

CORPUS-BASED APPROACH TO FORMING COMMUNICATION SKILLS IN THE USE OF IDIOMS

ABORDAGEM BASEADA EM CORPUS PARA FORMAR HABILIDADES DE COMUNICAÇÃO NO USO DE IDIOMAS

ENFOQUE BASADO EN EL CORPUS PARA FORMAR HABILIDADES DE COMUNICACIÓN EN EL USO DE IDIOMAS

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ABSTRACT: The paper presents a corpus-based approach to forming communication skills which has been widely accepted nowadays. The methodological apparatus of corpus linguistics is a promising tool for language learning. The purpose of the present research is to study the potential of the Tatar National Corpus in forming communication skills in the use of Tatar idioms. Corpus-based approach has many applications in language learning from extending teaching techniques to arousing learners' curiosity and improving communication skills. Traditionally, idioms are considered to be fixed expressions, which have a meaning that is not immediately obvious from looking at the meanings of the parts. It has become evident over the past decades that all sorts of creative modifications of idioms are quite frequent and can be varied. Most idioms are not totally opaque. Thus, they are open to the corpus-based approach. Moreover, idioms are typically based on metaphors, and metaphors as mental images are easily modifiable. The native speakers adapt them, combine them and can change parts of them. Undoubtedly, a corpus presents an opportunity to learn the authenticity of the idioms used in reality, without somebody's selection or previous interpretation. Learning a foreign language on the basis of corpus data allows students to analyze lexical, grammatical and syntactical variations of idioms, to comprehend their semantics, and explore new variants of idioms, unrecorded in dictionaries yet.

KEYWORDS: Corpora. Concordance. Language. Idiom. Learning. Communication skills.

RESUMO: O artigo apresenta uma abordagem baseada em corpus para formar habilidades de comunicação que tem sido amplamente aceita nos dias de hoje. O aparato metodológico da linguística de corpus é uma ferramenta promissora para a aprendizagem de línguas. O objetivo da presente pesquisa é estudar o potencial do Tatar National Corpus na formação de

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habilidades de comunicação no uso de expressões idiomáticas tártaras. A abordagem baseada em corpus tem muitas aplicações na aprendizagem de línguas, desde a extensão das técnicas de ensino até despertar a curiosidade dos alunos e melhorar as habilidades de comunicação. Tradicionalmente, os idiomas são considerados expressões fixas, que têm um significado que não é imediatamente óbvio ao olhar para os significados das partes. Tornou-se evidente nas últimas décadas que todos os tipos de modificações criativas de expressões idiomáticas são bastante frequentes e podem ser variados. A maioria dos idiomas não é totalmente opaca. Assim, eles estão abertos à abordagem baseada em corpus. Além disso, os idiomas são tipicamente baseados em metáforas, e as metáforas como imagens mentais são facilmente modificáveis. Os falantes nativos adaptam, combinam e podem alterar partes delas. Sem dúvida, um corpus representa uma oportunidade de aprender a autenticidade dos idiomas usados na realidade, sem a seleção ou interpretação prévia de alguém. Aprender uma língua estrangeira com base em dados de corpus permite aos alunos analisar variações lexicais, gramaticais e sintáticas de expressões idiomáticas, compreender sua semântica e explorar novas variantes de expressões idiomáticas, ainda não registradas em dicionários.

PALAVRAS-CHAVE: Corpora. Concordância. Linguagem. Idioma. Aprendizagem. Habilidades de comunicação.

RESUMEN: *El artículo presenta un enfoque basado en corpus para la formación de habilidades comunicativas que ha sido ampliamente aceptado en la actualidad. El aparato metodológico de la lingüística de corpus es una herramienta prometedora para el aprendizaje de idiomas. El propósito de la presente investigación es estudiar el potencial del Tatar National Corpus en la formación de habilidades de comunicación en el uso de modismos tártaros. El enfoque basado en corpus tiene muchas aplicaciones en el aprendizaje de idiomas, desde ampliar las técnicas de enseñanza hasta despertar la curiosidad de los alumnos y mejorar las habilidades de comunicación. Tradicionalmente, los modismos se consideran expresiones fijas, que tienen un significado que no es inmediatamente obvio al observar los significados de las partes. Se ha hecho evidente en las últimas décadas que todo tipo de modificaciones creativas de modismos son bastante frecuentes y pueden variar. La mayoría de los modismos no son totalmente opacos. Por lo tanto, están abiertos al enfoque basado en corpus. Además, los modismos se basan típicamente en metáforas, y las metáforas como imágenes mentales son fácilmente modificables. Los nativos los adaptan, combinan y pueden cambiar partes de ellos. Sin duda, un corpus presenta una oportunidad para conocer la autenticidad de los modismos, utilizados en la realidad sin la selección o interpretación previa de alguien. Aprender un idioma extranjero sobre la base de datos de corpus permite a los estudiantes analizar variaciones léxicas, gramaticales y sintácticas de modismos, comprender su semántica y explorar nuevas variantes de modismos, aún no registrados en diccionarios.*

