



The Role of Vocabulary Size in Linguistic Competence: A Theoretical Analysis

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Abstract. The present study focuses on the importance of vocabulary size in the development of language proficiency in English language learners through a critical and theoretical analysis of the literature and studies relevant to the topic. Vocabulary size is a basic part of lexical knowledge and it is the number of words that a learner knows, either in comprehension or in use. Vocabulary is important in language learning but the relation between vocabulary size and language proficiency cannot be understood in terms of number of words known. This is because of the complex nature of language proficiency and the links with other aspects of linguistic knowledge. This study deals with the notion of vocabulary size and its relationship with lexical knowledge and language proficiency, especially the difference between vocabulary size and the depth of vocabulary knowledge. It also looks at a possible role of vocabulary size in supporting different aspects of linguistic competence like grammatical knowledge, comprehension and language use in different contexts. The analysis is intended to clarify whether vocabulary size is a sufficient indicator of linguistic competence, or simply an important component of a constellation of related factors. Theoretically, the research concludes that while a large vocabulary can certainly contribute to the improvement of linguistic competence, vocabulary size alone is not a comprehensive concept of linguistic competence but rather the depth of vocabulary knowledge and the grammatical, semantic and pragmatic aspects are important in shaping holistic linguistic competence.

Keywords: Vocabulary, Size, Depth, Language, Proficiency, Competence.

1. Introduction

Language is the main means of communication, for expressing thoughts and feelings and for the transmission of knowledge. The mastery of it is conditioned by an interrelated system of linguistic knowledge and skills. In this sense vocabulary is one of the most important elements in the learning and use of language. A learner cannot understand the language well or express his ideas without a good stock of words and the ability to use them. Consequently, lexical knowledge has been a focus of attention in linguistics and second language acquisition studies, particularly in relation to the size of a learner's vocabulary and the relationship between vocabulary size and proficiency level.

Vocabulary size, in general, is the number of words known or familiar to someone in a given language, whereas linguistic proficiency is the ability that someone has to possess and use. Linguistic knowledge is the ability to understand and use language in a correct and effective way. From this perspective, vocabulary size can be considered as an essential factor in the development of linguistic competence; the larger the lexical repertoire of the learner, the larger the vocabulary available for understanding texts, expressing meaning, forming sentences and dealing with different linguistic situations. But a huge vocabulary does not mean a thorough knowledge of a language. Knowing a word does not only mean knowing what it means, but also knowing how it is used, in which contexts it is used and its relations with other words.

Thus, the relationship between the size of the vocabulary and linguistic proficiency is a matter worthy of study and analysis, especially since

linguistic proficiency is a multidimensional concept that encompasses lexical, grammatical and semantic aspects, among others. The research presented here is a theoretical analysis of the relationship between vocabulary size and linguistic proficiency. It is concerned with the role of breadth of lexical knowledge in proficiency, and on the limitations of vocabulary size as a sufficient indicator of linguistic proficiency. It attempts to offer a more explicit insight into the nature of the relationship between these two variables and to emphasize the significance of considering vocabulary not simply in terms of the number of known words, but in terms of the nature of the associated knowledge and of its role in actual language use.

The importance of this research is based on the importance of vocabulary in language learning and use and the necessity to understand the relation between vocabulary size and linguistic proficiency. The present study contributes to clarify the notion of vocabulary size and its relation to language proficiency as well as to differentiate between vocabulary size and vocabulary knowledge depth, two important aspects of the study of lexical knowledge.

The aims of the present study are: First, consider the concept of size of vocabulary and its relevance in linguistic knowledge; Secondly, think about the notion of linguistic competence and its main components; Third, look at the relationship between vocabulary size and language proficiency; Fourth, investigate the role of the size of the vocabulary in supporting linguistic competence; and Sixth, address the question of whether the size of the vocabulary can be a sufficient marker for linguistic competence.

