

## Developing Dictionary Skills of B1 Learners

Musaeva Nozima Esakhonovna, Madaminova Sabina Alisher qizi

Teacher, English Department, ‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’ National Research University, Tashkent, Uzbekistan

**Abstract:** The purpose of this study is to show the importance and role of B1 level students in increasing their vocabulary in education process, and to consider the strategies used in the process of increasing their vocabulary. The task is to examine the impact of extracurricular learning processes on increasing the scale of learning vocabulary of B1 level students. The research based on the results of the effective influence of the process, which affects the development of dictionary skills in the educational process.

**Keywords:** Dictionary skill, dictionary, vocabulary knowledge, practitioners, communication, vocabulary learning strategies, metacognitive strategies, social strategies, cognitive strategies, pragmatic information.

### I. INTRODUCTION

Modern English teaching has also been supplemented by many new methods and techniques, such as project method, critical thinking, case method, debate, and more. now it is time to consider the advantages or disadvantages of the new methods introduced into the educational process, as well as the hard and extensive work on the methods, showing that the same method can be used differently through different approaches indicated that it should be carried out. They need to be revised, modernized and defined in an innovative education structure.

Using a dictionary involves a number of skills, so students do not have to think when a word is needed, but they must always remember those words. Thus, vocabulary development helps to think in that language. In this context, this study is an action-research project on the use of vocabulary in the classroom. A traditional and apparently well-known tool for teaching foreign languages, such as a dictionary, is largely little known or less effective by students about its content and the potential benefits of using it.

The ultimate goal is to explore the scope of learning in the classroom and the impact of extracurricular learning processes in increasing the vocabulary of B1 level learners. Also, scientific and practical work has been done to find answers to the following questions on the way to purposeful action in the process of scientific work. These are:

- What is the need to develop vocabulary?
- What are the strategies to improve vocabulary for B1 learners?
- What are the ways B1 level learners can increase vocabulary?

The process of teaching any science involves the use of all available resources to achieve an effective and reasonable outcome. Increasing vocabulary has been shown to be important in many outcomes. The research has achieved remarkable results throughout the educational processes by developing dictionary skill.

### II. BACKGROUND KNOWLEDGE

Vocabulary learning in foreign language teaching is a key component of language learning. By increasing students' vocabulary, we achieve a number of goals, including developing students'

basic thinking skills such as independent thinking and the ability to express opinions both in writing and orally. In this study, I used semi-systematic dialogues as a method of data collection, and the results examined a variety of effective strategies for vocabulary learning, as well as a number of common problems faced by English teachers and students.

Dictionary, which is one of the most important elements of common and general language, plays a crucial role in determining whether students succeed in learning a language and conveying their messages. Extensive knowledge of dictionary is very important and much needed. Vocabulary knowledge is believed to be vital for the four macro skills, such as listening, reading, speaking, and writing. Our lack of vocabulary knowledge can lead to great difficulties in expressing ourselves orally and in writing. Because of the importance of vocabulary knowledge in effective communication, vocabulary learning and teaching are of great importance to researchers and practitioners in identifying effective and most widely used dictionary learning strategies.

General Dictionary Learning Strategies Large-scale research on vocabulary learning strategies has been conducted to identify effective strategies for vocabulary learning. Most of the research focuses on three important areas:

- 1) general vocabulary learning strategies;
- 2) taxonomy of dictionary study strategies;
- 3) strategies for studying the most widely used vocabulary (Lip, 2009; Nation, 2001; Oxford, 1990; Schmitt, 1997).

Dictionary learning strategies typically include cognitive strategies, metacognitive strategies, and social strategies. According to Hedge (2000), students use a range of cognitive strategies to learn words, such as using keywords, creating associations, and learning words in a group. He defines cognition as a mental operation associated with working on new words to understand, classify, and store them in a mental lexicon. Similarly, Schmitt (1997) argues that cognitive strategies, including written and oral repetition, word lists, and flash cards, are common strategies used in many parts of the world.

