

Improving Lexical Competence of B2 Level English Learners in the Karakalpak Auditorium

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Abstract This article reports on the study of enlarging lexical competence for B2 level learners who learn English as a foreign language (EFL) in Karakalpakstan. The purpose of the paper is to make a theoretical analysis by scientific researchers on the problem and to identify ways of developing the lexical competence of English learners with the help of Information Communication Technologies (ICT). The study conducted materials that analyze scholars' opinions about teaching foreign languages via the Internet-based on modular technology. This research paper uses qualitative and descriptive analysis methods. The participants of the research were 2nd year ESP students at Nukus state pedagogical institute. In the teaching process, teachers have great emphasis on the students' activities in search processing of new knowledge. In this paper, two research questions were taken into consideration: "What ways are pivotal to develop lexical competence of students who study English as a foreign language?", "What are the most effective tools and techniques for improving students' vocabulary online?" As a result, the authors responded to the research questions from the analytical point of view and gave valuable suggestions for EFL students whose mother tongue is Karakalpak. The paper concluded that teaching English for B2 level learners through the Internet and ICT is considered efficient as a source of inspiration among Karakalpak students for educational learning and enhanced trends of acquiring EFL searching educational content.

Keywords Lexical Competence, ICT (Information Communication Technologies), B2 Level, EFL (English as a Foreign Language), Program

1. Introduction

Changes are quick and inevitable. The need to teach in general and teach the English language effectively, in particular, is the challenge before all the teachers in Uzbekistan. In this paper, we report on the necessity of teaching students a foreign language and improving their lexical competence through ICTs is highly important in this developing world. Thus, we have made an analysis of the statement of teaching English as a foreign language in Karakalpakstan stating some challenges and opportunities.

The significance and novelty of this paper are that it describes the problems of teaching a foreign language in Karakalpak auditorium, and the process of teaching and learning English as a foreign language. The article also shows some ways of improving the lexical competence of B2 level Karakalpak students who study EFL, and shows suggested links, materials, and methodology to use in the Karakalpak auditoriums. We can see that there are some distinctions if we compare the lexicon in the Karakalpak with the English language to identify the causes of errors in students of level B2 when using verbs in oral and written speech.

The research uses a comparative analysis of the verbal vocabulary in the English and Karakalpak languages, was carried out to determine the difficulties of morphological and syntactic nature, which complicate the process of studying verbal lexicon by Karakalpak students and lead

to inter-lingual interference.

A verb is a significant part of speech that expresses an action or state. In the comparison of Karakalpak and English languages, the verb known as a part of speech not only by meaning but also by several grammatical features, namely:

- 1) By word-formation characteristics;
- 2) By grammatical verb categories of person, number, time, type, mood, voice;
- 3) By the role in a sentence.

By morphological composition, verbs in English are:

- 1) Simple (without having any prefixes or suffixes) – for example: *to open, to write, to read, to learn*;
- 2) Derivational (including suffixes and prefixes) – for example: *to clarify, to enlarge, to redden, to organize, to demonstrate*;
- 3) Complex – for example: *to daydream, to handcuff, to blackmail, to waylay*;
- 4) Compositional – for example: *to give up, to put down, to take off, to go away, to go on*.

In the Karakalpak language, they are formed in the following ways:

- 1) Simple – for example: *бар, кел, ор*;
- 2) Derivational (using suffixes, but not prefixes) – for example: *басла, жаңар, қушей, түне, басқар, шадлан*;
- 3) Complex (two-word) – for example: *сәлем бериў, тастыйық болды, көрпип кел, барып қайтыў, айтты-қойды*.

In the Karakalpak language, there is no prefix way of education, while in English it exists. The most common verb prefixes in English are:

Re-: to resell, to reconstruct;

Dis-: to disarm, to disappear;

Un-: to unload, to untie.