Based on the research objectives, this study seeks to answer the following questions: What is meant by vocabulary size, and what is its importance in linguistic knowledge? What is meant by linguistic competence, and what are its key components? What is the nature of the relationship between vocabulary size and linguistic competence? What is the difference between vocabulary size and the depth of vocabulary knowledge? Can vocabulary size be considered a sufficient indicator of linguistic competence?

In summary, vocabulary size is a crucial factor in the development of language proficiency, but it is not the exclusive measure of linguistic ability. Therefore, in order to obtain a thorough picture of language proficiency, both vocabulary quantity and vocabulary depth should be taken into account.

2. Literature Review

2.1 Vocabulary

The distinction between active and passive vocabulary is frequently made, particularly in language learning: the former refers to lexical items people use, while the latter refers to words they understand but do not themselves use (Crystal, 2008, 512). Linguistics uses this term in its everyday sense, reserving for its technical study the use of terms beginning with LEXIA. The study of the English language has spread all over the world, and high school and college students everywhere have come to realize that language mastery depends on the possession of a comprehensive vocabulary (Bromberg & Gordon, 2018).

There are terms in every language. Both historically and in terms of how each of us acquired our first and any subsequent languages, language first appears as words. New words are constantly being created. Neither does learning new terms. Even in our native tongue, we are constantly picking up new vocabulary and expanding the definitions of existing terms. (Thornbury, 2002, p.1).

2.2 Vocabulary Knowledge

Receptive vs. Productive Vocabulary Knowledge

According to Laufer and Goldstein (2004) Vocabulary knowledge, also referred to as lexical knowledge and word knowledge has been defined either as comprising a number of very different sub-knowledge components or as a continuum of progressive degrees of knowledge

There are many definitions of receptive and productive vocabulary knowledge in the literature. Belisle (2000, 2) states that "receptive vocabulary knowledge refers to the words and expressions learners can understand when reading or hearing them, and productive vocabulary knowledge refers to the words and expressions that the learners can use correctly when producing oral or written language."

On the other hand, Waring (1997) defines productive vocabulary knowledge as the capacity to supply a specific L2 equivalent for an L1 word, while receptive vocabulary knowledge is the capacity to provide a specific first language (L1) translation of the second language (L2) word. According to Laufer and Goldstein (2004), productive vocabulary knowledge is the recall of word meaning, while receptive vocabulary knowledge is the retrieval of word form.

Productive vocabulary knowledge is the capacity to remember the form and meaning of a foreign language term, whereas receptive vocabulary knowledge is the capacity to identify a word's form and define or locate a synonym for it (Webb 2008).

Nation (1990) mentioned that These definitions of receptive vocabulary knowledge have one thing in common: The common theme of these definitions of receptive vocabulary knowledge is the ability to recognize the form and retrieve the meaning in listening and reading. As for productive vocabulary knowledge, the main feature is the ability to produce and use the target language (Papaja, & Can, C. (Eds,2016,239).

2.2 The Importance of Vocabulary Knowledge

According to Zhang and Yang (2015, p. 100), one of the most important elements in the development of second language (L2) acquisition and language performance is vocabulary knowledge (Hulstijn, 2002; Milton, 2013). Because persistent formal and semantic linkages arise at the word level, vocabulary knowledge has a unique standing in relation to language learning and ability (Hulstijn, 2002). The fact that vocabulary knowledge is a strong indicator of language proficiency and has a strong correlation with the macroskills of reading, writing, speaking, and listening further emphasizes the significance of a word-level pedagogical focus (Milton, 2013; Nation, 2001; Qian, 2002; Staehr, 2008, 2009). For these reasons, the measurement and analysis of vocabulary knowledge provide a valuable access point from which to investigate the L2 proficiency of cohorts of L2 learners. Language teachers can detect specific areas of weakness in language ability within cohorts of L2 learners by strategically measuring various aspects of vocabulary knowledge. Finding any systematic deficiencies in vocabulary knowledge can be helpful in alerting the instructor to any shortcomings in daily teaching emphasis in the short term. More generally, identifying vocabulary knowledge gaps can serve as an empirical foundation for the development and use of pedagogical interventions meant to address structural flaws in educational initiatives.