Taking notes in class and keeping a dictionary is helpful and has been recommended by many teachers and writers. Metacognitive strategies, according to Schmitt (1997, p. 216), are “used by students to monitor and evaluate their own knowledge by providing an overview of the overall learning process”. Social cognitive strategies usually involve asking teachers and peers for synonyms, definitions, or example sentences of a particular unfamiliar word. According to Ghazal (2007), it is important to teach students to be independent in the process of learning the L2 dictionary. because independent learners are self-directed and can take responsibility for their own learning and increase their confidence, participation, and skills (Oxford, 1990, Ghazal, 2007). ). Therefore, teachers need to raise students ’awareness of the importance of dictionary learning strategies. Similarly, Hismanoglu (2000) argues that language learning strategies are important because they help students learn the target language effectively. Fedderholdt (1997, Hismanoglu, 2000) suggests that "a language learner who is able to use different language learning strategies correctly can improve his or her language skills better." Furthermore, in their articles, Hunt and Beglar (2004) emphasize teachers ’ability to guess from context by focusing on the value of good sentence examples that provide compound, grammatical, and pragmatic information about words. They emphasize that dictionary learning strategies, in particular extensive reading and listening, contextual guessing, and vocabulary use, play a major role in developing students ’vocabulary knowledge.

### **III. METHODOLOGY**

#### ***A. Research Design***

A number of studies have been conducted to study the most commonly used dictionary learning strategies. In a study of Chinese EFL university students in “discovered the most commonly used and most useful dictionary learning strategies”.

- 1) writing the word over and over in the mind;
- 2) word analysis by separating parts of sound; and
- 3) memorize words by completing a project;
- 4) Ask classmates what the word means. ”

These categories: metacognitive strategies, cognitive strategies, and social / affective strategies are for developing dictionary skills. They include selective attention, preparation, self-management, repetition, recording, description, and translation among the most commonly used dictionary learning strategies, social / affective strategies (e.g., collaboration), and questionnaire for explanation) are rarely used.

#### ***B. Participants***

The main subject of the research was identified as students who are studying in the educational process and have an B1 level of English proficiency and their participation in the educational process. The reason for their selection was that the students were enthusiastic, hardworking, and open-minded, so they were rated as suitable subjects to conduct this experiment.

#### ***C. Instruments***

In order to complete the research tasks, the researcher organized classes with selected groups during the internship. The reason to use the questionnaire was to identify areas that need to be developed to continue the research. The questionnaire consisted of five questions, in which subjects were asked about their favourite activities, which method of learning English was most effective for them, and what they would like to do during the lesson.

Progress test and final test were developed by the researcher. Attendance test was conducted to determine the results of the experimental classes. The test was mainly based on the students 'interests. According to the process test, the subjects had to perform the roles using the roundtable method. Also, the issues based on textbook topics, taking into account students' comprehension skills. The testing process includes an assignment designed to test students 'knowledge.

In addition, special questions were created to examine and evaluate the subjects, requiring in-depth reflection on the topic. For each correct answer, a group of students scored one to five points, depending on the type of test questions. The results were then converted to percentages to be expressed on an order and interval scale.

#### ***C. Data Collection and Analysis***

##### **1. Pre-test**

Initially, the entire set of data went through the processes of organization and meaningful reconfiguration. This process, also known as “data compression”, organizes the data in such a way that it can be managed and understood on the issues under discussion. Procedures at this stage include writing summaries of assessment documents, transcribing interviews, coding interview information, and developing topics. The summary of the documents focused specifically on the goals and objectives of the research, as they were important in understanding the system. We also paid special attention to the descriptions of how the assessment was conducted. The analysis of the interviews began after reviewing the first interview data.

Pre-test is a test which was given before the treatment. It was given both of the experimental and controlled group class. It aims to equate the initial capabilities of two different groups.

