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BLOGGING AS AN EXTENSIVE TOOL
FOR ENGLISH PHRASEOLOGY ACQUISITION:
TEACHING THE SEMANTIC ASPECT OF IDIOMS WITH BLOGS

Abstract. Blogs can reinforce students' learning and can be viewed as a cognitive, communication tool. This technological device used as a didactic tool can turn ordinary learning exercises into more interesting and engaging activities. Moreover, blogs can enrich students' vocabulary and increase confidence in their learning abilities.

The aim of this article is to investigate the use of blogs in learning and teaching to enhance English phraseology acquisition. Thus, empirical research consisting of students' observations and a test among third form high school learners in Poland was carried out to assess the development of language related to the degree of phraseology acquisition.

1. INTRODUCTION

The difficulties in choosing the appropriate tool for learning and teaching English phraseology, with the special focus on idioms have previously been raised (WIBLE 2008). However, they have seldom explicitly been addressed. This article aims to identify a useful tool and practical solutions for teachers to use while teaching English phraseology.

The recommendations are based on empirical research into English idioms with the use of blogs, a comparative study. Two groups were taught the aspects of phraseology using different pedagogical approaches. The first group used traditional ways of teaching. The second was taught using blogs. The results of students' test and observations of their phraseology acquisition indicate that blogs enhance students' phraseology acquisition and enrich their phraseology.

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The choice of the tool was motivated by the desire to offer teachers a tool for easy access during and after English lessons. What should be taken into account when teaching English phraseology is that it becomes a natural part of life to communicate via blogs.

As stated by Richardson (2006), blogs can increase access and exposure to quality information and they enrich students' vocabulary. However, there is a gap in the research around blogs as a way of enriching students' knowledge concerning phraseology, especially idioms.

2. LITERATURE REVIEW

2.1. TECHNOLOGY AND ENGLISH

Modern technology can enable more efficient language acquisition. Therefore, it is suggested that those tools became natural in everyday life and should be employed for educational purposes to enhance the language awareness (NOBLITT 1991; SANDHOLTZ, RINGSTAFF, and DWYER 1997; BROWN 1998).

As Al-Seghayer (2001: 204) suggests, "the computer's capacity permits us to store more extensive glossing than a printed format does." Furthermore, Loucky (2006) believes it is crucial to thoroughly process new phrases through each of the phases of lexical processing. Thus, Computer Assisted Language Learning (CALL) programs enhance this acquisition, improve all aspects of vocabulary acquisition (form, meaning, and use). Moreover, according to Loucky (2006: 368), "well balanced and holistic language development can be encouraged either by giving students more individual computerized interaction in multimedia formats or by providing socially oriented language-learning experiences in which students are asked to apply new learning more productively."

Moreover, Paivio (2006) introduces the theory of dual-coding (visually and verbally) that provides better recall. He claims that interconnections between visual and verbal systems form a firm mental association. Therefore, phrases coded dually become memorized more easily. However, this study also investigates whether idioms are also memorized more easily.

Johnson and Heffernan (2006) provide evidence that supports the notion of bringing students closer to the authentic texts. Furthermore, Chun and Plass (1997: 70) claim that "annotating lexical items with different modes of information presentation has positive effects on vocabulary acquisition". In addition, Ariew (2006) emphasizes the open character of online systems (with online tools)

dedicated to vocabulary learning. However, there is a need to investigate whether different modes of phraseology presentation have positive effects on its acquisition.

Online activities engage students in deep processing (KLICKAYA and KRAJKA 2010) and in order to enhance learning Horst (2005) advocates the strategy of expanded, multimodal rehearsal adopting computerized activities, which can be very effective. Furthermore, Atay and Ozbulgan (2007) claim that learning vocabulary online individualizes the experience of language acquisition, which in turn raises the awareness of language learning strategies.

2.2. COMPUTER ASSISTED VOCABULARY ACQUISITION

Leu (2000) suggests that teachers should embrace emergent technologies and envision new ways of using them in the classrooms as a form of professional development. As Leu and Kinzer (2000: 117) propose, “envisionments take place when teachers, children, and others imagine new possibilities for literacy and learning, transform existing technologies to construct this vision, and then share their work with others.” According to Leu and Kinzer (2000:118), this process often happens naturally and they suggest that teachers can: “envision a better world and act upon this, regularly transforming Internet technologies and constructing new instructional worlds for literacy and learning.”

