utterances, has a great ability to take different roles in a conversation such as, respondent or inquirer. Consequently, the study demonstrated that students tend to be able to acquire and adopt different roles in a conversation and express different utterances which helps them to extend and keep a conversation and go beyond or add information to the previous acts.

On the other hand, students have an ability to use speech acts when communicating as well. Austin (1962) mentioned that speakers frequently seek to achieve specific objectives through their speech including the specific words and expressions in order to initiate, sustain, or conclude communication effectively. Consequently, it could be concluded that students have an ability to initiate, sustain and conclude a conversation effectively according to their purpose and reason why they communicate.

Question 3: What are the nonverbal communication skills involved in developing pragmatic skills that students practice the most?

Previous results indicated that one of the nonverbal communication skills most used by students is body language, which refers to the mode of communication that encompasses various physical movements and accompany the verbal communication. Pease (1988) pointed out that negative body language utilization can convey lack of confidence, lack of interest in the other person, or nervousness. Consequently, it could be said that students are aware of the correct use of body language, specifically hand movements to enhance communication. In addition, this study results revealed that students could have self-confidence and they could be without nervous when communicating in a real life-situation.

On the other hand, the results revealed that proxemics is the skill least used by them. Proxemics is referred to the correct use of space and proximity between people while communicating. Hall (1989) mentioned that humans are territorial animals and pointed out that students could feel uncomfortable in a class, when they find his or her seat to be taken by someone else. This gives a vulnerable feeling that someone has invaded his/her personal space or territory. Additionally, Hans (2015) contended that space influences how people communicate and behave and unexpected breaches of personal space can lead to negative reactions, especially if people feel someone has violated their space voluntarily. This, in general shows that the people have developed a strong sense of territory. Apparently, this study demonstrated that students are not able to have the correct proxemics at all when communicating and the lack of this skill could bring undesirable reactions and avoid the creation of peaceful environments in real-life conversations.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the analysis and processing of the survey data, the subsequent conclusions were derived:

Based on the findings, it was possible to identify the types of non-words that learners used the most, which collocations mainly were the most practiced by students due to the patterns of words that are commonly together. However, another portion of students used proverbs. Nevertheless, some students mentioned that idioms are the most used by them. This knowledge is crucial to understand the complexity of the language used by learners in a real-life situation when communicating.

The research revealed the verbal communication skills most commonly employed by students in the development of pragmatic skills. These findings proved that topic maintenance was the skill used by the majority of the learners. Additionally, speech acts had a lower usage than topic maintenance with a minimal difference. These findings provided detailed insight into verbal skills, to notice students' social skills when communicating in a real-life conversation.

It was possible to explore the nonverbal communication skills used by learners, which body language was the most used. This type of non-verbal skill let students manage their communication, encompasses various physical movements and accompany the verbal communication according to the social context. These results demonstrated that students could have self-confidence and without nervous when communicating. In addition, the correct use of eye contact is applied by students as well, this helps learners to have a comfortable conversation and monitor interactions to conveying information and establishing interpersonal connections. On the other hand, the survey results revealed that they are not as good in proxemics and probably the lack of this skill could bring undesirable reactions and avoid the creation of peaceful environments to students. These results provide a solid basis about students' overall communicative competence.

4.2 Recommendations

The active integration of idioms and proverbs into the classroom is strongly suggested. It is important to introduce them in context through stories or relevant situations. Organize lessons around specific themes, use visual aids, and encourage class discussions for a deeper understanding. Overall, the goal is to engage students in a fun and meaningful way while promoting social and cultural understanding. By incorporating these expressions in specific and contextual learning activities can significantly improve students' communicative competence, allowing them to express ideas as a native speaker in practical and real situations.

To enhance the verbal communication skills, it is recommended the design strategies that focus specifically on their development. Teachers should foster a supportive environment with activities such as debates, role-plays, and collaborative group work. Use activities related to language functions and vocabulary games, encourage public speaking exercises and storytelling sessions, and provide constructive feedback. Additionally, through the implementation of practical exercises and contextualized activities to practice speech acts and the intentions when communicating, students could be provided with the opportunity to practice and enhance these pragmatic skills in a variety of communicative contexts.