## 2. Treatment

After given pre-test, the experimental class was given treatment which was applied round table techniques. Treatment is the action to overcome the problem in the class by applied method or approach.

We then examined the relationships between the data in the individual interviews and then determined that there were links across all the interviews. At this stage, we developed previous topics such as attitudes of test participants, test formats, teaching methods, and learning through careful analysis of transcribed data. We then used the high-level topics that emerged at this stage of the data collection to provide a framework for organizing and presenting the findings. Data presentation also facilitated triangulation of data from interviews with different groups of participants and conclusions from documents.

## 3. Post-test

After giving the treatment, both experimental and control class were given post-test. It is used to measure whether the use of round table techniques was effective to improves students' dictionary skills of non-philological students.

The research work refers to both a qualitative and a quantitative type of research. The analysis of the data is based on numerical method. The results of the progress tests and the final test are reported in numbers and expresses in graphs.

In addition to this, interval and ordinal scales are used in order to count the results and show the difference between two groups. Moreover, the researcher intends to use both central tendency and dispersion techniques.

Students score classifications	
“5”	Excellent
“4”	Good
“3”	Not bad
“2”	Poor

Table 10. Students mark classification in assessment process

In the analysis of the process of student participation in the topics, the attendance of each group and the activity of the lesson process were monitored.

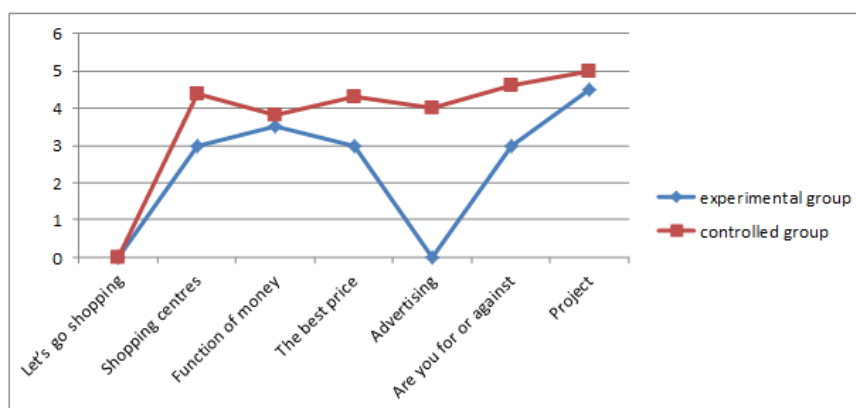


Figure 1. Analysis of developing dictionary skill on approaches based on the themes between experimental and controlled groups.

The given chart shows that we can see the developmental effect of Assimilation and dictionary skill in the process of conducting a lesson with B1 level students.

#### IV. RESULTS

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of pre-test and post-test. The pre-test was given to find out the students' background knowledge on speaking before experimenting of inside and outside classroom techniques, and the post-test was given to find out the enhancement of the students' (B1 level) dictionary skill after giving the treatment. Based on the attendance of the participants, if we analyze the attendance of the students in the class, they found that almost all the groups of learners were complete during the research practical work. The analysis was conducted on quantitative questions to understand students' perceptions of vocabulary use in English language classes and in an English context language classroom in a defined level (B1). To this end, the questionnaires were analyzed in detail. The results obtained through the student surveys revealed the following points.