The Internet assisted environment already replaces the typical traditional receptive mode of teaching. Internet used as a resource and reference corpus for phraseology meets the interdisciplinary demand and broadens the horizons since it is a huge archive of content that both the teachers and the learners can exploit for their purposes (WIBLE 2008: 179). Alemi and Daftarifard (2010: 767) claim that modern lexical phraseology should be established by “recrafting both the nature and substance of language learning (LL) to focus on lexical phrases and collocations.”

The generative approach employed by some linguists frames the logical syntax where phrase structure, order and sequence of words and collocations is an inevitable imperative. Therefore, it can be useful to concentrate on the figurative explanation of phrasemes as postulated by Piirainen (2008: 208): “Figurative phrasemes can be affected by cultural aspects with respect to both their literal reading (the source concept) and their ‘actual’ meaning (the target concept).” They emphasize the dynamic aspect of phrases, for the language is never a static entity.

Students pay more attention when learning by means of new media: “the computer has made possible the creation of certain lexical resources that simply

would not have been feasible under the constraints of paper and ink. Wordnet has been designed as a machine-readable thesaurus structured according to lexical semantic relations among senses” (WIBLE 2008: 163). The shift from paper and ink to electronic media gathered new groups of people willing to learn including people with disabilities, for whom the e-learning platform can provide life-enhancing opportunities for learning, educational achievement and the potential for employment. These non-traditional learners can communicate via Skype and e-mail, access on-line learning materials, take online assessments and receive formative feedback and summative grades. Other groups of people who have previously found it difficult to study may be particularly interested in new methods of learning English. This includes people who do not have time for regular studies or courses, whose professional or family responsibilities and commitments prevent them from studying and gaining new qualifications (BARBIERI, DOERR, and DWYER 1995).

CALL software with its tutorial modes is very popular around the world and is frequently used since it provides many advantages in language learning and due to the analytical functions of computers, students enrich their vocabulary. They can explore the correct answer in the course of technology-enhanced vocabulary learning through computerized interactive gloss. This article investigates CALL activities and whether they also enhance phraseology acquisition. Furthermore, research findings from the California Virtual Academy (CAVA) indicate the applicability of the mental effort hypothesis in engaging students in deep processing, enabling retention. Not surprisingly, their results show that students, who put more effort in the learning process, perform significantly better. The interactive aspect of multimodal venues for communication contextualizes learning, increases phraseology recall and familiarizes with new vocabulary. Thus, applied linguistics can be useful in lexical inferencing and expanding vocabulary (MA and KELLY 2006). In addition, “digital environments raise the possibility that our lexical resources for learning can be active and dynamic rather than passive and static” (WIBLE 2008: 168). Therefore, this article will prove that digital environments cause that English phraseology is learned and used in an active way by the students.

2.3. BLOGGING

According to Richardson (2006), the use of blogs while teaching has many advantages. For example, blogs can promote critical, analytical, creative, intuitive, associational, and analogical thinking and as a result of using blogs the students have access to quality information written by their peers.

Payne and Thorne (2005: 382) observe that “blogging provides an alternative to writing assignments that would normally be presented only to the instructor. The chronological ordering of blog entries creates for each student an archive of their personal work that they can, and do, revisit and reflect upon.” According to Payne and Thorne (*ibid.*), the cultural aspect incorporated into language learning provides a broader perspective, thus fostering greater linguistic proficiency. The monolithic system of learning then becomes a multidimensional one, with inextricable cultural layering. Students should immerse themselves in everyday language to comprehend vocabulary, especially phrases.

In order to obtain good results in teaching English phraseology, aims of blended learning should be clearly stated. Students should have the opportunity to develop language skills in a multimodal learning environment. Language is considered as a cognitive skill that should be developed. Blog is an available, pragmatic tool that can be exploited in eliciting learning procedures and strategies. Blogs are useful in processing information that enhances comprehension. Retention of information and storage of memorized text (in deep levels of long-term memory) happen when students contextualize to clarify meaning.

According to Lee (2011), the blog project is an innovative method in teaching English phraseology that extends the educational horizons and encourages the autonomous phraseology acquisition, concentrating on its semantic aspect.

