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ВЕСТНИК

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В 2016 году для развития и улучшения качества жизни казахстанцев был создан частный Благотворительный фонд «Халык». За годы своей деятельности на реализацию благотворительных проектов в областях образования и науки, социальной защиты, культуры, здравоохранения и спорта, Фонд выделил более 45 миллиардов тенге.

Особое внимание Благотворительный фонд «Халык» уделяет образовательным программам, считая это направление одним из ключевых в своей деятельности. Оказывая поддержку отечественному образованию, Фонд вносит свой посильный вклад в развитие качественного образования в Казахстане. Тем самым способствуя росту числа людей, способных менять жизнь в стране к лучшему – профессионалов в различных сферах, потенциальных лидеров и «великих умов». Одной из значимых инициатив фонда «Халык» в образовательной сфере стал проект *Ozgeris powered by Halyk Fund* – первый в стране бизнес-инкубатор для учащихся 9-11 классов, который помогает развивать необходимые в современном мире предпринимательские навыки. Так, на содействие малому бизнесу школьников было выделено более 200 грантов. Для поддержки талантливых и мотивированных детей Фонд неоднократно выделял гранты на обучение в Международной школе «Мирас» и в *Astana IT University*, а также помог казахстанским школьникам принять участие в престижном конкурсе «*USTEM Robotics*» в США. Авторские работы в рамках проекта «Тәлімгер», которому Фонд оказал поддержку, легли в основу учебной программы, учебников и учебно-методических книг по предмету «Основы предпринимательства и бизнеса», преподаваемого в 10-11 классах казахстанских школ и колледжей.

Помимо помощи школьникам, учащимся колледжей и студентам Фонд считает важным внести свой вклад в повышение квалификации педагогов, совершенствование их знаний и навыков, поскольку именно они являются проводниками знаний будущих поколений казахстанцев. При поддержке Фонда «Халык» в южной столице был организован ежегодный городской конкурс педагогов «*Almaty Digital Ustaz*».

Важной инициативой стал реализуемый проект по обучению основам финансовой грамотности преподавателей из восьми областей Казахстана, что должно оказать существенное влияние на воспитание финансовой

грамотности и предпринимательского мышления у нового поколения граждан страны.

Необходимую помощь Фонд «Халык» оказывает и тем, кто особенно остро в ней нуждается. В рамках социальной защиты населения активно проводится работа по поддержке детей, оставшихся без родителей, детей и взрослых из социально уязвимых слоев населения, людей с ограниченными возможностями, а также обеспечению нуждающихся социальным жильем, строительству социально важных объектов, таких как детские сады, детские площадки и физкультурно-оздоровительные комплексы.

В копилку добрых дел Фонда «Халык» можно добавить оказание помощи детскому спорту, куда относится поддержка в развитии детского футбола и карате в нашей стране. Жизненно важную помощь Благотворительный фонд «Халык» оказал нашим соотечественникам во время недавней пандемии COVID-19. Тогда, в разгар тяжелой борьбы с коронавирусной инфекцией Фонд выделил свыше 11 миллиардов тенге на приобретение необходимого медицинского оборудования и дорогостоящих медицинских препаратов, автомобилей скорой медицинской помощи и средств защиты, адресную материальную помощь социально уязвимым слоям населения и денежные выплаты медицинским работникам.

В 2023 году наряду с другими проектами, нацеленными на повышение благосостояния казахстанских граждан Фонд решил уделить особое внимание науке, поскольку она является частью общественной культуры, а уровень ее развития определяет уровень развития государства.

Поддержка Фондом выпуска журналов Национальной Академии наук Республики Казахстан, которые входят в международные фонды Scopus и WoS и в которых публикуются статьи отечественных ученых, докторантов и магистрантов, а также научных сотрудников высших учебных заведений и научно-исследовательских институтов нашей страны является не менее значимым вкладом Фонда в развитие казахстанского общества.

С уважением, Благотворительный Фонд «Халык»!