Given the prominent relevance of non-verbal communication skills, it is necessary further integration of these skills into the design of educational programs. This integration is necessary to foster effective and culturally sensitive communication. It is recommended for teachers to involve modeling and demonstrating appropriate non-verbal skills and appropriate behaviors, engaging students in critical discussions on the significance of non-verbal cues, to emphasize the practical application of these skills. Additionally, incorporating activities such as and role-playing and storytelling with a focus on non-verbal elements contribute to students' self-awareness and cross-cultural communicative competence.

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ANNEXES

Annex 1

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 07 de septiembre 2023

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Sarah Iza, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Non-words and Pragmatic skill" propuesto por el/la estudiante Guadalupe Lozano Heber Jaaziel, portador/a de la Cédula de Ciudadanía, 0604873711 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lcda. Sarah Jacqueline Iza Pazmiño, Mg.
Coordinadora de la Carrera
0501741060
0984060528
sj.iza@uta.edu.ec



Annex 2

Survey

Link for the survey: <https://forms.gle/KTKxFxC3WwmuxrwL8>

Dear Students: *

The survey will utilize the information provided for a study titled "Non-words and pragmatic skills" The data collected through this survey will be handled with strict confidentiality.

(La encuesta utilizará la información proporcionada para un estudio titulado "Non-words y habilidades pragmáticas". Los datos recolectados a través de esta encuesta serán tratados con estricta confidencialidad.)

Thank you for willingly and freely participating in this study.

(Gracias por participar voluntaria y libremente en este estudio.)

I have read the preceding paragraph and am ready to voluntarily take part in the survey.

(He leído el párrafo anterior y estoy dispuesto a participar voluntariamente en la encuesta.)

- Yes
 No

Age (Edad) *

- 18-20
 21-25
 26+

Native language (Idioma nativo) *

- Spanish (Español)
 English (Inglés)
 Quichua (Quichua)
 Other (Otro)

SECTION 1: Personal Information

(SECCIÓN 1: Información Personal)

Gender (Género) *

- Male (Masculino)
 Female (Femenino)
 Prefer not to say (Prefiero no decirlo)

Nationality (Nacionalidad) *

- Ecuadorian
 Other

Ethnicity (Etnia) *

- Mestizo (Mestizo)
 White (Blanco)
 Afro-Ecuadorian (Afroecuatoriano)
 Indigenous (Indígena)
 Other (Otro)

Atrás

Siguiente

Borrar formulario

SECTION 2: Types of non-words (multi-word expressions).

(Sección 2: tipos de non-words)

Instruction: Read determinedly, and choose the options based on your own experience. All answers need to be as genuine as possible

1. When I communicate ideas in English, I use expressions with original meaning. For example: "break a leg" which means "good luck" (**pure idioms**). *

Quando comunico ideas en inglés, uso expresiones con significado original. Por ejemplo: "rómpele una pierna" que significa "buena suerte" (**idioms puros**).

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)



2. I use expressions that have prepositions to create non-literal meaning. *
For example: "On top of the world" which means "great happiness" (**prepositional idioms**).

Uso expresiones que contienen preposiciones para crear un significado no literal. Por ejemplo: "En la cima del mundo" que significa "gran felicidad" (**idioms con preposición**).

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

3. I use expressions that have been used through the time. For example, *
"Easy come, easy go" to say that "something gotten easily is lost easy" (**traditional proverbs**).

Utilizo expresiones que se han utilizado a lo largo del tiempo. Por ejemplo, "Fácil viene, fácil se va" para decir que "lo que se consigue fácilmente se pierde fácilmente" (**proverbios tradicionales**).

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

4. I use expressions that contain comparisons to create meaning. For example: "Time is money" in order to emphasize that "time should be valued and used wisely" (**metaphorical proverbs**). *

Uso expresiones que contienen comparaciones para crear un significado. Por ejemplo: "el tiempo es dinero" para enfatizar que "El tiempo debe valorarse y utilizarse sabiamente" (**proverbio metafórico**).

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

5. I can recognize the correct adverb for adjectives. For example: the word stupid can collocate with utterly, strongly, highly. (**Adverb+ adjective collocations**). *

Puedo reconocer el adverbio correcto de los adjetivos. Por ejemplo: la palabra estúpido puede combinarse con absolutamente, fuertemente, altamente. (**Adverb+ adjective collocations**).