3. THE STUDY

This section illustrates the project that has been developed for introducing English phraseology, especially idioms to students with the use of blogs.

3.1. THE GOAL OF THE PROJECT

The goal of the project is to bridge the gap between using blogs and idioms in learning and teaching. Richardson (2006) claims that blogs enrich students' vocabulary. However, it would be useful to investigate whether using blogs in education leads to the students developing a greater store of English phraseology, especially idioms.

3.2. THE PARTICIPANTS

There were 60 participants in this study: 36 females and 24 males aged 17-18 years from two third form high school classes. The participants from the first

class were formed into a group working with traditional paper pedagogical methods and those from the second class formed the group working with blogs. Every group consisted of 30 members. The groups were at the same level of English language learning – intermediate.

3.3. DESIGN AND PROCEDURE

Details about planning and the execution of research are very important components of research design (HUSSEY and HUSSEY 1997) and research design is “the overall approach to the research process, from the theoretical underpinning to the collection and analysis of the data.” This study focuses on the impact of using blogs when acquiring English idioms among students. Thus, the first step of the research was literature review. After this, quantitative research was chosen among the common types of methodology in evaluation of the teaching techniques. According to Cohen and Manion (1980), quantitative research indicates what “is” the case in the “real world” rather than what “ought” to be the case. Moreover, Creswell (1994) states that it is a type of research that is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).”

The two groups of students were taught idiomatic expressions using different tools. The standard lessons were obligatory to all students. Students from the blog had one extra hour after each class and did various exercises with the use of blogs. They were asked to read blogs and comment on other blogs with the goal of using as many idiomatic phrases in their posts as they could remember. Alongside working on the individual project, students had to work on group projects by creating group profiles.

Both groups had the same content material to study, but there was a difference in tools employed. The paper group acquired idioms in a passive way while a blog group learnt idioms in an active way. An insight into the advantages of modern media teaching activates the potential of students of recognizing phraseological units. A multisensory approach offered by multimedia is proposed to be included in the educational process. The proposal consists of different projects that help develop various skills. Short films and audiobooks can be used to get acquainted with the phrase structure within the natural context. One type of activity used by the blog groups was watching short films and then the students had to use five already known phrases and five new ones that were put on the blackboard to describe the situations in the films. After they described the situation from the films using the idioms that they knew, they were asked to guess the meaning of

the idioms that were put on the blackboard. After they understood the meaning they were asked to make sentences with the idioms that describe the situation from the films as well. Figure 1 presents a list of idiomatic phrases used by the students to describe the situations in the films.

Figure 1: A list of idiomatic phrases used by the students

A blessing in disguise

Buy a lemon

Cry wolf

Cup of Joe

Drive someone up the wall

Fishing for compliments

Hit the books

It's Greek to me

Letter of the law

On the face of it

Once in a blue moon

Van Gogh's ear for music

We're all in the same boat

A bitter pill

All ears

Cut the mustard

Drop a dime

Split the whistle

Take the biscuit

For a song

Call it a day

Burn the midnight oil

Chew the fat

Piece of cake

Gift of the gab

Have second thoughts

Face the music

Break the ice

At loggerheads

Let bygones be bygones

The students from the blog group were asked to describe the context of idioms used. In addition, they were asked to guess the meaning of idioms and pay attention to the importance of the semantic aspect of phraseology, and idioms in particular.

Following this, they could check the meaning in online resources proposed by the teacher (for instance, www.readwritethink.org, www.idiomconnection.com).

The next step was to use idioms by the students in their blogs by creating stories.

The group of students that did not watch the film or hear the audiobook – the paper group – had a typical homework. All the members of the group not taking part in the blog project were given the list with the meanings of the idioms. Memorizing, writing definitions of the idiomatic expressions, and writing sentences with the use of such expressions were the only tasks they had to carry out.

A students' open questionnaire was conducted before and after teaching the aspects of phraseology with tele-informatic tools. The questionnaire results and results of the test that all the learners wrote at the end of the project indicate that phraseology lessons ought to be planned with the use of the tele-informatic tools.

3.4. RESULTS AND FINDINGS

The average blog consisted of about 60 posts and each post counted between 50 to 500 words. Usually a post counted about 100 words. At the beginning of writing blogs students made about 40% mistakes of what they had written on their blog. After the project, they made only about 10% mistakes.