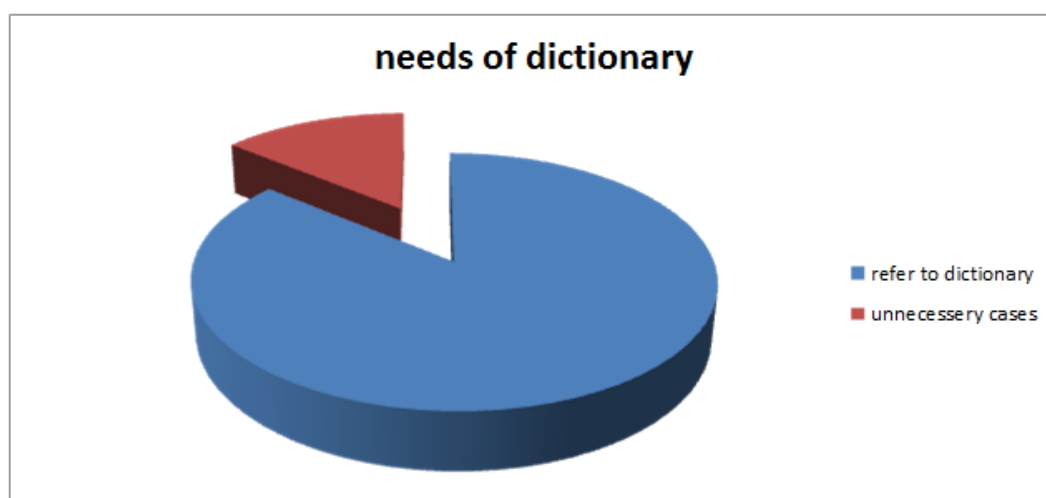


Figure 3. Students' needs of dictionary

For the first question, the data in Figure 1 above show that the majority of students, that 86%, stated that they would refer to the dictionary in context in the English classroom. In addition, 59 percent of students use a mobile dictionary to search for words and their meanings, while 41 percent often check the dictionary from the last page given in their textbooks when necessary.

The data show that the majority of students lack dictatorial skill. Vocabulary is not enough to achieve a full understanding of the essence of a new topic within the given topics.

Only 14% of students understood the context without a dictionary and showed that they could use dictionaries on independent topics.

The needs of students (B1) in the use of the dictionary were also studied during this research. The results of our next practice will show that students are using their vocabulary goals and how often they are used in their classroom and in the classroom. The majority of students, i.e. 70%, consulted the dictionary to find out the meaning of the dictionary, and 30% did not look up the dictionary. Most of them (66%) looked at the dictionary when the teacher told them to refer to the dictionary, and some did not refer to the dictionary.

The majority of students (i.e., 80%) referred to the dictionary each time they encountered a strange / new word, and 20% did not use any dictionary at all. Interpretation of the data showed that most of the students referred to the dictionary, which was mandatory for them.