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

6. I can recognize the correct verb for nouns. For example: the word progress can collocate with do, make, perform. (**verb + noun collocation**) *

Puedo reconocer el verbo correcto de los sustantivos. Por ejemplo: la palabra progreso se puede colocar con hacer, realizar, realizar. (**verb + noun collocation**)

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

7. I can recognize the correct adjective for nouns. For example: the word **decision** can collocate with big, large, long. (**adjective + noun collocation**).

Puedo reconocer el adjetivo correcto de los sustantivos. Por ejemplo: la palabra **decisión** se puede colocar junto con grande, grande, largo. (**adjective + noun collocation**).

- 5. Always (siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

8. What type of non- word (multi-word expressions) can you use easily? **Pure idioms, Prepositional idioms, Traditional proverbs, Metaphorical proverbs, Adverb + preposition Collocations, Verb + noun Collocations, adjective + noun collocation**

Tu respuesta _____

SECTION 3: Pragmatic Skills (Verbal communication skills)

Seccion 3: Habilidades Pragmaticas (Habilidades de comunicación verbal).

Instruction: Read determinedly, and choose the options based on your own experience. All answers need to be as genuine as possible

1. When I usually participate in a conversation, my intention is to impose some actions on the hearer. For example: "Be quiet". (**speech acts**)

Quando participo habitualmente en una conversación, mi intención es imponer algunas acciones en el oyente. Por ejemplo: "Cállate" (**speech acts**)

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)



2. When I usually participate in a conversation, my intention is to avoid some responsibility and offer a treat to the hearer. For example: "I promise I will help you tomorrow". (**Speech acts**)

Quando suelo participar en una conversación, mi intención es evitar cierta responsabilidad y hacer un trato con el oyente. Por ejemplo: "Te prometo que mañana te ayudaré" (**Speech acts**)

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

3. Cuando suelo participar en una conversación, mi intención es expresar creencias o hechos. Por ejemplo: "En mi opinión, este libro es una obra maestra". (**Speech acts**)

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

4. When I usually participate in a conversation, my intention is to express emotions or attitudes. For example: "Congratulations on your graduation!" (**Speech Acts**).

Quando suelo participar en una conversación, mi intención es expresar emociones o actitudes. Por ejemplo: "¡Felicitaciones por tu graduación!" (**Speech Acts**).

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

5. When I have a conversation, I express ideas that are not related to the current discussion to address a new one. For example: "By the way" **(topic maintenance)**. *

Cuando tengo una conversación, expreso ideas que no están relacionadas con la discusión actual para abordar una nueva. Por ejemplo: "Por cierto" **(topic maintenance)**.

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

6. When I have a conversation, I ask questions to clarify or elicit further information. For example: "What else?" **(Topic maintenance)**. *

Cuando tengo una conversación, hago preguntas para aclarar o obtener más información. Por ejemplo: "¿Qué más?" **(Topic maintenance)**.

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

7. Which verbal communication skills do you use the most when communicating? **-Speech Acts:** the reasons why we communicate **-Topic Maintenance:** expressions we use to maintain or change a conversation *

Tu respuesta _____

SECTION 4: Pragmatic Skills (Nonverbal communication skills)

Seccion 4: Habilidades Pragmaticas (Habilidades de communication no verbal)

Instruction: Read determinedly, and choose the options based on your own experience. All answers need to be as genuine as possible

1. When I have a conversation, I maintain a relaxed posture without being nervous. **(Body language)** *

Cuando tengo una conversación, mantengo una postura relajada sin ponerme nervioso. **(Body language)**

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

2. When communicating, I perform hand movements that accompany my speech to help the hearer understand me **(Body language)**. *

Cuando me comunico, realizo movimientos con las manos que acompañan mi discurso para ayudar al oyente a comprenderme **(Body language)**.

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

3. I maintain a natural eye contact, without a fixed gaze during conversations **(eye contact)**. *

Mantengo un contacto visual natural, sin una mirada fija durante las conversaciones **(eye contact)**.

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

4. I maintain intermittent eye contact to convey interest and engagement *
in a conversation (**eye contact**).

Mantengo contacto visual intermitente para transmitir interés y participación en una conversación (**eye contact**).

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

5. I can differentiate and use the correct proximity to make people feel *
comfortable when having conversations (**proxemics**).

Puedo diferenciar y utilizar la distancia correcta para que las personas se sientan cómodas al mantener conversaciones (**proxemics**).

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

6. When participating in a conversation in English, I can recognize which *
length is appropriate for personal proximity (1 foot, 3 feet, 6 feet)
according to the type of interaction (**proxemics**).