2.3 Vocabulary Size

It has been discovered that vocabulary size affects the accuracy of visual word matching. The visual word feature becomes less discriminative when small vocabulary groups disparate important elements into the same cluster. While having a big vocabulary tends to increase matching accuracy, this does not always translate into increased matching accuracy. Rather, as

vocabulary grows from hundreds to tens of thousands, matching accuracy initially rises sharply, peaks, and then either slightly declines or drops. This means that a large vocabulary has a detrimental effect on matching performance in addition to increasing the computational strain in clustering and matching. Therefore, choosing the right vocabulary size that yields the greatest results is essential. There is currently no accepted theory or approach. Therefore, choosing the right vocabulary size that yields the greatest results is essential. The best vocabulary size for a particular image dataset is still not determined by any accepted theory or technique. (Qiu et al., 2010, p.415)

2.4 Vocabulary Depth

The degree to which a learner is familiar with every word is referred to as vocabulary depth. Understanding a word's numerous meanings, usage in different contexts, morphological structure (prefixes, suffixes, roots), collocations, register, connotations, and syntactic behavior are all included in this. Although a learner may be familiar with the term "run" as a physical motion, more in-depth understanding enables them to comprehend its idiomatic or figurative applications, such as "a run of bad luck" or "the engine runs smoothly."

So Why Breadth and Depth Matter for Reading?

Although they serve different purposes, both vocabulary depth and breadth are essential for reading comprehension. Nation (2013) asserts that while depth allows for more complex interpretation and inference, a large vocabulary base enables students to decipher texts' surface meanings. For example, identifying wordplay, abstract ideas, or technical interpretations that only vocabulary depth can support is sometimes necessary when reading a complicated narrative or expository work.

How Depth Enables Interpretation?

Depth of vocabulary enhances a reader's ability to understand subtle meanings, make inferences, and engage critically with the text. Qian (2002) found that depth of vocabulary knowledge is a strong predictor of reading comprehension in ESL learners, even when controlling for vocabulary size. This suggests that knowing more about fewer words can sometimes be as important as knowing more words overall.

2.5 Strategies to Build Depth:

According to (Astika, 2025, p 45- 46) Strategies to Build Depth are:

- 1-Semantic mapping: Help students explore a word's relationships (e.g., synonyms, antonyms, collocations).
- 2-Word analysis: Teach morphological structures (prefixes, roots, suffixes).
- 3-Contextualized practice: Use the same word in varied contexts and genres.
- 4-Corpus-based activities: Expose learners to authentic usage patterns and collocations

Measuring Vocabulary Depth

Because vocabulary knowledge is so complicated, evaluating word knowledge quality is challenging. Vocabulary breadth is better characterized than vocabulary depth, as proposed by Schmitt (2014). It is vital to identify which areas of vocabulary knowledge are targeted because vocabulary depth is defined as a word's level of familiarity across the three domains of form, meaning, and use specified in Nation's model (2001). Given the multifaceted nature of vocabulary depth, it would be highly beneficial to be clear and theoretically grounded about the components that will be evaluated and how these decisions relate to a particular reading ability.

When examining vocabulary depth's impact on reading comprehension, it is best to use a variety of complimentary metrics due to its complexity. Research has employed a variety of tasks to measure form knowledge, including morphological awareness, polysemy tests to gauge awareness of numerous meanings, and Read's (1993) WAT to gauge associative and collocational knowledge.

Additionally, consideration should be given to the construct validity and psychometric qualities of the employed tools. The reliability and comparability of results may be impacted by the fact that many current measures sample comparatively few items or differ significantly in the number of items. In addition to reporting and interpreting the strength of the relationships between their measures, researchers should aim for balance and adequate item coverage across tasks and take into account whether any moderate or weak correlations can be attributed to instrumentation (due to vocabulary items) rather than meaningful theoretical distinctions. (Teng & Zhou 2026). p.2018- 2019.