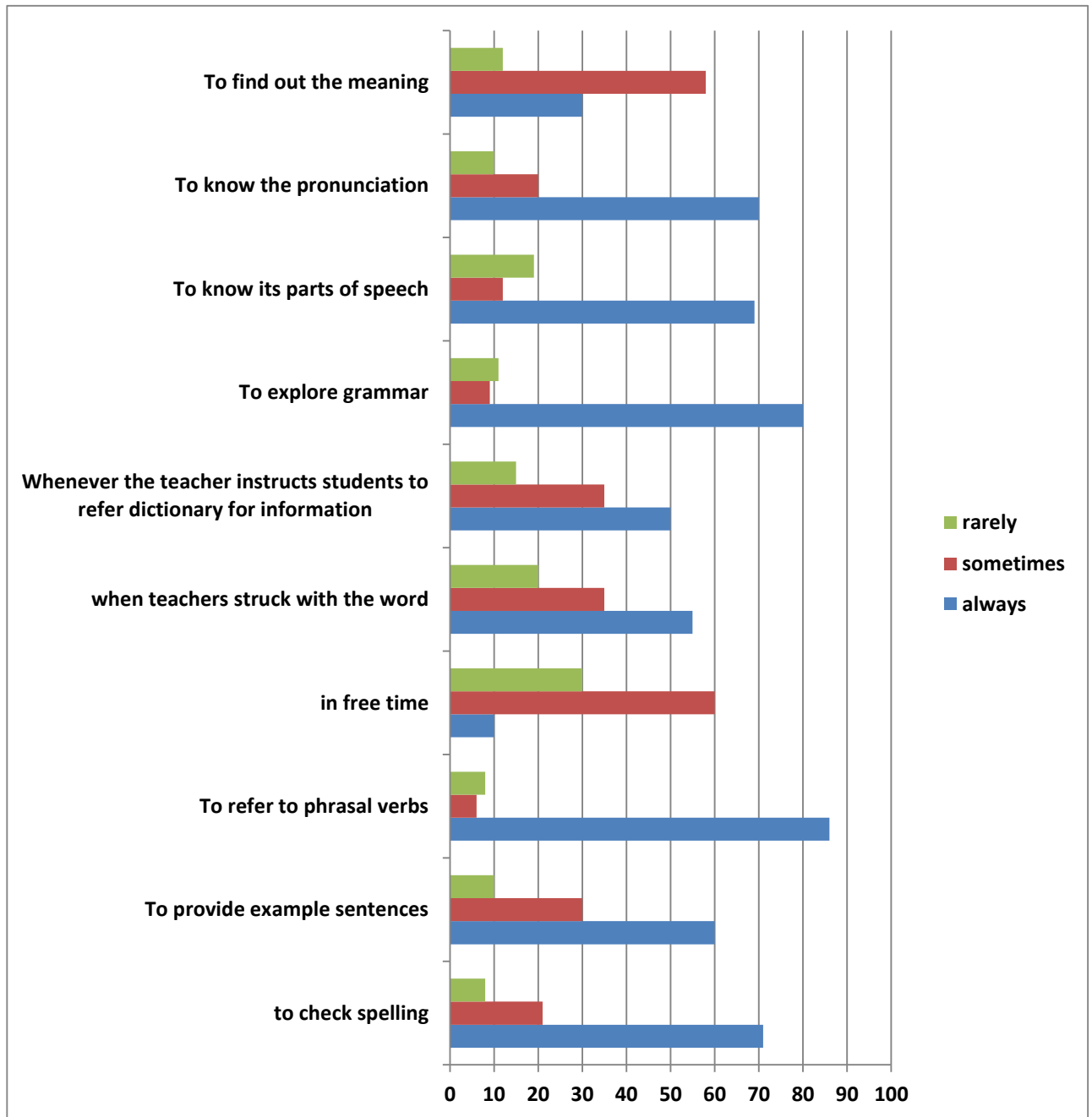


Figure 4. Use of dictionary

The following table showed the distribution of frequency and percentage of final score of B1 level learners dictionary skill of non-philological students in pre-test and post-test in experimental class.

No.	Direction	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	economy	Excellent	2	10%	8	30%
2	economy	Good	4	20%	12	55%
5	economy	Not bad	12	45%	2	10%
6	economy	Poor	5	25%	1	5%
Total			23	100%	23	100%

Table 13. Results of Students dictionary skill developing through strategies.

## V. DISCUSSION AND CONCLUSION

The study focused on students' perceptions of using vocabulary skills in English lessons. In conclusion, there is no denying the usefulness of using dictionaries in all types of organizational lessons as well as inside and outside classroom lessons. Often, less attention is paid to the use of vocabulary in language lessons. As it turned out, pharmacy students were not studied when applying the dictionary in and out of the classroom. A student who uses a dictionary will no doubt continue to read outside of class. In this study, the differences between outdoor classroom learning and its inside classroom learning outcomes were also studied.

It is clear from the results of scientific research these results also depend on how the teacher organizes the teaching process. In any learning process, all types of students' skills need to be developed, while a number of students' vocabulary knowledge is also related to their need for a dictionary. For this reason, students' dictionary skills should be formed. Using a dictionary helps students work collaboratively and ensures students' independence. General strategies allow students to use a dictionary when they want to understand how to say a word and identify the speech part of a word and use it in their own sentences.

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