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THE ROLE OF IDIOMS IN THE SITUATION OF BUSINESS COMMUNICATION IN ENGLISH

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Abstract. Globalization is increasingly growing the e-business for English as the universal language of business communication worldwide. Native speakers often use idioms in business communication because they do not modify their vocabulary to help their business partners. Non-native speakers must master business terms and idioms in order not to be at a disadvantage. The primary objective of this research is to determine the significance of idiomatic expressions in English used in business communication, with a specific focus on business vocabulary. These commonly used business idioms can be perplexing for individuals who have not achieved an advanced or proficient level of language proficiency, resulting in difficulties in comprehending conversations or contributing to meetings. One notable distinction between general English and business English is that the latter employs vocabulary that is primarily used in corporate settings. It is crucial for learners to utilize idiomatic expressions fluently and precisely, as this highlights their importance in business communication situations.

Keywords: idioms, business communication, EFL learners, vocabulary, understanding, language mastering, idiomatic expressions

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Аннотация. Жаһандану бүкіл әлемде әмбебап іскерлік қарым-қатынас тілі ретінде ағылшын тілі үшін электрондық бизнес мүмкіндіктерін кеңейтуде. Ана тілінде сөйлейтіндер іскерлік қарым-қатынаста идиомаларды жиі пайдаланады, өйткені олар іскери серіктестеріне көмектесу үшін сөздік қорын өзгертпейді. Ана тілінде сөйлемейтіндер қолайсыз жағдайға тап болмас үшін іскерлік терминдер мен идиомаларды меңгеруі керек. Бұл зерттеудің негізгі мақсаты іскерлік лексикаға бағытталған ағылшын тіліндегі іскерлік қарым-қатынас жағдайындағы идиомалардың рөлін анықтау болып табылады. Бұл жалпы іскери идиомалар тілді жоғары деңгейде оқымаған немесе кәсіби деңгейде білмейтін кез-келген адамды шатастыруы мүмкін, бұл сіздің сөйлесу ағыныңызды жоғалтуға әкеледі немесе кездесу өте проблемалы болуы мүмкін. Жалпы ағылшын және іскери ағылшын тілдерінің арасындағы бірінші айқын айырмашылық-бұл лексика іскерлік ортадан тыс жерде іс жүзінде қолданылмайды, бірақ іс жүзінде корпоративті әлемде кең таралған. Оқушылар идиомалық тілді табиғи және дәл қолдануы керек, бұл ағылшын тіліндегі іскерлік қарым-қатынас жағдайында идиомалардың құндылығын көрсетеді.

Түйін сөздер: идиомалар, іскерлік қарым-қатынас, EFL студенттері, сөздік, түсіну, тілді меңгеру, идиомалық өрнектер

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РОЛЬ ИДИОМ В СИТУАЦИИ ДЕЛОВОГО ОБЩЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация. Глобализация все больше расширяет возможности электронного бизнеса для английского языка как универсального средства делового обще-

ния. Носители языка часто используют идиомы в деловом общении, потому что они не изменяют свой словарный запас, чтобы помочь в понимании своим деловым партнерам. Лица, не являющиеся носителями языка, должны овладеть деловыми терминами и идиомами, чтобы не оказаться в невыгодном положении. Основной целью данного исследования является выявление роли идиом в ситуации делового общения на английском языке. Эти распространенные деловые идиомы могут сбить с толку собеседника, который не имеет продвинутого уровня языка или не владеет им профессионально, из-за чего он может потерять нить разговора или встреча может не достигнуть положительного результата. Первое четкое различие между общим английским и деловым английским заключается в том, что эта лексика практически не используется за пределами деловой среды, но, по сути, является обычным явлением в корпоративном мире. Учащиеся должны использовать идиоматический язык естественно и точно, что показывает ценность идиом в ситуации делового общения на английском языке.

Ключевые слова: идиомы, деловое общение, учащиеся EFL, словарный запас, понимание, овладение языком, идиоматические выражения

Introduction

Literal meaning refers directly to words or sentences to objects, while others may also work the sense explain and to describe the main causes of it. Communication is mentioned effectively in different stages of learning. Also, the process depends on how professionally the speaker controls his or her background knowledge, besides the skills of writing, reading, speaking, and listening skills. Therefore, it is the key moment to emphasize speakers' cultural background and awareness in communicating in common and namely in business communication.