Typical means of verb formation in English are:

- 1) Conversion or root education, for example: to water, to carpet;
- 2) The formation of compound verbs through postpositions, for example: give up, go on, take off do not exist in the Karakalpak language. The verb in the compared languages is the core of the sentence. The grammatical categories of the verb in the compared languages are the same. The classification of tense, mood, voice, person, and the number is inherent in both English and Karakalpak languages. Gender categories do not exist in the Karakalpak language. Despite the coincidence of the main grammatical categories, there are significant differences in the verb system of these languages. In the compared languages, the verb from the aspect of the point of view is: morphological, semantic, and syntactic.

Thus, we see that the verbs of the English language have

more lexical-semantic groups, and they differ from the lexical-semantic groups of verbs in Karakalpak.

Since there has been a constant change in the teaching methods and techniques all over the world in every subject, vocabulary teaching methods and techniques need desirable and radical changes. There is an increasing need to form communicative competence among specialists from different industries, which is necessary for the process of exchanging opinions with their foreign colleagues, obtaining information on their field of activity at international conferences, and from foreign sources. At Togliatti University and Moscow State University, at the University of Oxford in the USA, at the Canadian University of Toronto, at the Norwich University of England, and the University of Havana, Cuba, scientific research had great importance on the development of industry technology, modern methods of teaching vocabulary, creative thinking with the aim of students' communicative competence. English as a foreign language, has an important role that expresses our intellectual ability to the world. In particular, in clause "Strategies for further development of the Republic of Uzbekistan" relating to the "Development of the sphere of education, and science" identified such significant tasks as "a cardinal improvement in the quality of general secondary education, in-depth study of foreign languages" It allows for some targeted measures on the use of modern technologies aimed at learning the vocabulary of the English language for students [7]. It is necessary to start describing lexis itself.

All languages have words. Language emerges first as words, both historically, and each of us learned our first and subsequent languages. Vocabulary is meant to be "all words known and used by a particular person" [12]. Language learners encounter vocabulary daily and must be able to acquire and retain them. Speaking would be meaningless and perhaps impossible to have only structure without the lexicon.

A comparative study of the Karakalpak and English languages showed the presence of significant differences in the verbs of both languages and the morphological and syntactic aspects. These differences, undoubtedly, lead to inter-lingual interference when studying the verbal vocabulary of the English language by students of the Karakalpak audience. The obtained results of the comparative analysis of the Karakalpak and English languages must be taken into account when drawing up tasks and exercises for the modular technology for teaching the verbal lexicon of the English language.

2. Background and Literature Review

Vocabulary is generally a matter of remembering, unlike, for instance, learning grammar, which is a system based only on rules. To be able to teach as effectively as possible, it is pivotal to realize how words are memorized

and stored in the minds, and how long-term memory is structured. Several theorists and researchers in the field studied the prominent role of vocabulary knowledge in foreign language learning. Acquiring an extensive vocabulary is one of the biggest challenges in learning a second language. The lexicon refers to the language and a collection of words in it. In the "Dictionary of Methodological Terms" by E. G. Azimov and A.N. Shchukin, the vocabulary is defined as the leading component of speech communication, functioning in a speech in interaction with grammar and phonetics [1]. Language proficiency involves knowing a certain number of words in a given language and using them in speech. A word has two aspects: sensual and semantic. Sensual is expressed by visual and auditory, as well as by articulatory and motor-graphic components. The semantic feature includes the meaning of the word (referring to the object or phenomenon that it denotes) and the concept (a form of thinking that reflects objects and phenomena in their essential features). Several authors agree that the mind stores vocabulary in a highly organized and complex web-like system, the so-called "mental lexicon".

In the mental lexicon, words interconnect according to their features such as meaning, form, collocation, syntactic properties, and cultural background. Several word-lists are developed to provide people with a limited vocabulary, either for rapid language proficiency or for effective communication. These include Basic English (850 words), Special English (1500), and Oxford (3000). The Swadesh list was for investigation in Linguistics and Academic Word List. The Academic Word List was developed by Averil Coxhead, at the School of Linguistics and Applied Language Study, at Victoria University of Wellington, New Zealand. The list contains 570 semantic fields that were selected because they appear with great frequency in a broad range of academic texts. In its application, vocabulary includes two types: Active Vocabulary and Passive Vocabulary.