2.6 Competence

Competence (n.) In linguistic theory, and particularly in generative grammar, this term refers to speakers' understanding of their language, the set of rules they have mastered to produce and comprehend an infinite number of sentences, as well as their ability to identify grammatical errors and ambiguities. Although the Saussurean distinction between *langue* and *parole* is similar, there are significant distinctions in the definitions of competence and *langue*. This idealistic picture of language is perceived as being in opposed to the idea of performance, the particular utterances of speech. Noam Chomsky claims that prior to generative grammar, linguistics was more concerned with performance in a corpus than with the underlying competence involved. Although this distinction has been widely accepted as a general idea, linguists have criticized it, arguing that it is not as clear-cut as their definitions would suggest. Determining whether a specific speech feature—such as an intonation or discourse feature—is a matter of performance or competence frequently presents challenges. (Crystal 2023, p.92).

Cruse asserted that as a first approximation, competence can be equated to *langue*, except that it is conceived as the neural representation of the system as it exists in the mind of an ideal speaker-hearer (Cruse, 2006, p.28).

2.7 Linguistic competence

Both are restricted to linguistic context at the sentence level; competence is concerned with the deep structure, whereas language performance is concerned with the surface structure. Since the meaning of any expression is seen to be tied to its social environment as well, Hymes added sociolinguistic competency to language competence about ten years later with the development of sociolinguistics. Strategic competence, which relates to the necessity of a plan to continue communication, was added to the idea once more due to the increasing influence of functional linguistics.

Canale and Swain altered the term "linguistic competence" to "grammatical competence." Three years later, Canale added "discourse competence," and twelve years later, Celce-Murcia, Dornyei, and Farrel added "actional competence." Later, Celce-Murcia expanded the 1995 model to incorporate formulaic competence and expanded actional competence to become interactional competence, which consists of three sub-components: non-verbal paralinguistic competence, actional competence, and conversational

competence. Littlewood added socio-cultural competence to his 1981 model of communicative competence four years later. Figure 3 summarizes the evolutionary development, and each element will be explained further. (Madya et al., 2019, p. 23)

2.7.1 Components of linguistic competence

The significance of discourse management for learners is highlighted by language at higher levels. The Common European Framework texts recognize pragmatic competence as one of the essential elements of linguistic competence. Linguistic, sociolinguistic, and pragmatic components make up communicative language competence, according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (Council of Europe 2011). Knowledge, abilities, and know-how make up each component in turn. For instance, lexical, phonological, and syntactical knowledge and abilities, together with other aspects of a language system, are included in the definition of linguistic competence, which is independent of other elements like sociolinguistic and pragmatic ones.

The linguistic component represents not only the variety of knowledge (e.g., vocabulary or phonetic distinctions) but also the cognitive organization of the knowledge's storage (e.g., associative networks of lexical elements) and accessibility (recall and availability). Knowledge can be either passive or active, which means it can be expressed easily. Individual differences exist in cognitive organization and knowledge accessibility. They may also be influenced by the cultural characteristics of the language community where the person lives and interacts. The sociocultural context of language use is referred to as sociolinguistic competence. This comprises social norms, etiquette guidelines, and the linguistic codification of certain group customs. When it comes to communication between representatives of various cultures, the sociolinguistic component is particularly significant. The functional use of linguistic resources, such as the creation of speech acts and language functions, is associated with pragmatic competence. It also has to do with mastering discourse, coherence, and cohesiveness, as well as recognizing different kinds and forms of texts. In multicultural settings, this element is much more crucial. The learning process is focused on developing or changing the internalized representations, mechanisms, and capacities since all of the components mentioned describe the areas of communicative language competence that a learner should internalize. (Römer et al., 2020, p. 93)

2.8 Vocabulary Size and Language Proficiency

Whether vocabulary size has more diagnostic value at lower or higher levels of language proficiency is an important topic to look into. For example, it may be important to have a minimal vocabulary at lower competence levels, both in terms of the quantity of items "known" and in terms of concepts that can be comprehended and/or communicated. Only until a student has surpassed a certain level of lexical knowledge for example, when they know enough words to require syntax to more accurately convey meaning and intentions may an understanding of the language's structures be useful for diagnosis.