An increasing number of businesses and agencies grow beyond borders and most people travel around the globe nowadays from this point of view. The concept of culture is very different these last few years. However, it can affect the understanding of interactive communication among stakeholders. On one hand, EFL learners need to acquire linguistic competence, and from another hand cultural awareness as well. The idioms in a speaker's speech have a great influence on EFL learning abilities. One possible method to provide students with improved opportunities to enhance their daily communication skills is by incorporating English language lessons that focus on phrasal verbs and idioms. Romania has increasingly adopted English as its primary language, which is particularly abundant in such expressions.

In the present situation, English is increasingly used for teaching languages in primary secondary, and high schools, in Kazakhstan. When we consider the importance of this language we should reflect on how to help learners develop communicative skills.

Language courses have the objective of enhancing both cultural and communication competencies. English has a reputation for having an extensive and amusing assortment of idiomatic phrases, which greatly contribute to its variety in

written and spoken communication. Learning these idioms is widely recognized as a vital component of language acquisition and utilization, and their appropriate use and understanding can be indicative of language proficiency (Maisa, Karunakaran, 2013). Hence, including idioms in language courses can create an appealing learning atmosphere that promotes the development of students' communication abilities in day-to-day scenarios (Belousova, 2015). Although the effects of learning and utilizing English idiomatic expressions, as well as their translation into the Kazakh language by EFL learners, are significant, there has been limited research conducted in Kazakhstan on these topics. For this reason, we have initiated this research to explore issues that have not been studied in the Kazakh setting before. Our examination has uncovered that the students possess a meager level of proficiency in idiomatic expressions, as they have a restricted understanding of frequently used idioms, even though they have a keen desire to acquire them.

In recent times, English language researchers have been increasingly intrigued by the acquisition of idiomatic expressions, which are acknowledged as a crucial element of language learning and usage. The ability to use idioms proficiently can be an indication of language competence. Therefore, introducing idiomatic expressions in language classes could create a conducive atmosphere for learners to enhance their conversational skills in everyday scenarios. Moreover, exploring the techniques adopted by second or foreign language learners in comprehending and utilizing idiomatic expressions is a significant field of inquiry. It can offer language instructors an improved comprehension of the approaches employed by learners.

A speech is replete with figurative language such as metaphors, similes, and phrasal verbs. An idiom (e.g., hedge your bets and smell a rat) refers to "a group of words with restricted semantic or syntactic combinations, used in grammar and lexicology." Words rarely allow the usual variability they present in other contexts (Tadayyon, Ketabi, 2014). It is expected that learners will be capable of using certain less common idioms (Al-Khawaldeh, 2016).

Mäntylä has classified idioms into three types, although their level of transparency can sometimes be a subject of debate (Mäntylä, 2004). The first two types are known as transparent idioms, where the figurative meaning is connected to the literal meaning in a clear and direct manner. The meaning of idioms may differ, and some can be immediately understood from the first word spoken or seen, while others like "hit the nail on the head" may remain unidentifiable even after recognizing the key term. Researchers hold different views regarding the techniques employed in comprehending, storing, and recalling idiomatic expressions.

Researchers in foreign language teaching have given little emphasis to teaching idiomatic expressions (Tran, 2017). This inattention suggests that a small number of Asian educators appreciate the crucial role idiomatic expressions play in promoting communicative competence, or they lack the knowledge of how to teach them efficiently. However, scholars argue that acquiring idiomatic expressions is one of the most daunting challenges in teaching English as a foreign language. The present researcher was stimulated to undertake this research owing to her long-

standing dissatisfaction with teaching and learning idiomatic expressions in the EFL environment. Some studies concentrate on the methods and difficulties that students confront when learning idioms (De Caro, 2009). The use of idiomatic expressions in daily speech is getting more and more popular today. Using idioms in speech increases its level by eliminating repetition within the context. It widens and enriches the variety of colors within the language. Instructors of English language are often asked about the discrepancies between different business idioms. While there may be some similarities, there are also clear variations. The objective of teaching business English is to provide students with the skills required to be confident in a professional setting where specialized English is used. Idiomatic expressions that are frequently used in the corporate world can be confusing for numerous individuals, as direct translations frequently fail to convey their intended connotations. The frequent usage of business idioms may result in confusion, leading to a misunderstanding during discussions or meetings. This divergence between general and business English becomes evident when specialized vocabulary is utilized exclusively in the context of business, despite its widespread use in the corporate world. Although these terms are typical in the business environment, they may occasionally be applied in other domains.