- 1) Active vocabulary consists of those words one can use in his speech and writing. The learner knows the meaning of those words accurately. Active vocabulary refers to the productive side of language. It consists of the words one uses because he understands their notion and usage. In spoken and written language, a word is added continuously to the active vocabulary of the students to give proficiency. The active vocabulary of a language calls for:
 - a). The use of right word in right place;
 - b). The spontaneous recall of words;
 - c). Grammatical accuracy (use of correct tenses, inflections and word order);
 - d). In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, rhythm.
- 2) Passive vocabulary relates to those words appear in speech or writing of others, but we cannot use in our

speaking because we are not fully conversant with them. In passive vocabulary, the person does not know the precise meaning of a particular word, and he does not make use of those words in communication. Sometimes he can understand the sense of that word only to a certain extent depending on the context. Passive vocabulary refers to the receptive side of language. Passive vocabulary calls for:

- a). Recognition of vocabulary in speech or writing;
- b). An acquaintance with major grammatical items or forms;
- c). The skill of stimulating rapidly the sense of large word groups.

According to the statistics, an undergraduate student has 3000 to 5000 active vocabulary while the same student has 5000 to 10,000 passive lexicon. A good communicator tries to turn passive vocabulary into the active lexis. Words from the passive language of words shift to the active vocabulary after some years. There is no hard and fast rule of acquiring active vocabulary. Student's enthusiasm and effort with some proper directions required. The first attempts were undertaken by Georgia and Kalinina to determine the volume of the dictionary. Subsequently, the works of Palmer and West served as a prerequisite for research for a dictionary to select units. In particular, G. Palmer recommended to use jargon, meaning by them lexical units, phrases, official words according to the following principles: frequency, structural compatibility, concreteness, proportionality, expediency. In connection with the formation of a consciously-comparative method of teaching foreign languages, criteria developed for the selection of productive and receptive vocabulary consists of primary and secondary. I. Rakhmanov and L. Shcherba [15] identified the following principles: thematic; conceptual (words-concepts selected to a minimum in the dictionary, with the help of which it was possible to express the maximum number of other concepts); semantic (the ability of the word to speak in combination with other words); derivational; the principle of frequency; the theory of ambiguity.

In the previous research, we tried to control the typology of difficulties relating to words experienced by Karakalpak students in the following: problems, showing the level of identification of signs of a unit; difficulties manifested the receptive level of using a lexical unit; difficulties manifested the productive degree of using the part.

In contrast to the Karakalpak language, forms and numbers in the English language have been preserved only in some verbs. These are verbs: *to be*, *to have*, which have separate forms (*I am*, *You are*, *He is*, *I have*, *She has*) and all other verbs, except modal ones, take the ending *-s* in the 3rd person present tense. Otherwise, all verbs are used in the same way. Due to some personal endings of

the verb, the subject expresses the person and the number in English: in the 1st and 2nd person - a personal pronoun, in the 3rd person - both a pronoun and a noun.

Therefore, in English, the personal pronoun is not omitted, since its non-existence would not make it possible to determine the person and number of the verb. In the Karakalpak language, personal pronouns, the endings of the verbs express the person and the number, so we do not use in this case.

3. Methodology

In this research, we consider Vocabulary and Grammar subjects as the source of data courses through the Moodle platform (<https://dist.ndpi.uz/>). The respondents are ESP students who are learning English as a foreign language at Nukus state pedagogical institute named after Ajiniyaz. This qualitative descriptive research reveals and describes various existing problems in the learning process based on modular technology that is studied thoroughly.

This qualitative descriptive research also explains the reasons for applying programs based on ICT in the process of teaching a foreign language and effective ways of learning EFL in the Karakalpak auditorium. When we consider the problems of learning vocabulary, first of all, the selection of a lexical minimum is necessary, since it is impossible to study the entire vocabulary of the language, which covers hundreds of thousands of basic multi-valued lexical units. The minimum in the lexicon is the units that must be learned by students during a certain period of study time.