Al participar en una conversación en inglés, puedo reconocer qué longitud es apropiada para la proximidad personal (1 pie, 3 pies, 6 pies) según el tipo de interacción (**proxemics**).

- 5. Always (Siempre)
- 4. Frequently (frecuentemente)
- 3. Occasionally (ocasionalmente)
- 2. Rarely (raramente)
- 1. Never (Nunca)

7. Which nonverbal communication skills do you practice the most when *
communicating?

-**Body Language:** posture and hands movement

-**Eye Contact:** the way we use our gaze

-**Proxemics:** the way we use the space in relationship to others

Tu respuesta _____

Atrás

Enviar

Borrar formulario

Annex 3

Conbrach's Alpha validation


Reliability Statistics

Cronbach's Alpha	Cronbach's alpha based on standardized items	N of items
,807	,827	22

Note: Reliability statistics with Cronbach's Alfa of the 22 questions with Likert

Annex 4

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
13	✓		✓			✓	✓		✓			
14	✓		✓			✓	✓		✓			
15	✓		✓			✓	✓		✓			
16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential Way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					/		NOT APPLICABLE					
Validated by: Mg. Doris Cumba					ID: 1803694569			Date: 22/11/2023				
Signature: 					Email: dm.cumba@uta.edu.ec							
Place of work: UTA					Academic degree; Master in TEFL							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

A. CHECKLIST VALIDATION

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer(Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	✓		✓			✓	✓		✓			
2	✓		✓			✓	✓		✓			
3	✓		✓			✓	✓		✓			
4	✓		✓			✓	✓		✓			
5	✓		✓			✓	✓		✓			
6	✓		✓			✓	✓		✓			
7	✓		✓			✓	✓		✓			
8	✓		✓			✓	✓		✓			
9	✓		✓			✓	✓		✓			
10	✓		✓			✓	✓		✓			
11	✓		✓			✓	✓		✓			
12	✓		✓			✓	✓		✓			
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16	✓		✓			✓	✓		✓			
17	✓		✓			✓	✓		✓			
18	✓		✓			✓	✓		✓			
19	✓		✓			✓	✓		✓			
20	✓		✓			✓	✓		✓			
21	✓		✓			✓	✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential Way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					✓	NOT APPLICABLE						
Validated by: <i>Ruth Infante</i>					ID: 0603016106			Date: 22-11-2023				
Signature: <i>[Signature]</i>					Email: <i>rutheinfante@ula.edu.ec</i>							
Place of work: <i>Universidad Técnica de Ambato</i>					Academic degree: <i>Master of Linguistics and Didactics of Foreign Languages.</i>							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>, 19. 228 - 247</p>												

Annex 5

Urkund Report



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CHAPTER I THEORETICAL FRAMEWORK

1.1 Research Background

Numerous study sources were used to support this research. The information was collected from different academic databases such as ResearchGate, Google Scholar and Scopus. The information collected is about the use of non-words and pragmatic skills.

Wong (2002) emphasized the prevalence of non-words, also called formulaic language by the author, in our daily communication. On her book called "Formulaic Language and the Lexicon", the author delves into an interdisciplinary investigation, drawing from fields such as discourse analysis, first language acquisition, language pathology, and applied linguistics, to explore the underlying nature and functions of formulaic language. The research culminated in the proposal of a novel model for lexical storage. This model suggested that a combination of parallel analytic and holistic processing strategies allows individuals to maximize their ability to comprehend and produce novel constructions through grammatical knowledge and small lexical units.

Ellis et al. (2008) conducted a study to investigate the construct of formulae from corpus linguistic, psycholinguistic, and educational sources. It described the corpus linguistic extraction of pedagogically suitable formulaic sequences for academic speech and writing. Three experiments were led with students from different countries. The research findings revealed the educational and psycholinguistic validity of formulaic sequences extracted from large corpora of usage. The study demonstrated that the use of formulae is especially significant for non-native speakers' language processing when they are engaged in tasks such as recognizing correct forms, assessing pronunciation, and reading aloud. Advanced ESL learners' language processing is similarly influenced by the frequency of formulaic expressions in tasks related to form recognition, pronunciation, and writing.

Pellicer-Sánchez (2019) led a research which its main objective was the exploration of effective methods for teaching and learning lexical items (non-words, multi-words and

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