Gaining a strong comprehension of idiomatic expressions can improve the speaking abilities of students by introducing a natural, conversational, and imaginative element to their language. As idioms are widely utilized in both oral and written communication, it is crucial to incorporate them into classroom activities and encourage their usage outside of class to help students enhance their language proficiency, broaden their lexicon, and refine their English speaking skills.

Understanding the meanings of English idioms is thought to alleviate the difficulties encountered by English language learners in comprehending spoken and written texts by native English speakers. Nevertheless, acquiring idiomatic expressions is considered difficult because they are not seen as relevant to achieving educational goals (Siyanova-Chanturia, Martinez, 2015). Annette Capel in her research work "Completing the English Vocabulary Profile: C1 and C2 Vocabulary" stated that idioms, in the English Vocabulary Profile, are an extension of vocabulary areas in C1 and C2 levels. Some researchers presented examples of combinations that were mostly used words, not readily understood due to their idiomatic nature, such as miss the boat. The Cambridge Learner Corpus suggested some evidence, though we had to pay attention to the age of the learner examples. Some old idioms (raining cats and dogs) did not match the inclusion criterion of being current in language use. However, recently emerged idiom like behind closed doors has been included, at the C2 level. This idiom seems to have many direct translations into other languages, so this is the main reason for learners' evidence. To reach a C2 level of proficiency in English, learners must have a comprehensive understanding of various idiomatic expressions. And there is a question: how many of these expressions should learners master in terms of productive ability? So, what is mastery in learning English? Due to this, students may frequently feel ashamed and discouraged when they are

unable to incorporate idiomatic expressions into their written or spoken language, or comprehend the idioms utilized by others.

The aim of the study is to raise awareness among both English language learners and instructors about the significance of idioms in language acquisition. The study intends to offer teachers a better understanding of their students' difficulties in learning idioms, their favored learning approaches, and potential ways to overcome those difficulties. The objective is to improve the learning of idioms for advanced learners by focusing on teaching methods and challenging idioms during the learning process. The implementation of effective strategies for learning idioms is anticipated to increase students' recognition of them. The study's objective is to offer a practical solution to the obstacles and challenges of teaching and learning idiomatic expressions, which can benefit individuals engaged in English language education in Jordan. The study's results can also assist course designers by identifying idioms that may pose difficulties for students, such as those that are unfamiliar, opaque, or unusual, which may necessitate increased attention in the teaching and learning process.

Research methods

This study aims to investigate the perspectives of students at Hashemite University in Jordan on the importance of acquiring idiomatic expressions, their preferred learning methods, and the difficulties they face. It also aims to identify the most effective idiomatic expressions learning strategies, according to English major students' perceptions. The study will address the following research questions:

1. What are Jordanian students' attitudes towards learning idiomatic expressions in English?
2. According to students' perceptions, what are the challenges encountered when learning idioms?
3. What are the most commonly used and useful idiomatic expression learning strategies, as perceived by the participants?
4. Does the academic year at the university have an impact on the performance of an idioms-based test?

The research used a mixed methodology approach, combining empirical and theoretical perspectives, to investigate the teaching of English as a foreign language, focusing on idiomatic expressions. One part of the study involved creating a test to measure students' understanding and familiarity with idioms, as well as to determine if there were any variations in idiom competency across different academic levels. The test results provide essential information to teachers, policymakers, curriculum designers, and researchers about students' current knowledge and learning requirements.

The reason for employing this testing approach is to evaluate students' language proficiency specifically concerning their familiarity and mastery of idioms and idiomatic expressions. After the test results were obtained, they were analyzed to determine the participants' performance and any variations among them. This information is valuable to educators and researchers in identifying the students'

proficiency level and areas requiring improvement (Elgobshawi, 2012). The test encompassed various components, such as defining idioms, applying them correctly in context, and interpreting their meanings. Furthermore, the test included a question to elicit any feedback from students regarding their learning and teaching experiences with idioms at the university.