PALABRAS CLAVE: Corpora. Concordancia. Lenguaje. Modismo. Aprendizaje. Habilidades comunicativas.

Introduction

“A corpus in modern linguistics is used to refer to a collection of sampled texts, both written and spoken, in a machine-readable form. There are many ways to define a corpus, but

most scholars agree that a corpus is a collection of machine-readable, authentic texts, chosen to characterize or represent a state or variety of a language” (GRIGALIŪNIENĖ, 2013). Corpus linguistics includes two main aspects: development, annotation of corpora of texts, corpora search tools and experimental studies based on corpora. In recent times, researchers have shown interest in studying theoretical and practical aspects of using corpus technologies as a factor of improving the quality of teaching a foreign language. Corpus data give essential information for a number of applied areas, like language teaching and language technology (machine translation, speech synthesis etc.) (LINDQUIST, 2009). According to Professor Plungyan (2009), “now to master a language a person needs not two, but three things: dictionary, grammar and the corpus of texts of a given language. As both the dictionary and grammar are, in general, useless outside this living space, where the language, in fact, functions”. The corpus is getting one of the means of forming a student's communicative competence along with other information and communication technologies. The problems of using corpus technologies in teaching foreign languages are the subject of a number of works by such researchers as Leech (1997), Johns (1991), Sinclair (1996), Granger (2003), Aston (1995) and others.

For a complete study and analysis of the semantics of idioms collected from lexicographic sources, it is necessary to refer to the contexts of their use. To study the semantics of Tatar idioms in contexts, we used the data of Tatar National Corpus. Studying idioms in context is the way of penetrating into their figurative basis, revealing various shades of meaning. A corpus-based and corpus-driven activity shows what changes occur in the semantics of specific idioms, how veiled or transparent their semantic structure is. The actual meaning of idioms is defined in the context of other units and is not strictly fixed, in contrast with the dictionary interpretation, which was selected and fixed in the dictionary. It's possible to study real language with corpora because a corpus presents an opportunity to learn the authenticity of the idioms, used in reality without somebody's selection or previous interpretation. The main function of a foreign language is to provide intercultural communication (SUBICH; SHANGARAEVA; ZAKIROVA, 2016). In translation, the ongoing processes of integration of knowledge, interaction of different cultures and cultural traditions impose on the translator a mission of ambassador of culture, providing for understanding between the parties in cross-cultural communication (SABIROVA, 2019). According to Leech (1997), a corpus itself is a rich resource of authentic data containing structures, patterns and predictable features that are waiting to be unlocked by the human intelligence. Retrieving new meanings of the idioms, analyzing its syntactic and lexical flexibility allows students “to discover the language themselves, and this “discovery” feeling has a huge motivating effect on the learner”

(GRIGALIŪNIENĖ, 2013). Johns claimed that “the task of the learner is to discover the foreign language, and the task of the language teacher is to provide a context in which the learner can develop strategies for discovery – strategies through which he can learn how to learn” (JOHNS, 1991).

Materials and methods

The data-driven learning (DDL) methodology has been introduced as a student-centered technique. DDL is considered by Johns (1991) as “the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the target language, and the development of activities and exercises based on concordance output” (JOHNS, 1991). The method includes the use of parallel corpora; search for all translation equivalents of constructions under study; the use of numerical data; analysis of the results obtained. Speech fluency is achieved by assimilating a large number of fixed and semi-fixed, perceived and reproduced ready-made units that serve as the foundation for novelty and creativity in the learner's language.