The questionnaire, consisting of eight questions, was administered before and after the project. The questionnaire was to confirm the test results since students that had good test results answered positively to the questions. They answered that they enriched their idioms knowledge after blog project. Moreover, they answered that they used idioms eagerly also after school while writing blogs. The questions were as follows:

- Do you feel confident about your vocabulary, especially phrases and idioms?
- Do you feel the need to enrich your vocabulary?
- Can you build passages, using new phrases?

- What do you think about blogs – in what ways can they be useful?
- Where outside the classes do you practice your vocabulary?
- What are your favourite ways to expand vocabulary?

The answers to the questions varied slightly between participants. The change in answers before and after the blog project was however visible, especially in the blog group. After the project, the students from the blog group claimed they became more aware and confident about their vocabulary, whereas the students from the paper group had still some problems with the proper use of idioms. After the blog project students felt more encouraged to build longer passages with newly learnt words since they said that they are more confident about using the idiomatic phrases in the right context. The attitude to the evolving media became more enthusiastic, especially about blogs – most of them (26) still conduct their blogs, even 12 students from the paper group became interested by the natural vocabulary progress and have their own blogs now. The need to enrich one's vocabulary became more accentuated. Beside watching films and playing computer games, writing a blog became one of the favourite forms of acquiring new vocabulary.

3.4.1. *Writing the test*

After completing classes, two groups (the paper group and the blog group) were given a two page test and the results form the basis of this analysis. They were given four different tasks (see Appendix 1 and Appendix 2 for the answers) which involved:

- I – matching words from column A with column B to form an idiomatic expression and giving their Polish equivalents,
- II – choosing the correct verb from the list to form idioms and giving their Polish equivalents,
- III – circling the correct option,
- IV – identifying and correcting errors in the underlined part of the sentence.

3.4.2. *Test results*

In the final test in phrases the paper group scored only 60 per cent as compared to 90 per cent of the group where multimedia tools were employed (the blog group). Figure 2 and Figure 3 present the results of the test. Moreover, Figure 4 presents comparison of test results.

Figure 2: The results of the paper group

A PAPER GROUP	POINTS	POINTS IN %
Student 1	65 / 100	65%
Student 2	60 / 100	60%
Student 3	55 / 100	55%
Student 4	70 / 100	70%
Student 5	58 / 100	58%
Student 6	61 / 100	61%
Student 7	59 / 100	59%
Student 8	58 / 100	58%
Student 9	57 / 100	57%
Student 10	62 / 100	62%
Student 11	66 / 100	66%
Student 12	54 / 100	54%
Student 13	52 / 100	52%
Student 14	61 / 100	61%
Student 15	60 / 100	60%
Student 16	57 / 100	57%
Student 17	56 / 100	56%
Student 18	60 / 100	60%
Student 19	72 / 100	72%
Student 20	51 / 100	51%
Student 21	53 / 100	53%
Student 22	54 / 100	54%
Student 23	63 / 100	63%
Student 24	60 / 100	60%
Student 25	60 / 100	60%
Student 26	65 / 100	65%
Student 27	52 / 100	52%
Student 28	56 / 100	56%
Student 29	68 / 100	68%
Student 30	75 / 100	75%
TOTAL:	1800 / 3000	60%

The results of the test of the paper group were not very optimistic. The group scored about 60%. The students of the paper group had problems with matching words to form idiomatic expressions in exercise one. They had also problems with choosing the right verb to form idioms in exercise two. Moreover, they had problems with circling the correct option to make correct sentences connected with idiomatic expressions in exercise three. In addition, they made mistakes with correcting the mistakes in exercise four.

Figure 3: The results of the blog group.