The Council of Europe's CEFR document indicates the scale of proficiency in English vocabulary from A1 to C1 as our study is level B2 according to the CEFR scale there are approximately 5000 lexical units per level B2.

For students of the Republic of Karakalpakstan, the B2 level is the most difficult in terms of the number of lexical units studied, which should affect the amount of study time allocated to master this level and the need to develop a different methodology to master them. There is a necessity of considering the problem of teaching, in particular, the verbal vocabulary of the English language of students of level B2, based on the use of ICT in the process of foreign language teaching.

Moreover, acquiring the whole class materials can be a problem to teach the majority of materials in approximately 120 academic hours planned for the semester at the institution. Karakalpak students who study English as a Foreign Language (EFL) often encounter some difficulties with English lexical resources due to limited vocabulary and an inability to integrate the core skills effectively. Also, it is the standpoint of many experts and teachers who strongly advocate for the integration of ICT in language learning. They inform that the integration of ICT will improve the efficiency and effectiveness in the learning process and enhance the

quality of understanding and mastery of the language.

The changes taking place in mainstream education and not just language education and they influence both the way we teach and learn a language and the way we assess it [4]. The move towards the communicative approach in language learning emerged in the 1960s a different scope in mainstream education made over the next 50 years, and an impact on language learning and evaluation [6]. The integration of ICT in foreign language teaching and learning process is required and significant for many researchers, including education practitioners [5]. ICT is used in three different areas: core curriculum, subject, and evaluation methods. The evaluation method is changed. Therefore, we needed to reconsider the influence and the importance of self-learning. Also, learning based on real-life situations, peer reflection, self-esteem, and other issues of motivation to develop a clear picture of why evaluation has changed and how we might effectively assess in the 21st Century language class.

The innovative modular technology occupied an essential part of English language teaching and learning and to accomplish the problematical setback in the Karakalpak auditorium. Teaching sources through modular technology were as an invaluable resource to improve vocabulary.

4. Results and Suggestions

As Herington [2, 3] mentions, ICT has several advantages, ranging from facilitating exposure to the authentic language to have access to sources of informational varieties of language. Indeed, teaching a foreign language through ICT can enhance the development autonomy of students and creates an avenue for people to get information and communicate with each other in a wide range. Specifically, in English as a foreign language classroom, ICT addressed the outcomes of the syllables and allowed students to become competent users. Thus, this research sought to reveal the ESP students' vocabulary knowledge, their reading skills (skimming, scanning).

The participants of the research were the students of the fourth semester at the institution from various education departments. It randomly took 116 out of 196 students of the fourth semester (2nd year ESP students).

The data was gathered through two kinds of tests, especially, midcourse assessment and final exam. Vocabulary and reading tests were created by ESP teachers on the platform Moodle, at the foreign language department by the CEFR system.

Thus, ICT could enable Karakalpak students to:

- Access information and respond to a widening range of texts.
- Organize and present information in a variety of forms;

- Broaden the range of audiences for their work;
- Compose a widening range of texts for a broad range of purposes;
- Compose for real audiences;
- Support in the choice of genre for audience and purpose;
- Identify key characteristics and features of texts;
- Develop an understanding of language and critical literacy.

Students who study EFL in the Karakalpak auditoriums finished the whole academic hours on the platform Moodle. Also, they had an opportunity to have extra hours for independent study. When they completed the semester, the majority of students were able to pass their tests (based on the CEFR B2 level) on the platform Moodle. To improve the students' competence through modular technology and self-study, we made a list of links to provide students with materials and online resources. Students found this way of acquiring learning skills challenging but useful. In the beginning, they feel nervous; however, as they progress, they soon get used to that integrated learning approach. In the end, participants said that the course materials on the platform created by teachers are used during English lessons but also in their independent study as well.

4.1. Informational Technology Programs

In recent years, numerous studies have identified prospects and potential benefits for enhancing the quality of education from information and communication technologies (ICT). Nowadays, it is impossible to teach without implementing ICT technologies, especially the importance of teaching B2 learners on online resources. ICT plays a catalytic role in promoting learning in and outside the classroom. By encouraging mobile learning inclusive education improves the educational climate. We show new ways of using computer-based informational technologies in order to enhance the lexical competence of the B2 level. Let's look at one of the ICT programs below:

1) Meteserion - (matchmaking program), this universal program is in constant demand. The learner must connect research units correctly. Then, the right and left columns appear. Selection is made by viewing both columns using arrows - indicators. The printing device allows the exercises to multiply on paper for individual and classwork.