Results

One of the main objectives of the higher school is training of the highly qualified specialists capable to use modern scientific technologies, to update the knowledge, to develop cross-cultural communication in the sphere of the studied science (KONDRATEVA; IBATULINA, 2016). A corpus presents an opportunity to learn the authenticity of the idioms, used in reality without somebody's selection or previous interpretation. Learning a foreign language on the basis of corpus data allows students to analyze lexical, grammatical and syntactical variations of idioms, to comprehend their semantics, and explore new variants of idioms, unrecorded in dictionaries yet.

Lamy and Mortensen (2012) provide a list of possible ways to use concordances in foreign language classes. We will only consider the method of expanding the vocabulary (searching for new meanings of already known words, correlating words and phrases with context, compiling a lexical entry independently or with the help of a teacher) as the lexical level of the language is the most mobile and liable to changes (MORDVINOVA; SADYKOVA; ZAKIROVA, 2016).

Exercises based on corpus examples contain authentic speech material, selected from the computer base of the corpus. Therefore, some types of tasks based on the corpus may seem to be quite unusual in comparison with a traditional practical training manual. When compiling exercises using corpus tools, the task to the exercises can be formulated as the research one, project or introduction to the comparison. In addition, the teacher can study the features of professionally oriented communication by means of the corpus, and in exercises only introduce students to the results. In both cases the exercises based on the corpus have a significant focus on the understanding of the results obtained by means of corpus tools.

Let us consider some basic exercises connected with the data provided by corpora.

1. Using language corpora to involve students in independent research findings. At first they look up the meaning and usage of a lexical unit in traditional dictionaries and after that they search in the corpus. Conducting these activities, the students are capable of comparing, analyzing authentic empirical material from corpora and, as a result, they make their own choices and conclusions. It is a very challenging and inspiring classroom activity which boosts students' confidence and motivates their research work.

Task: Study the distribution of the idiom *тапкан мал* and *типтереп яшәү/рәхәт яшәү* in different functional styles in Tatar National Corpus and identify in which registers it is used more often and least of all.

Frame 1 – “Типтереп яшәү/рәхәт яшәү” (live very well)

1.	Мин беренче тапкыр Уфага килгәндә Chernyshevsky урамындагы 5 нче санлы йортта Бу дөнъяда типтереп яшәү өчен я бай, я түрә булырга кирәк.
2.	Тик файда алу, баю, типтереп яшәү тойгысы гына көчле.
3.	Синең өчен иң рәхәт яшәү урыны кайда? Almira Zakirova. Albina – дөнъя йолдызы.
4.	Син дөнъя йөзендә яшәгәндә миңа рәхәт яшәү юк. Ildar Yuzeev. Онытылмас бәет Ahmadullina кебек «диссидентлар» ны хөкүмәт шелтәләгән булып, рәхәт яшәү шартлары тудырып, иркәләп алса, ул да үзгәрер, кайсы хакыйкатың халыкка якынарак булуын аңлар иде. Galiullin Talgat. Яктылык: әдәби тәнкыйть мәкаләләре.
5.	Эшләмичә генә тылсымлы таяк белән сылтап кына мич башында ятып рәхәт яшәү. бикә тимерова. Абитуриентлар арасында татар теле белгечлеге популяр түгел рәхәт яшәү дип атала. Kamil Karimov's “Бака каргышы”.
6.	Тик файда алу, баю, типтереп яшәү тойгысы гына көчле.
7.	Нәрхәлдә, аның кигән битлеге «типтереп яшәү» не генә алга сөрә. "Идел журналы". №2. Landysh Abudarova's “Биек үкчә астында”.
8.	Әмма нигә бу рәхәт яшәү болыннарны, эрәмәләрне бетерү хисабына булырга тиешәвыл халкы анысын ук аңлап бетерми иде. Bayramova Fauziya.