The addition of this inquiry assisted us in our evaluation of the results. We formulated a survey form, which was modified based on an assessment of available literature, to investigate the techniques used by students for learning idiomatic expressions, the difficulties they face, and some possible solutions.

A questionnaire was chosen as the preferred format for this study due to its many advantages, including the ability to gather a large amount of data in a short time frame and without causing stress or anxiety. The format also enables researchers to directly administer the survey to participants either individually or in groups, and provides insight into various aspects such as students' backgrounds, attitudes, preferences, opinions, learning styles, and strategies. Moreover, the data obtained from the questionnaire can be easily quantified and analyzed.

The study employed a purposive sampling technique and recruited a total of 24 participants who were enrolled in the English Philology and Translation Studies Department at Akhmet Yassawi International Kazakh-Turkish University. All participants were full-time students aged approximately 17–18 years old and were studying for a Bachelor's degree in English language. The study was conducted in the second semester of the academic year 2020–2021, and both the questionnaire and the test were administered during class time in purposively selected courses (English for Academic Purposes) that represented all four academic levels.

Research results and discussion

In the period of this study, various dictionaries of idiomatic expressions were consulted: Oxford Dictionary of English Idioms. According to Annette Capel, the best criteria for mastery is the sophisticated use of wealthy lexis, the vocabulary consisting of words, phrases, phrasal verbs, and idioms.

Here are some idioms used mainly in the business discourse:

Nominals	Explanation	Example
A long shot low probability	It means something unlikely to happen.	Getting a high position in the company is a long shot. But if you don't try you'll never find out if it's possible.
a ballpark figure guess	approximate number	Give me a ballpark figure of what the cost is.
Cold cash	cash	is it easy to ask about cold cash?
a dead end	nowhere	It was soon clear that this path led to a dead end
fringe benefits	social welfare benefits, social benefit	Social pensions, and some fringe benefits
Hands are tied	When you are unable to carry out any meaningful action	My boss won't let me and but my hands are tied.

Up in the air	When a decision has not been made yet.	So, all of this leaves certainty of are good for heart health up in the air.
slipped out of his mouth	came from her mouth.	My boss could not understand how these words slipped out of his mouth.
To be armed	Suitably prepared in advance	They were all armed with their cameras, lenses, and travel gadgets.
be a dab hand	someone very good at a particular activity	She was a dab hand at tennis and played for her school
be plain sailing	smooth and easy progress in a process or activity	Team-building was not all plain sailing
be thin on the ground	to exist only in small numbers or amounts	Traditional bookshops are thin on the ground these days.
bear the brunt of sth	to suffer the main part or force of it	Young people are bearing the brunt of unemployment.
change one's mind	to change one's decision or opinion about something	He wasn't going to come, but at the last minute, he changed his mind.
be in a tight spot,	Be in a difficult situation	<i>In a tight spot, there is no one I would sooner see than Frank</i>
make a quick buck	money that is earned or gotten quickly	greedy opportunists looking to make a fast/quick buck.
start from scratch	to begin from a point at which nothing has been done yet	He is not able to start from scratch now that he has work experience of 8 years.

Idioms are used extensively in British and American business communication and in international cooperation where business is conducted in English. A typical English commercial idiom dictionary lists about 4 000 idioms. When EFL learners do not understand the idioms, they feel frustrated and confused, and out of the conversation.

So there are some examples:

IDIOMS	MEANING	EXAMPLE
back to the drawing board	means that a previously established plan isn't working and that it is time to re-plan	The invention wasn't successful. We have to go back to the drawing board
call it a day	to quit work and go home; to say that a day's work has been completed	Well, Jim, it's 6: 00 and I'm getting hungry. How about we call it a day?
hit the nail on the head	to identify something exactly; to arrive at exactly the right answer	I agree with Jim. I think he hits the nail on the head
get the ball rolling	to begin; to start some action; to set in motion	We need to get the ball rolling on this project. It should be finished next week
pat someone on the back	to tell someone that they did a good job	The boss patted Jim on the back for coming up with such a good idea
the elephant in the room	obvious problem or controversial issue that no one wants to talk about	We should have been talking about our huge debt, but no one wanted to talk about the elephant in the room.
read between the lines	to infer a meaning that is not stated explicitly	He didn't say that he wants to make me free, but I can read between the lines

touch base	to make contact with someone	I need time to verify the information. I'll touch base with you tomorrow
on the ball	to be alert, active, or attentive; on top of things	My colleague is working out well. He's really on the ball
sever ties	to end a relationship	We had to sever ties with several of our suppliers due to poor quality of raw materials