Now we will focus on some of the most common differences in the classroom of computer programs [6]:

- a). Large compared to other learning tools, for example, textbook, time-consuming and laborious development;
- b). The need to participate in the preparation of training materials specialists in various fields, including technical;

- c). Development of a branched out information base: selection and implementation of the program reference, counseling, and correction organization of information. A common mistake when using computer technology in the learning process is permanent seat trainees at the computer. There is a need to introduce new information technology throughout the education system and foreign language teaching in particular. We assume that not only the most modern technical new forms, methods of teaching, but also a new approach to the learning process help to implement the principle of communicative-based learning. It can express individualization and differentiation based on features of trainees, their level, and inclination.

Furthermore, we can pay special attention to online Vocabulary games on the lexical competence of B2.

- 2) Idiom Site - <https://idioms.thefreedictionary.com/play+the+game>
 - idioms can enrich speech. An explanation of expressions is in English.
- 3) Memrise - https://www.memrise.com/course/1370576/1/garden/earn/?source_screen=onboarding
 - a great site with flashcards to enrich the vocabulary. The associative method quickly and reliably captures new words in memory.
- 4) Daily Page - <https://games.dailymail.co.uk/games/word-wipe>
 - suitable for daily lessons. Every day the resource offers a new topic for a short essay. You may need to use specific vocabulary in your work.
- 5) Free Rice - <https://freerice.com/categories/english-vocabulary-> It is an UN-supported vocabulary replenishment simulator. Lessons take the form of a game. For each correct answer, a student receives a certain amount of rice, which creators give to the hungry.
- 6) Easy World of English - <http://easyworldofenglish.com/readings/1Readings.aspx?c=2f1d8e126863ea88&l=ac752434496ba82d&ls=f1dc2aac37f814c7-> interactive dictionary, grammar, flashcards, reading, and pronunciation. Lessons consist of three levels, and each example is pronounced. Also, it is pivotal not to forget about watching TV series, movies, and cartoons in the original. They will help "pump" spoken situational English. Realistic dialogues and fascinating stories will make the learning process exciting. It is necessary to remember that in learning a foreign language, all methods are useful. When lessons are a joy, learning will become a total pleasure (<https://nsportal.ru/shkola/inostrannyeyazyki/angliiski>)

yyazyk/library/2017/08/25/ispolzovanie-internet-resurso-v).

Using a computer for teaching foreign languages is aimed at the following purposes:

- developing receptive vocabulary reading and listening skills;
- formation of productive lexical skills in teaching written and oral speech;
- control the level of lexical skills formation based on test and game computer programs;
- expansion of active and passive dictionaries of students;
- providing reference and information support (automatic dictionaries, synonym, and antonym selection programs).

4.2. Online Resources

Internet resources for vocabulary training.

The websites <http://www.soundenglish.com>, <http://www.fluent-english.ru>, <http://www.cracked.com>, <http://usefulenglish.ru>, <http://www.bbc.co.uk/worldservice/learningenglish>, and many others provide a wide variety of tasks, texts, audio materials for teaching not only lexical units but also other aspects of the language at any level.

1) Virtual Cuisine <http://www.alleng.ru/engl-top/148.htm>: This exercise will take 15-30 minutes, the purpose of which is to search for clear information on the website, as well as to practice vocabulary on the topic "Food". At this stage, learners can visit <http://www.alleng.ru/engl-top/148.htm>; it is suggested where the text with questions given on it. A frontal survey is conducted on healthy eating before reading the texts and answering questions. Test on the topic "Healthy eating" prepared by a teacher on general knowledge. For instance:

- What nutrients do you know?
- Should we eat fats less or more?
- Where are there many fats? -In vegetables?
- Does the meal change its structure when it is ready? Are there any vitamins then?
- Can the food be produced with the help of chemicals and additives?
- What products should we eat?