A BLOG GROUP	POINTS	POINTS IN %
Student 1	96 / 100	96%
Student 2	87 / 100	87%
Student 3	89 / 100	89%
Student 4	88 / 100	88%
Student 5	89 / 100	89%
Student 6	87 / 100	87%
Student 7	89 / 100	89%
Student 8	88 / 100	88%
Student 9	90 / 100	90%
Student 10	93 / 100	93%
Student 11	89 / 100	89%
Student 12	91 / 100	91%
Student 13	87 / 100	97%
Student 14	95 / 100	95%
Student 15	89 / 100	89%
Student 16	87 / 100	87%
Student 17	91 / 100	91%
Student 18	90 / 100	90%
Student 19	88 / 100	88%
Student 20	87 / 100	87%
Student 21	88 / 100	88%
Student 22	89 / 100	89%
Student 23	91 / 100	91%
Student 24	85 / 100	85%

Student 25	89 / 100	89%
Student 26	99 / 100	99%
Student 27	89 / 100	89%
Student 28	91 / 100	91%
Student 29	100 / 100	100%
Student 30	89 / 100	89%
TOTAL:	2700 / 3000	90%

The results of the test of the blog group were very optimistic. The group scored about 90%. The students of the blog group did not have many problems with matching words to form idiomatic expressions and providing their Polish equivalents in exercise one. Moreover, they did not have problems with choosing the right verb to form idioms and providing their Polish equivalents in exercise two. Furthermore, they did not have problems with circling the correct option to create correct sentences connected with idiomatic expressions in exercise three. In addition, in exercise four they corrected the mistakes in sentences with idiomatic expressions if they found it necessary.

Figure 4: Comparison of test results

TEST RESULTS			
PAPER GROUP	BLOG GROUP	PAPER GROUP	BLOG GROUP
POINTS	POINTS	POINTS IN %	POINTS IN %
65 / 100	96 / 100	65%	96%
60 / 100	87 / 100	60%	87%
55 / 100	89 / 100	55%	89%
70 / 100	88 / 100	70%	88%
58 / 100	89 / 100	58%	89%
61 / 100	87 / 100	61%	87%
59 / 100	89 / 100	59%	89%
58 / 100	88 / 100	58%	88%
57 / 100	90 / 100	57%	90%
62 / 100	93 / 100	62%	93%
66 / 100	89 / 100	66%	89%
54 / 100	91 / 100	54%	91%
52 / 100	87 / 100	52%	97%

61 / 100	95 / 100	61%	95%
60 / 100	89 / 100	60%	89%
57 / 100	87 / 100	57%	87%
56 / 100	91 / 100	56%	91%
60 / 100	90 / 100	60%	90%
72 / 100	88 / 100	72%	88%
51 / 100	87 / 100	51%	87%
53 / 100	88 / 100	53%	88%
54 / 100	89 / 100	54%	89%
63 / 100	91 / 100	63%	91%
60 / 100	85 / 100	60%	85%
60 / 100	89 / 100	60%	89%
65 / 100	99 / 100	65%	99%
52 / 100	89 / 100	52%	89%
56 / 100	91 / 100	56%	91%
68 / 100	100 / 100	68%	100%
75 / 100	89 / 100	75%	89%
TOTAL			
1800 / 3000	2700 / 3000	60%	90 %

As can be seen, the blog group had better test results than the paper group. The blog group did not have as many mistakes in the test as the paper group. Moreover, the correctness of doing the exercises by the blog group was higher than the paper group. They scored overall about 90% of points in comparison to 60% of points of the paper group as it is presented in the table above.

3.5. DISCUSSION

The blog project provides efficient results in teaching English phraseology and idiomaticity and through the use of blogs in education, the process of vocabulary acquisition came naturally and effortlessly. Blogging is a great opportunity to enrich one's vocabulary, learn the correct sequence of phrases, the structure of idioms. Blended learning provides an environment where the potential of expanding vocabulary can be realized (PAZIO 2010). Having test results in mind, the blog project is a valuable experience and is advantageous for the learners.

Students' progress in learning idioms was visible and the results of the test proved that learning idioms with the use of blogs can enrich their phraseology knowledge. Moreover, students are able to conduct lexical processing in vocabulary more promptly and precisely. Students with intentional focus scored higher and wrote more interesting posts with varied vocabulary. Students started to incorporate idiomatic expressions into their vocabulary, which became visible.

Electronic media inter-related with language study improve students' achievements. Among the tools available they seem most appropriate and suitable to the students' needs and expectations. The digital dimension provides necessary conditions to acquire mastery in phraseology and idiomaticity. The research proved that the computer is an efficient learner-centred device and a powerful self-access facility for self-learning.