Similarly, once a student has mastered the "basic" or threshold level of vocabulary, when learners need to develop new words or new uses of existing words, or when learners need to manipulate words more accurately, knowledge of and proficiency with morphology may be more diagnostically relevant. In a similar vein, morphological knowledge and proficiency might be crucial when attempting to infer the meaning of unfamiliar words, although this requirement might not become apparent until one has a large enough vocabulary to grasp at least the main ideas of a text. On the other hand, at higher skill levels, the breadth or depth of a learner's vocabulary could be more significant than its size.

Vocabulary size alone may not be as useful for diagnosis as knowledge of a language's lexis in specific domains or a deeper understanding of the connotations, multiple meanings, and relationships of words (possibly of the kind tested in the Dialang Vocabulary test. Naturally, it will be crucial to expand the study to other languages because the results for English might not apply to other DIALANG languages and beyond, such as Japanese, Chinese, Arabic, Russian, Hungarian, and so forth. (Alderson, 2005 p. 263).

To further clarify the effects of these three variables on incidental vocabulary acquisition through reading, studies that look at L2 proficiency, L2 reading competence, and L2 vocabulary size are reviewed. De Wilde et al. (2020) examined the role of word-related characteristics on Dutch-speaking children's acquisition of English words through exposure outside of regular classroom instruction. L2 proficiency can interact with other variables to affect L2 word learning. 779 Belgian primary school kids in their final year, ages 10 to 13, participated in the study. The majority of participants (584 pupils) were 11 years old, while 81, 94, and 4 students were 10, 12, and 13 years old, respectively, and 7 students did not disclose their

age. The researchers used criteria like frequency, concreteness, cognateness, and word acquisition age to evaluate participants' receptive vocabulary learning.

The results showed that age of acquisition and cognateness significantly predicted receptive word knowledge for all participants, highlighting the significance of these variables in vocabulary acquisition. The study also found important relationships between word-related factors and competence levels, including concreteness, age of acquisition, frequency, and cognateness. While less proficient learners tended to rely more on their L1 for comprehension, more proficient L2 learners seemed to be more open to L2-specific factors like L2 word frequency. This indicates that the contributions of word-related variables vary based on learners' competency levels, underscoring the difficulty of learning a second language. (Reynolds, 2022,173-174).

2.9 Previous Studies

A number of studies have examined the relationship between lexical knowledge, vocabulary size, and various aspects of second language learning. A significant study in this field is Nation (2006), which investigated the vocabulary size required to process written and spoken language, emphasizing the importance of knowing a sufficient number of words for language comprehension.

Additionally, in 2002, Qian explored the relationship between lexical knowledge and academic reading performance among learners of English as a second language. This study examined lexical knowledge through multiple dimensions—including vocabulary size and the depth of knowledge—and linked these dimensions to reading performance

A 2008 study examined the relationship between vocabulary size and the listening, reading, and writing skills of learners of English as a foreign language, focusing on the link between lexical knowledge and learner performance across these various linguistic skills.

Laufer and Ravenhorst-Kalovski (2010) studied the connection between vocabulary size, text coverage and reading comprehension. The authors focused on the concept of Lexical threshold and the necessity of a certain level of vocabulary size for the amount of comprehension. These studies are important for establishing a basis for the relationship between vocabulary size and language proficiency, but they differ in focus, concepts, and the specific skills they

address. This allows the present study to build on these studies and to carry out a wider analysis of the relationship between vocabulary size and language proficiency.