This test is given for 5-10 minutes (if students have any questions, they are allowed to use the Internet), after which the teacher shows a link of this text to study, discuss, and practice new words. (<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2017/08/25/ispolzovanie-internet-resurso-v>). This is an efficient exercise because it is directly related to the topic, aims at learning and practicing specific vocabulary, addresses all mental processes of students, and allows them to search for information online, on a

website separately. At the high school level, this exercise is appropriate and effective because it is interesting for students, and it touches upon the background knowledge already available to students, and allows the teacher to identify the level of this knowledge through a survey. Step by step, there is given: <http://www.bbc.co.uk/skillswise/words/grammar/texttypes/instructions/index.shtml>, this exercise takes 20 minutes from class. Its purpose is to teach students to follow the instructions correctly. At this stage, you will have to visit <http://www.bbc.co.uk/skillswise/words/grammar/texttypes/instructions/index.shtml>, which provides enough information on how to give instructions, followed by exercises, games, texts, and tests to practice. Before going to the website and following instructions, the teacher should repeat how to give good instructions, discuss with students what instructions they follow most often, and then proceed to follow instructions on the website. There is a necessity to rewrite text with the instructions. The teacher then sums up, discusses unknown words with the class, and writes them down on the blackboard. This type of task doesn't intend to learning vocabulary; it requires additional grammatical knowledge that students may not even know. This site does not focus on one topic, which causes difficulties for students. Therefore, this type of task will not be efficient because there are no specific goals and topics. This kind of task focused on grammatical features, but not lexical ones. Moreover, there is no specific goal for students, they may not be interested.

2) The Polyglot <https://www.english-polyglot.com/>: Polyglot English Basic course is an English training simulator based on the TV program "Polyglot. Learn English in 16 hours" shows on the TV channel Culture. The "English" course consists of 16 lessons. Classes take no more than 10-15 minutes per day. The main thing is not the amount of time, but the regularity. With regular classes after the first week, you can easily communicate with simple phrases in English, even if you have started from scratch. The program Polyglot English has algorithms of learning, which by multiple repetitions, literally imprint into the consciousness of knowledge of the language.

3) Appendix "Words":

This app recommends and calls Apple itself the best among educational Apple. Words were recognized as the best English word learning app, entered the top of the best apps of 2014, and became the Best new App in the same 2014. A big plus of the app is that it can work without an internet connection. There are about 10,000 words in the dictionary. The program will decide what words to learn, what to focus on during classes, which can adapt to you after the test. There are 330 lessons in the application. In one lesson, you can learn 20-30 new words. (<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2017/08/25/ispolzovanie-internet-resurso-v>)

4.3. Suggested Links

Here is the list of exercises for developing lexical competence of B2 level Karakalpak learners in the English as a foreign language classroom:

1. <https://www.teachingenglish.org.uk/article/spot-vocabulary>:

It is a visual activity that helps to make the process of recalling vocabulary motivating and memorable. My students enjoy the "suspense" aspect at the start, which gets them involved.

2. <https://www.vocabulary.com/>:

Look up a word, learn it forever. Achieve mastery. Ditch the flashcards and stop memorizing definitions. Vocabulary.com teaches you words by systematically exposing you to a wide array of question types and activities that will help you understand all the meanings and nuances of every word you are learning. We will get to know you. As you play Vocabulary.com, we figure out which words you know and which ones you need a little help. We keep practicing with you until you master the tough ones.

3. <https://www.teachingenglish.org.uk/article/collocation-pelmanism>:

It is often necessary to recycle new words several times in class before they become part of the active vocabulary of learners, and the same is true of collocations.

4. <https://www.teachingenglish.org.uk/article/word-association-recitation>:

It is an efficient way of getting students to memorize words and to practice their pronunciation. The activity requires no preparation.

5. <https://www.memorangapp.com/flashcards/11657/Ib+Psychology+Learning+Vocabulary/#review>:

It is a study set for learning psychology vocabulary.