4. IMPLICATIONS AND CONCLUSIONS OF THE PRESENT STUDY

Modern technology should be frequently used in educational process. As Bangs and Cantos (2004) state, prior knowledge can be activated by multimodal environment with simultaneous processing channels. Teachers should make use of technology that enhances students' language acquisition.

The results of this research indicate that using blogs during English lessons devoted to idioms enhance students' language acquisition. Students that used blogs during and after English lessons achieved much better results during the test. The blog project became a pedagogical success; the aim of enhancing phraseology was achieved. Most of the students from the blog group still write their blogs.

The findings allow put forward a hypothesis that there are other tools connected with the Internet and computer usage (for instance, webquests) that may enhance students' language acquisition. Therefore, further research studies could be carried out in order to develop more tools that may enrich students' language acquisition.

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BLOGGING JAKO WIELOSTRONNE NARZĘDZIE
W AKWIZYCJI ANGIELSKIEJ FRAZEOLOGII.
NAUCZANIE SEMANTYCZNYCH ASPEKTÓW IDIOMÓW
ZA POMOCĄ BLOGÓW

Streszczenie

Artykuł omawia zastosowanie nowych metod w nauczaniu pewnych aspektów frazeologii (ze szczególnym uwzględnieniem specyfiki idiomów), bazując na nowoczesnych aplikacjach i urządzeniach. Główną metodą jest nauczanie idiomów za pomocą Internetu. Właściwym jest podejście, które pozwala rozwinąć zdolności oraz autonomię studenta. Korzystając z nowoczesnych rozwiązań technologicznych, nauczanie zyskuje nowy, bardziej interesujący, przystępny wymiar. Staje się dynamiczne, angażuje uwagę studenta, który nawet nie zauważa, że skomplikowane struktury frazeologiczne, wyrażenia idiomatyczne, są nabywane naturalnie, w trakcie wykonywanych ćwiczeń. Interaktywny wymiar zadań sprzyja rozwinięciu kompetencji lingwistycznych, komunikacji, zwiększa poziom krytycznej kreatywności. Teleinformatyczne narzędzia dynamizują strukturę poznawczą. Student otrzymuje możliwe odpowiedzi dzięki programom komputerowym. Daną frazę, w szczególności idiom, uczy się sytuować w odpowiednim kontekście, a efektywność prawidłowego wykonywania zadań wzrasta z 60% do 90%. Student prowadzi własny blog, udziela się na blogach innych studentów, aby stosować frazeologię języka angielskiego w życiu codziennym. Projekt związany z prowadzeniem blogów przez studentów aktywizuje ich słownik, dzięki czemu aktywnie używają zwrotów frazeologicznych, idiomów. Blogi zachęcają do poznawania języka, rozumienia semantyki, osadzają frazy w szerszym kontekście. Po zakończeniu nauki większość studentów nadal prowadzi swoje blogi, co zresztą jest zrozumiałe, skoro blog jest współczesną, powszechną formą komunikacji.

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Key words: English phraseology, blogging, the blog project, computer-assisted language acquisition, learner autonomy, tools for education, semantic aspect of phraseology, idioms, and teaching idioms.

Słowa kluczowe: angielska frazeologia, blog, nauka języków wspomagana komputerem, semantyczne aspekty frazeologii, idiomy, nauczanie idiomów.

APPENDIX 1

TEST

1. Match column A with column B to form an idiomatic expression. Then, give Polish equivalents of the idiomatic expressions in brackets.

A	B
1. to come(.....)	a. sb through it
2. to be(.....)	b. with the flies
3. to have(.....)	c. sb to drink
4. to put(.....)	d. one's in
5. to take(.....)	e. sb out of himself
6. to eat(.....)	f. the charge
7. to drive(.....)	g. one better than sb
8. to drink(.....)	h. the night away
9. to make(.....)	i. as a shock
10. to go(.....)	j. for time
11. to get(.....)	k. it
12. to find(.....)	l. out of sb's hand
13. to beat(.....)	m. a fool
14. to buy(.....)	n. it in for sb
15. to cut(.....)	o. a visit
16. to sing(.....)	p. a different song
17. to dance(.....)	r. a go of sth
18. to pay(.....)	s. and run
19. to play(.....)	t. on the make
20. to feel(.....)	u. one's feet

2. Choose the correct verb from the list to form idioms. Then, give their Polish equivalents in brackets

to share, to pull, to take, to hit, to call, to blow, to play, to chew, to break, to bite

- the biscuit (.....)
- the whistle on sb (.....)

