HOW TO DEVELOP OF PHRASAL VERBS, IDIOMS, AND COLLOCATIONS WITH THE HELP OF WEBLOGS

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Abstract: The development of technology including the Internet and weblogs has provided opportunities to solve the limitations of the traditional ways of teaching and learning. The present study aimed to investigate, how blogging could affect vocabulary proficiency of Uzbek students. To do the study, a group of sixty Uzbek EFL learners were selected based on their performance on oxford proficiency test (OPT). A pre-test, post-test, observation and interview were used. The results revealed that using blogs had significant role in vocabulary learning of the students. The findings of this study can be beneficial to Uzbek EFL students, teachers.

Keywords: Blogs, Vocabulary, Phrasal Verbs, Idioms, Collocation, L2 learners, EFL students, teaching methods, tools.

Nowadays, language leaning is entering into a critical stage which is influenced by technology, the internet, social networks and mobile messaging applications. This new world of digital communication allows its users to personally connect, socially interact, and share media and activities with one another. Among various social networks, blogs have drawn the attention of the most people, especially young generation. The ESSA also defines "blended learning" as "a formal education program that leverages both technology and face-to-face instructional approaches" (7112). It is critical to ensure students are exposed to technology in blended learning environments in general and special education settings to ensure they have equal opportunity to learn technology skills to be prepared for the real life.

However, very few studies examine the use of the blogs or their effectiveness for learning content. It is hoped that this study might shed light on whether using blogs during class time in a content driven manner has any effect on helping students learn.

In this article, the purpose of the study, research questions and hypotheses are presented. Objectives, significance, the scope of the study and definition of key terms are stated. And in the last part, the organization of the study is dealt with. However, very few studies examine the use of the blogs or their effectiveness for learning content. It is hoped that this study might shed light on whether using blogs during class time in a content driven manner has any effect on helping students learn.

Learners often experience reading problems. There are few special programs to support the development of English as a secondary language (L2) and reading skills for higher education learners. There is an overwhelming need to develop techniques which address the development of the second language (L2) as the language of learning and teaching. Reading comprehension should receive special attention since it forms a focal point for overall language development.

In blog integrated teaching of vocabulary, students can publish their own reading and receive comments from outsiders. The opportunity to take part in discussion and further use of the target language can provide for them the higher level of vocabulary proficiency. This way, learners will be able to transmit exact concepts that they have in their mind instead of skipping or avoiding the use of appropriate vocabularies. To do so, teachers provide tasks and activities for learners to enable them to communicate. Considering the point mentioned, the emphasis is on using authentic materials. Researchers believe that the development of the communicative movement is a need to develop learners' skills for the real situation and it has led teachers to persuade this situation in the classroom by using authentic tasks.

The present study aimed at investigating the role of blogging to improve English students' phrasal verbs, idioms, and collocations knowledge of Uzbek EFL

learners towards using blogs as an educational tool, and to investigate how blogging affects students' level of language reading. This study also attempted (a) to introduce blogs as educational tool in language classes, (b) to improve vocabulary knowledge through blogs, (c) to investigate EFL students' attitudes toward using blogs, and (d) to identify the role of different gender through blogs.

In order to fulfill the above purpose, the following research questions were developed:

Q-1: Is there any significant differences between the phrasal verbs, idioms, and collocations learning before and after using blogs?

Q-2: Is there any significant differences between the phrasal verbs, idioms, and collocations learning among Uzbek intermediate EFL learners through blogs?

Q-3: Does using blogs have the significant role in improving Uzbek intermediate EFL students' phrasal verbs, idioms, and collocations?

Q-4: What are Uzbek EFL students' viewpoints and attitudes toward using blogsas a tool to improve English language learning?

Today, successful people require a variety of skill not currently taught in many classrooms (Jenkins, 2009). To participate in a global society, people must be able to communicate with others.

Our classrooms should purpose for communications in real context. This study provides the new direction for students to prepare better for the online communication. Students have an opportunity to rethink some assumptions about learning and technology. If we are to prepare our students for the future roles they will play as contributors to a participatory society, studies of children creating and communicating with diverse others are necessary. This study moves us one step in that direction by providing the new direction for others wishing to carefully examine online communication with intermediate students.

This study will be a significant endeavor in assisting teachers who find it difficult to encourage their students to study phrasal verbs, idioms, and collocations inside and outside the classroom and students who are willing to take control their own learning. With the knowledge gained from this study, it could be

possible for teachers and students to gain insight into how they can facilitate teaching and learning English language vocabulary through blogs. Finally they make progress in communication.

The development of the technology has provided different digital tools that support teaching and learning activities and challenge the traditional education. Among them blogs have many potential in facilitating language teaching and learning. This study investigated the role of blogs as educational tool in language classes. However blogs can improve many aspects of language learning, this study covered the use of blogs for phrasal verbs and idioms learning, not other language skills and the participants of the study towards using blogs to improve vocabulary skills. Obviously participants can improve on reading.

A list of the blog addresses of the groups was posted on the tutor blog so that groups could have access to each other's blog (Figures 1,2).

Figure 1. A screenshot of the tutor's blog.

Figure 2. A screenshot of the tutor's blog.

In this study, it was tried to answer what is the role of blogs to develop students' vocabulary knowledge towards using blogs. The primary goal of the blog project was to introduce an innovative way of teaching and learning English vocabulary and to encourage students to practice phrasal verbs and idioms their reading abilities in a different way. The descriptive statistics and inferential data were used to map out the answers to the research questions. A mixed method of research was employed to investigate the research questions in this study.

For years, in many English classes in Uzbekistan, phrasal verbs, idioms, and collocations have been taught using a traditional paper-based approach. The results of that approach are not satisfactory; many graduated students from higher educational establishments get into trouble when they want to read a simple well designed paragraph. Moreover, students' lack of motivation to practice reading is a big problem in English classes. Providing well-structured courses and techniques for teaching English phrasal verbs, idioms and collocations based on the students' needs and expectations, which follow up students' development in reading proficiency. The results of the current study suggested that the blog-integrated way of teaching vocabulary could be effective and useful in facilitating vocabulary process.

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