6. <http://activitieswww.english-learn-online.com/>:

Learn English vocabulary online with Games, Flashcards, Puzzle, Quizzes, Pictures, Pronunciation, Vocabulary Exercises, and other funny activities for free.

7. <http://teacherswww.futurelearn.com/>:

Learn the fundamentals of teaching vocabulary and explore teaching vocabulary strategies with this online course from Babcock Education.

8. <http://onlinewww.learning-english-online.net/>:

Materials and exercises to learn English vocabulary: word lists, vocabulary trainer, varied exercise - Learning English via online.

5. Discussion

Researchers of Uzbekistan Hoshimov, U.H, and Yokubov, I.Ya believe that the selection of vocabulary

should depend on the type of speech activity and the indispensable consideration of the features of the functioning of lexical units in types of speech activity. Believing that fewer parts of the new vocabulary will present the possibility of using them in some types of speech activity, they suggest choosing such a lexicon that can be used instead of several of its types [10].

In Karakalpakstan, teachers at educational institutions use of ICT in teaching English widely. However, students have a limitation in using of ICT due to the academic hours scheduled for the semesters for Karakalpak students.

Principally, this research employs grammar exercises based on the comparative analysis of the English and Karakalpak languages, reading texts, list of vocabulary given in the two languages. The reading technique is employed to collect data by spontaneously vocabulary usage [23]. Furthermore, listening and recording techniques are used on the platform Moodle, and the research listens to spontaneous oral language usage and records relevant data in line with the aims and objectives of this research.

Principally, this research employs grammar exercises based on the comparative analysis of the English and Karakalpak languages, reading texts, list of vocabulary given in the two languages. The reading technique is employed to collect data by spontaneously vocabulary usage [23]. Furthermore, listening and recording techniques are used on the platform Moodle, research listens to spontaneous oral language usage and records relevant data in line with the aims and objectives of this research.

In terms of language teaching, ICT had an undeniable role in helping students. With the help of visual aids, engagement would increase according to Toumi [17].

Use of ICT programs, ESP learners could feel more relaxed, and they were able to learn a language in a more authentic manner. With the usage of ICT utilizing images and videos through computer screens, students had more discussion opportunities in class and were more encouraged to express themselves [16]. Concerning a language environment, ICT is a factor in providing an exciting learning environment that helps to stimulate better learning outcomes [21]. It would be interesting for students to see more innovative materials in the classroom and for their classes to vary in nature.

In the compared languages, the verbs are complete (significant) and auxiliary. Hanshin also distinguishes service verbs in English, which includes those verbs that do not have an independent meaning and function in a sentence but are used as a part of a compound nominal or verbal predicate. Complete verbs have full lexical meanings. In a personal form in a sentence, they are predicates. Some verbs can function as both the main and auxiliary. In English, these are the verbs to do and to have. There are more such verbs in the Karakalpak language than

in English. For instance: *отыр, тур, жур, жатыр, ал, бер, кел, бол, кой, қал, жибер, шық, тус, жат, көр, қара, бақ, тап.*

When they are used independently, they express meaning and perform the function of a predicate (the main verb). However, when used together with other verbs, they lose their primary denotation and play the role of an auxiliary: *Ол келип кетти. Сен алып шық.*

Each auxiliary verb in the Karakalpak language, in contrast to the auxiliary verbs of the English language, has a specific meaning. For example, the auxiliary verb *бер* denotes duration: *ойлайбер, күле бер; нитир* – indicates completeness: *жанып ниткен; басла* – start of action: *суұыта баслады*. Auxiliary verbs in the Karakalpak language affect the meaning of the verb. For instance: *жазып барды* indicates that the action lasted for a certain period of time, while *жазды* expresses the fact of the action; the word with the auxiliary verb *сатып ал* expresses the complete opposite meaning of the word *сат*.

In the Karakalpak language, several auxiliary verbs can accompany one word. For instance: *айтып берип тура қал, барып келе алмай жатыр*. There are five auxiliary verbs in English: to be, to do, to have, shall (should), will (would), with the help of which complex forms of the verb formed by the classification of tense and voice:

I have done my homework.