3. one's slice of the cake (.....)
4. it a day (.....)
5. the rug out from under sb's feet (.....)
6. the fat (.....)
7. a leg! (.....)
8. the dust (.....)
9. for sb (.....)
10. sb in the eye (.....)

3. Circle the correct option the make correct sentences.

1. My car broke down again, but maybe it was a in disguise; I've been wasting too much time driving around anyway.
a) blessing b) earning c) cutting
2. The time we spend apart has been good for us; makes the heart grow fonder.
a) family b) absence c) money
3. I would like to do something to help, but I don't want to add to the fire.
a) matchsticks b) wood c) fuel
4. The new manager threatened to fire me but I know he won't do it; he is all and no bite.
a) dog b) bark c) shoulder
5. Be careful when shopping for your new car; all that glitters is not
a) gold b) silver c) brown
6. Be careful with that watch; it cost me an and a leg.
a) toe b) shoulder c) arm
7. The ball got stuck up there on the roof. It's as high as a
a) kite b) skyscraper c) mountain
8. I have been trying to solve this math problem for 30 minutes but I think I've been barking up the wrong
a) church b) house c) tree
9. Whenever that professor says something I don't like, I have to bite my
a) hand b) tongue c) finger
10. I want to quit drinking right now. As of this moment, I am going cold
a) turkey b) chicken c) fish

4. Are the underlined parts of the sentence correct? If they are correct put ✓. If they are not correct put ✗ and correct it.

1. Sam is a great salesman, though lately he's been having a bit of a dry spell.
2. Whenever we go camping my wife wants to bring everything but the kitchen bath!

3. Michael stayed home to take care of your sister last night, so tonight it is your turn fair and fair alike.
4. My uncle is a real writer to riches story.
5. My brother will be at the movie tonight. Afterwards, let's give him the sleep and go to a party.
6. I know this city in and out.
7. Go ahead and lead the meeting today; I'll help you out if you get in over your face.
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8. You kids will be in the doghouse with your mother after that mess you made in her garden!
9. Taking care of this dog is a labor of love.
10. Bob didn't tell anyone that he was sick, but his wife let the cat out of the house.
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APPENDIX 2

ANSWERS TO THE TEST

Exercise 1.

1. i. (być dla kogoś szokiem)
2. t. (dorabiać się, robić karierę)
3. n. (uwziąć się na kogoś, mieć z kimś na pieńku)
4. a. (dać komuś w kość)
5. e. (pozwolić komuś zapomnieć o problemach)
6. l. (jeść komuś z ręki)
7. c. (wpędzić kogoś w alkoholizm)
8. b. (pić do lustra)
9. r. (rozkręcić interes)
10. g. (przebić kogoś)
11. d. (zemścić się)
12. u. (nabrać pewności)
13. f. (uniknąć kary, uniknąć sprawiedliwości)
14. k. (zginać)
15. s. (wziąć nogi za pas)
16. p. (zmienić zdanie)
17. h. (przetańczyć całą noc)
18. o. (pójść tam, gdzie król chodzi piechotą)
19. j. (grać na zwłokę)
20. m. (głupio się czuć)

Exercise 2.

1. to take the biscuit – wprowadzić w osłupienie
2. to blow the whistle on sb – donieść na kogoś

3. to share one's slice of the cake – dostawać swój udział
4. to call it a day – wystarczy już tego, na dziś koniec
5. to pull the rug out from under sb's feet – pokrzyżować komuś plany
6. to chew the fat – gadać, gawędzić
7. to break a leg! – złamania karku
8. to bite the dust – wziąć w łeb
9. to play for sb – podrywać kogoś
10. to hit sb in the eye – rzucić się komuś w oczy

Exercise 3.

1. a) blessing
2. b) absence
3. c) fuel
4. b) bark
5. a) gold
6. c) arm
7. a) kite
8. c) tree
9. b) tongue
10. a) turkey

Exercise 4.

1. ✓
2. ✗ – everything but the kitchen sink
3. ✓
4. ✗ – rags to riches
5. ✗ – give him the slip
6. ✓
7. ✗ – in over your head
8. ✓
9. ✓
10. ✗ – let the cat out of the bag