Furthermore, it is important to teach idioms in a manner that is appropriate and engaging for the student's academic level and learning stage. It is also crucial to equip students with effective strategies and encourage them to learn idiomatic expressions, as many students feel hesitant to use them due to their figurative interpretations. By doing so, language learners can develop confidence in acquiring and using idioms both inside and outside the classroom. Teachers and students should also consider various approaches, such as inferring meaning from the semantic similarity of certain idioms in the mother tongue and second language, inferring meaning from context, and inferring meaning from familiarity with idiomatic expressions, to accurately understand the intended idioms (Chernenko, 2016).

Conclusion

Learning idiomatic expressions can boost students' communication skills and vocabulary knowledge, as idioms are commonly used in daily conversations. Gaining familiarity with idioms can improve both written and oral comprehension skills. However, it is acknowledged that students may encounter difficulties in mastering idioms. In light of these challenges, the author advocates for a focus on teaching and learning idiomatic language. It is crucial to prioritize the instruction and utilization of idiomatic expressions to enhance students' communicative skills. Neglecting this aspect in language teaching is not recommended. Adding idiomatic expressions to the course syllabus is a useful technique for enhancing students' ability to communicate effectively. Familiarity with idiomatic expressions enables students to better understand native English speakers' speech, films, and music, and to increase their vocabulary. Additionally, being able to comprehend idiomatic expressions instills self-assurance in students as they can precisely interpret the meaning conveyed by English speakers who use idioms.

Teachers can improve students' speaking skills and usage of idiomatic expressions by organizing workshops that provide clear examples and interactive situations for analyzing their proper use. However, it's essential for teachers to be careful in selecting which idioms to teach. According to the study's findings, it is recommended to teach idioms that are frequently used, familiar, transparent, simple, and have equivalents in the students' first language. Teachers should also be aware that idiomatic expressions with cultural associations are easier for students to learn, while those with figurative meanings that differ from the literal meanings of the words in the expression can be more difficult to acquire.

Comprehending idiomatic expressions is heavily dependent on their usage context. Hence, it's essential to teach idioms by means of context, dialogues, acting,

and reading. To enhance students' grasp of idiomatic expressions, teachers should employ lengthier reading materials rather than mere sentences or paragraphs. This method will aid students in developing their inference abilities, such as forward and backward textual strategies, which will assist them in interpreting idioms based on the context. It is crucial to teach students how to understand figurative idiomatic expressions in order to avoid misinterpretation. Neglecting to teach idioms in language curricula, as well as a lack of motivation from teachers, may negatively affect students' academic performance. As a result, idioms have been overlooked in EFL learning contexts in universities and other institutions. Therefore, it is crucial for teachers and students to prioritize the teaching of idioms in a supportive learning environment.

To sum up, it is crucial for teachers to recognize the significance and advantages of including idiomatic expressions in English language instruction and to demonstrate willingness to teach them. While teaching idioms may not be the main objective, occasional exercises can enhance students' understanding. Teachers and learning materials should motivate students and offer them chances to apply idioms in real-life situations. It would be beneficial to conduct further research on the obstacles and effective learning techniques concerning idioms using larger samples from different universities and academic levels to confirm the results of this study. In summary, there are various potential research topics associated with idiomatic expressions that could be explored. One possibility is to analyze the impact of idiom frequency and familiarity on the ability of non-native learners of English as a foreign language to recognize and comprehend them, particularly when compared to less common idioms. Another interesting area of research involves examining how the meaning of idioms is influenced by the context in which they are used, both literally and figuratively. It would also be valuable to investigate frequently used idiomatic expressions among native English speakers, with the aim of incorporating them into teaching materials. To help learners understand idioms, a practical study could be undertaken to assess the effectiveness of various teaching strategies, such as asking students to reflect on the methods they used to answer test questions. Finally, a theoretical study could be conducted to investigate the connection between idioms and speech acts, specifically those linked to illocutionary speech acts.

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