We don't like swimming.

They are allowed to be late.

We shall leave for the capital.

Unlike English, Karakalpak has a large number of auxiliary verbs that serve to form complex forms of the verb: *алыу, шығыу, келиу, журиу. беруу, турыу, болыу, баслау, қойыу, калыу, жиберуу, таслау. көриу, қарау, барыу*. For example:

Мен оны хәр қуни тусимде көрип тураман.

Ол маған хат жазып турыпты.

Ол еле сол жерде ислеп атыр.

As in English, auxiliary verbs in Karakalpak serve to form different tenses: *алып келер* (future tense), *алып келер еди* (past tense), *алып келди* (present-future tense).

If English linking verbs express the past action using the second or third forms, then in the Karakalpak language, there are certain groups of verbs such as *еди, қалды, болды*, while verbs not used in the expression of this phenomenon in the present tense:

I was a student. Мен оқыушы едим. (Мен оқыушыман).

His name was Polat. Оның аты Полат еди. (Оның аты Полат).

He became a teacher. Ол мұғаллим болып қалды. (Ол мұғаллим).

Unlike English in Karakalpak, the insufficient verb – *e* (Karakalpak language) stands out. Insufficient verb – *e*, as its name itself indicates, has an incomplete system of word formation and inflection, used as a bundle with various, depending on its form of word formation, modal shades:

Ол оқыушы еди. Ол ақырыу екен.

In our minds, all transitive verbs of the English language can also be transitive in the Karakalpak language. It is due to the specificity of the verbs of each language. As we believe, when studying this phenomenon, it is necessary to learn how to use a dictionary, since, after each verb it indicates whether it is transitive or intransitive.

6. Conclusions

This paper aimed to study some ways and methods to improve the lexical competence of B2 level students in EFL classrooms in Karakalpakstan. The importance of information technology is higher than ever with the advent of technology. There might be some teachers, trainers who use technology in their evaluations. Overall, the vast majority of assessments are still on paper, and the use of ICT for evaluation is at a very experimental stage, as well as the use of ICT in teaching. The great demand for knowledge throughout the world is increasing the need for highly appreciated courses from instructors in useful educational methods and approaches.

Also, it is vitally important to use instructional strategies as they create opportunities and make an impact on learner achievement. Instructional strategies can make the learning atmosphere more interactive [20]. In the Karakalpak auditoriums, we have been using instructional strategies: Pictures, Animations, Feedback, Game-based learning, Video Clip, Simulation, True or False, and we found them to be more effective than traditional learning methods.

Currently, we are in the process of collecting data for further research analysis on using ICT in the English language auditoriums to make lessons more effective than previous teaching processes. ICT could contribute to the realization of educational goals as the creative improvement of the individual because there is always a game in creativity. As Schiller noted, “A person plays when he is a person in the full sense of the word, and only then is he a real person when he plays”.

We assume that it is more efficient to add variety through authentic online materials (songs, games, websites, computer programs, and technologies) rather than relying on course books and textbooks to motivate students, including enrichment in their vocabulary basic. Due to the use of ICT, students get enhanced motivation, encouragement [18] and it increases their knowledge acquisition.

We conclude that ICTs must be part of a comprehensive framework. In foreign language education, it is vital to use ICTs with pedagogy. In the period of worldwide competition through innovative language learning, ICT-based learning can offer great promise to improve and encourage international mastery of foreign languages. ICT is a form of advanced science technology that needs to be optimized, especially in the delivery of learning and assessment.

Thus, the effectiveness and diversity of ICTs play a significant role in shaping the lexical competence of Karakalpak B2 level students in English as a foreign language classroom. From the discussion above, it can be clear that the teachers themselves may not be able to make the best use of ICT without the help and support of others in the education system.

Therefore, we conclude that every component in the system is vital to take into account the enhancement of ICT use in the teaching of English in Karakalpak institutions. Further study would be relevant as it can help to shed more light on the issues and challenges that both teachers and students might face in ICT integration in the teaching and learning processes as well.

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