3. Methodology

The research employs an analytical-descriptive approach, reviewing and analyzing literature and previous studies concerning vocabulary size and linguistic proficiency. It examines the concepts, theories, and findings presented in earlier research to clarify the nature of the relationship between the two variables and to discuss the role vocabulary size plays in linguistic proficiency. The research also includes a critical analysis of various views and perspectives regarding the adequacy of vocabulary size as an indicator of linguistic proficiency. This research examines the relationship between vocabulary size and linguistic proficiency. It focuses primarily on existing literature and prior studies regarding lexical knowledge—specifically vocabulary and linguistic proficiency—by analyzing and discussing relevant scholarly works.

3.1 Vocabulary Size as a Linguistic Resource

Vocabulary size refers to the quantity of lexical resources a learner has to deal with the language. Analytically, the importance of this size is not simply the bare number of words, but the potential that this number gives the learner while they are receiving and producing language. The smaller the lexical repertoire, the more the learner will encounter unknown words and the more the cognitive load of comprehension will be high. In contrast, a large lexical repertoire gives the learner a large number of linguistic units that can be recognized, retrieved and selected when processing linguistic messages.

Hence, it is a linguistic resource and not just a number, and the real benefit of lexical breadth is the ability of the learner to use the words they need at the appropriate time to process or express meaning. Thus, the analytical question is not only how many words the learner knows, but what this volume of resources enables the learner to do with the language.

3.2 Vocabulary Size and Accessing Meaning

If the measure of the extent of one's lexical resources is vocabulary size, then the primary task of these resources is in retrieving meanings. In reading or listening, the learner must recognize words and relate these to the sense they have in the message. The more

familiar the learner is with the key words in the message, the more attention can be given to the relationships between ideas, instead of spending most of the time and effort struggling with unfamiliar words. The idea goes some way toward explaining why lexical coverage matters. The literature on vocabulary size suggests that a sufficient number of words implies not only a larger mental lexicon but also a higher probability of recognizing a greater proportion of the words that occur in texts and discourse.

This underscores the significance of the analytical perspectives provided by Nist (2006) and Laufer and Ravenhorst-Kalovski (2010), since the importance of vocabulary size lies in its ability to provide the lexical coverage that aids comprehension. But this relationship makes an important point, too: language understanding is not simply a matter of recognizing individual words, but of combining their meanings in the message or context. The increase in lexical resources allows access to meaning but does not represent the comprehension process itself.

3.3 Word Knowledge and the Ability to Use It

Lexical knowledge is more than just knowing a word and its meaning; it progresses to a higher level of complexity—actual usage. The problem of how to express a particular idea is solved not by the mere knowledge of a word which expresses the desired meaning, but by the knowledge of the way to use it in a correct linguistic structure. The word may need to be known in terms of its derivatives, grammatical behavior, typical collocations, register (level of usage), and the contexts in which it is appropriate.

It implies that the transition from lexical knowledge to lexical use matters. While reading a text, a learner may recognize a particular word, but find it difficult to produce it in conversation or to use it correctly in writing. This means that lexical knowledge is not merely the presence of the word in the mental lexicon.

From the mental store to the ability to access and utilize it.

Staehr's (2008) study shows the significance of considering lexical knowledge together with various language skills. This can be analytically explained as the functional value of vocabulary that only comes into play after the lexical knowledge has been converted into actual performance.

This transition can be represented as follows:

Knowing a word → Accessing a word → Using a word
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3.4 The Functional Value of Vocabulary—Breadth and Depth

It is time to look at the relationship between breadth and depth of vocabulary when the switch is flipped from knowing a word to using a word.