Source: Prepared by the authors

Frame 2 – Concordance of the idiom “тапкан мал” (earned property)

1. Бары тик үзең тапкан мал гына шулай кадерле була ул! Тәржемәче һәм төзүче Razil Valiev. Ай юрганы: Дөнья халыклары әкиятләре
2. Ике көнгә бер ватылып торган калтырча машиналарда эшләп тапкан мал куен кесәсенә дә рәхәтләнеп сыя икән. Nur Ahmadiev. Хикәяләр, новеллалар, фелъетоннар.
3. «Үзем тапкан мал түгел, атайныкы жәл түгел» дип яшәми инде ул. Landysh Abudarova. Биек үкчә астында (интеллектуаль бәян).
4. Мин тапкан мал икебезгә генә түгел, туачак балаларга да житәр. Zahid Mahmudi. Гашыйклар юлы каен.
5. Кайткан саен йөрәгем әрнеп киләм: үзем тапкан мал түгел, әткәйнеке жәл түгел, дигәндәй, теге тимер челтәрләр урыны-урыны белән өзәлгән.
6. Алар эшләп тапкан мал белән ничә гасыр инде ярты Рәсәй халкы жан асрый. Garif Nurulla. Эссе, парчалар, баллада, юльязма.

Source: Prepared by the authors

2. Using language corpora to guess the meaning of an idiom.

Task: Study the concordance, find the idiomatic expression and guess what it means.

Frame 3 – Concordance of the idiom “таза тормышлы / мул тормышлы” (a well-living man / a wealthy man)

1. Байданмы, ярлыданмы – ул кадерсен ачык белмим, һәрхәлдә, кода бабайларның үзләре кебек таза тормышлы кешенең баласы булырга тиеш дип уйлыйм. Eniki Amirhan. Жиз кыңгырау.
2. Шура шактый таза тормышлы хатын була. Zahid Mahmudi. Серле кунак.
3. Жиһазларның, савыт-сабаларның пөхтә, байларча булуы бу кешенең электән таза тормышлы кеше булуын аңлатырга тиеш. Гыйззәт. Сайланма әсәрләр.
4. Мәчет сәхнәсендә дуэтлар болай иде: хәерче, ярлы, ялкау егет, таза тормышлы, яхшы киемле егет. Muhemmat Muhdiev. Сүз башым бит шүрәле.
5. Кызларның шактые, гимназия тәмамлауларына да кара-мастан, социаль чыгышлары аркасында (ченки кубесенең эти – әнисе таза тормышлы саналган) университетка керә алмаган. Т.Е. Viktimirova. Россия хәятенең сәяси фажиғәсе.
6. Ятим үскән кыз мул тормышлы, ныклы нигезле гаиләгә килен булып төшүенә сөенеп бетә алмады.
7. Киём-салымнарына, үзләрен тотышларына караганда, тоткыннарның күбесе яңа власть тарафыннан жәберләнгән мул тормышлы зыялыга охшаганнар. Sabirov Safa. Алтын балдакы абыстай.
8. Авылларыбыз – бай, шәхси ихаталар мул тормышлы булырга тиеш. Oleg Tyhvatullin. Крестьян жирнең генә түгел, азык-төлек базарының да чын хужасы булырга тиеш.

Source: Prepared by the authors

3. Using language corpora to find the cases of idiom deformation, revitalization of their components, deliberate playing out. If necessary, the teacher can print an extended context, i.e., entire paragraphs in which the expression occurs.

Task: Study the concordance, find the cases of the deformation of the idiom “бушка китү”.

Frame 4 – Concordance of the idiom “бушка китү” (in vain)

Туйдырдан син безне, югалмадың! Әгәр дә югалсаң – упкыш йотса, Гыйшкың упкынына кереп батсаң, Колагыңнан сөйрәп чыгарыбыз. Көнебез бушка яна бит! Я керик! G. Shamukova

Ah, маякчы, кайнар мэхэббәтен белән Безне ыслап бетердең син баштанаяк! Шақы ишекне тереләй янып жетмәс борын, Юкса бушка көпә-көндөз шәм ягабыз.

Source: Prepared by the authors

As it may be seen from the first example, the word “китү” was replaced by the word “яну”, and in the second example, “бушка китү” has undergone a very successful artistic development “бушка көпә-көндөз шәм ягабыз”.

4. Using language corpora to fill the variable part of the fixed expression (Slot-fillergame). This exercise is well combined with the search by concordance for the expression being studied, which can be arranged either in the form of printouts or in the electronic form.

Task: Study the concordance.

Based on examples, students will be able to fill the gap “череп” with the words баю, беткән, баегач, баеп. With the help of concordance, you can organize learning lexical and grammatical features, because in an idiom all lexical items, or the combinations of lexical items, retain their morphosyntactic properties.

Figure 5 – “Череп баеган” (a very rich man).

1. Сүз башым кеше кайгысында череп баю турында иде. Saidulla Kutushev. Козгыннар.
2. Алар 1984 елдан бирле череп беткән, ачарга да куркыта, эылы тотмыйлар.
3. Череп баеган олигархлар ның, ваемсыз депутатларның һәм чиновникларның бездә кайгысы юк, алар икенче дөнъяда яшиләр.
4. Алар бит алга киткән Аурупа илләренә дә, череп баеган әмерикәгә дә килмәгәннәр. Radif Sagdi . Ике кояшлы дөнъя.
5. Тынычлыгың югалдымы череп баегач? Radif Sagdi. Ике кояшлы дөнъя.
6. “Нәр кешедән берәр бакыр акча гына алсам да, череп баеп бетәр идем”, – дип хыялланган ул. Тәржемәче һәм төзүче Razil Valiev. Ай юрганы: Дөнъя халыклары әкиятләре.
7. Ике күзле албастыны күрсәткән өчен, һәр кешедән берәр көмеш жыя-жыя, бер күзле адәмнәр озакламый череп баеп беткәннәр, ди. Тәржемәче һәм төзүче Razil Valiev. Ай юрганы: Дөнъя халыклары әкиятләре.
8. Ул чүпрәк-чапрак сатып баючыларның кыйссаларының очына да чыгарлык түгел, алары тәмам череп баеп, шәһәрнең эллә нинди кибетләрен, гаражларын

үзлэренеке иткэннэр дэ шулардан һәрдаим табыш савып яталар икэн. Koyash Timbikova. “Хикәяләр, уйланулар”.

Source: Prepared by the authors

Discussion

In the framework of this approach, the roles of a teacher and a student dramatically change. The main task of the teacher is to compose tasks on the basis of corpora and motivate the student to conduct his own research, set the direction of the study, guide the student in the search for his own methods for completing tasks. The complexity of tasks based on the corpus depends on the level of the knowledge of a foreign language of the student himself. Before making up exercises based on the corpus, the teacher must make sure that the level of the student's foreign language proficiency is sufficient enough to read and understand the texts that are included in the corpus. At the initial stage of teaching, it is not recommended to use the assignments based on the representative corpus. If the level of students' knowledge is not high enough for the direct work with the corpus, then the teacher making up tasks should thoroughly select the examples from the corpus and adapt them to the level of the student. Actually, the communicative competence model takes into account both language and communicative needs (GROLMAN; DEPUTATOVA; BIKTAGIROVA, 2016). The emotional state of communicants influences communicative intentions of the speaker and the listener, the same as structural and semantic content of the sentences implementing these intentions in the process of linguistic communication (ABDULLINA, 2015).

Besides, a teacher using special training program can independently create the corpus of adapted texts. Tasks based on the corpus can be presented both in printed form (printed concordances from the linguistic corpus), as well as involving the student's direct work with the corpus. Such tasks can be aimed at determining the meaning of words or studying words close in their meaning, at identifying the cases of studying polysemy, determining the meaning of terms, etc. Tasks can include the direct use of concordance, search options of the corpus and the use of corpus statistics. The teacher must first master the corpus technologies himself and be ready to develop tasks independently on the basis of the corpus, if necessary, simplify tasks, otherwise the learning process can lead to difficulties for students (JOHNS, 1991).

Conclusions

Thus, the research has shown that the corpus-based approach to language teaching can improve the students' language awareness and increase its valuable contribution. Methodology of data-driven learning keeps students motivated and boosts their confidence to do research work. The importance and potential relevance of the corpus-based approach to teaching a foreign language for a teacher at a non-linguistic university significantly increases,

firstly, a teacher is often not a native speaker of the language being taught; secondly, teaching and learning a foreign language takes place in isolation from the environment of the language being studied; thirdly, a teacher teaches a professionally oriented foreign language without being a specialist in this area of knowledge.

The corpus format provides a teacher with a new powerful tool for analyzing verbal communication and allows a teacher to identify the most important tasks in teaching professional discourse in a foreign language.

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