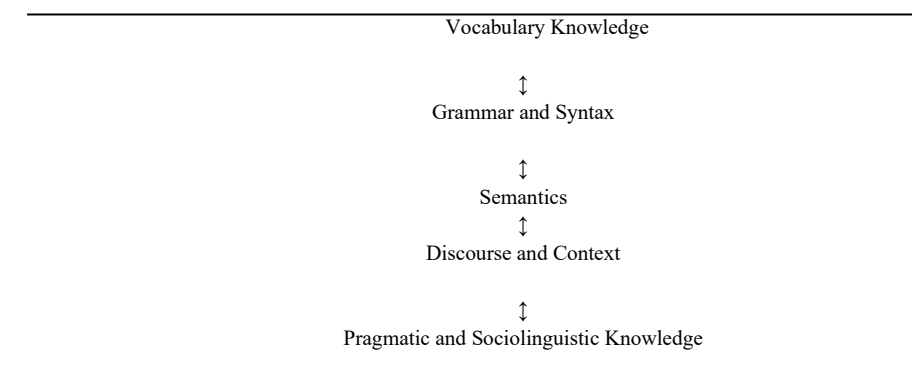
Breadth refers to the quantitative aspect, depth to the qualitative aspect, but the distinction between them is not just a matter of the number of words known versus the nature of that knowledge, but rather concerns the very function of lexical knowledge. A learner may have a wide vocabulary breadth but a superficial knowledge and may recognize a great number of words but have a limited capacity of using them. A deeper understanding allows the learner to observe how words connect to each other, how they are used in different structures, how they differ in meaning, and when to use one over another.

This view permits a further interpretation of Cain's work in 2002. This provides a richer interpretation of what Káan wrote in 2002. The multidimensional nature of lexical knowledge is useful to understand why quantitative measurement alone is insufficient to quantify the functional value of a person's lexicon, and why depth and size are not opposing constructs but rather complementary dimensions.

Vocabulary Size = Breadth Vocabulary Depth = Quality of Knowledge
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3.5 The Position of Lexical Knowledge within the System

Having considered the lexical resources and their use we can now turn to a wider level: the position of the lexical knowledge in the linguistic system. Language is not simply vocabulary; words have to enter into relations with grammatical structure, with meaning, with context, with discourse and with the communicative situation if they are to be able to perform their communicative function. Vocabulary needs syntax and structure to be put into sentences and constructions, and semantics to interpret meanings and their relationships. It also needs context and discourse to establish its appropriate use in a message. Lexical knowledge is thus not an isolated element of competence but functions as part of a network of linguistic relationships. The relationships can be illustrated as follows:



From an analytical perspective, these relationships reveal that the actual value of vocabulary items depends partly on the learner's ability to integrate them with the rest of their linguistic knowledge

3.6 The Varying Role of Vocabulary Across Language Skills

The effect of lexical knowledge is not the same across all language skills. Therefore, in the study of the relationship between vocabulary size and language proficiency, the language skill in which the vocabulary is used should be taken into account. Lexical knowledge is obviously related to the learner's ability to recognize words and to comprehend the text, i.e. the more familiar the key words in the text are, the easier it is to process the content. As for listening, it's more than just knowing words, but also the speed of recognizing words as the speech flows.

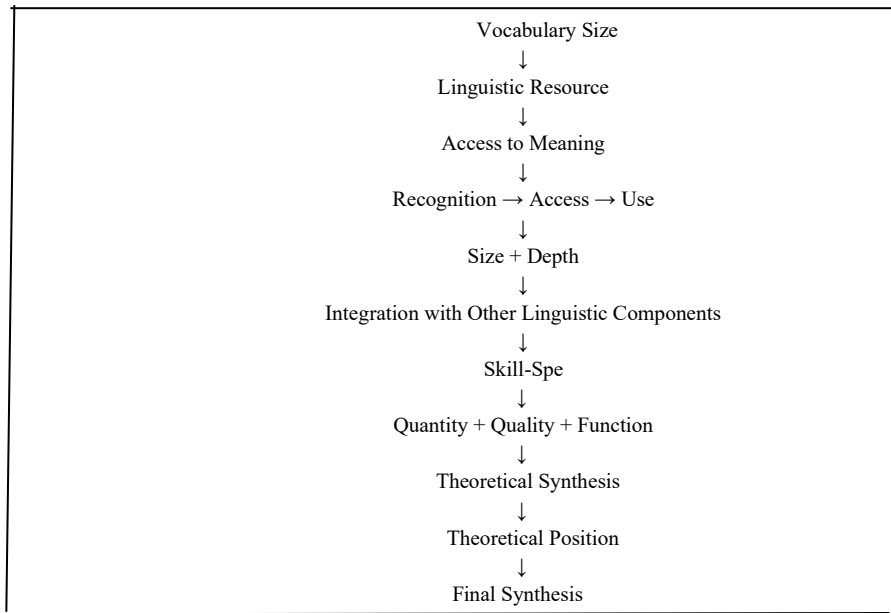
The access to vocabulary quickly can be a key factor in comprehension. The value of vocabulary is shown by the ability to retrieve and select words and use them to convey meaning required when speaking. Here knowledge of the language and syntactic structures is increasingly important. Lexical breadth provides a larger pool of expressive choices in writing and depth of knowledge allows for the choice of the most precise and appropriate vocabulary. Hence, vocabulary size does not have to be the same for all skills, but it is contingent upon the type of linguistic processing and the requirements of the specific task. Seventh: Analysis of previous research Nation (2006) looked at the size of the vocabulary needed to deal with written and spoken language.

However, Cain (2002) investigated the different aspects of lexical knowledge and their relation to the academic reading performance. Staehr (2008) investigated the relationship between vocabulary size and different language skills. Conversely, Laufer and Ravenhorst-Kalovski (2010) studied the relation between vocabulary size and text coverage. and reading comprehension. When these studies are considered within a single analytical framework, three main trends emerge. First, the quantitative dimension as exemplified by the focus on vocabulary size and text coverage. Second, the qualitative dimension expressed in the focus on the depth of word knowledge rather than the breadth of vocabulary. Third, the functional dimension, which is expressed by the connection between lexical knowledge and the skills of understanding and producing. What this comparison means is that these trends do not work in isolation: quantity provides the resources, depth determines the quality of knowledge, and usage provides the functional value of that knowledge.

3.7 Discussion

This section looks at the relationship between vocabulary size and linguistic proficiency from an analytical point of view, moving from seeing vocabulary size as just a quantitative resource to exploring how this resource is used in linguistic comprehension and production. The analysis shows that the importance of vocabulary size is in its capacity to increase lexical resources, promote access to meaning and afford a larger selection of linguistic choices. It also shows that the functional value of these resources is related to the depth of word knowledge and to how words are integrated with grammar, meaning, context and discourse. Furthermore, the analysis points out that the role of lexical knowledge is contingent on the linguistic skill being investigated, and that previous research has explored different aspects such as size, scope, depth and linguistic skills. Finally, the study points to the fact that although vocabulary size provides a necessary basis for developing language proficiency, it is not all of competence.

Linguistic competence is the result of the interaction of lexical knowledge with other components of knowledge and of the ability to use them effectively. This is why the model proposed in this study considers this relationship to be one of integration and interaction. It starts with lexical resources and deep word knowledge, continues with their integration with other components of language and ends with linguistic competence and effective language use.



4. Conclusions

- 1-vocabulary size represents at quantitative lexical resource
- 2-vocabulary size facilitates access to meaning particularly and respective language schools
- 3-effective lexical use it depends on modern recognizing individual words
- 4-vocabulary Debs determines the functional value of vocabulary knowledge
- 5-lexical knowledge operates in interaction with other linguistic components
- 6-the contribution of vocabulary knowledge varies across language skills
- 7-the reviewed literature supports multi-dimensional view of vocabulary knowledge
- 8-vocabulary size should not be treated as an equivalent measure of overall linguistic

Competence

4.1 Recommendations

- 1-vocabulary assessment should consider both size and depth rather than size alone
- 2-vocabulary and subtraction should include activities that develop lexical use not only word recognition

3-vocabulary should be taught and meaningful contacts to citizen the connection between lexical knowledge and language use

4-vocabulary and subtraction should be integrated with Grammar reading listening speaking and writing activities

5-teachers should adopt vocabulary development to the specific demands of different language skills

6-researchers should investigate vocabulary knowledge from multidimensional perspective rather than relying exclusively on vocabulary sales measures

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