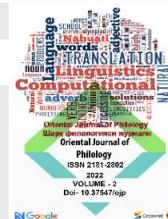


Oriental Journal of Philology**ORIENTAL JOURNAL OF PHILOLOGY**

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<http://www.supportscience.uz/index.php/ojp/about>**THE ROLE AND SIGNIFICANCE OF LEXICAL RESOURCE IN SPOKEN LANGUAGE PROFICIENCY*****Sugdiyona Khayrullaeva****2th-year student**National University of Uzbekistan named after Mirzo Ulugbek**xsn18012007@gmail.com**Tashkent, Uzbekistan****Iroda Juraeva****Associate professor**National University of Uzbekistan named after Mirzo Ulugbek**irodajuraeva@gmail.com**Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: lexical resource, speaking proficiency, vocabulary knowledge, oral communication, lexical diversity, collocations, language fluency.

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Abstract: This study examines the role of lexical resources in oral language acquisition using a mixed-methods approach at the intermediate and advanced levels of English language learning. Quantitative analysis shows that lexical diversity significantly predicts speaking ability, while vocabulary accounts for changes in overall speaking ability. Learners with extensive lexical resources showed significantly higher fluency and improved task performance than those with limited vocabulary. Qualitative findings show that speakers with rich lexical resources express their ideas more clearly, more effectively bridge communication gaps, and have increased self-confidence. The results confirm that lexical competence is a key element of effective oral communication and have implications for pedagogical approaches that prioritize vocabulary development alongside traditional grammar and pronunciation instruction.

OG‘ZAKI NUTQ KOMPETENSIYASINI SHAKLLANTIRISHDA LEKSIK RESURSLARNING O‘RNI VA AHAMIYATI***Sug‘diyona Xayrullayeva****2-kurs talabasi*

Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti
xsn18012007@gmail.com
Toshkent, O'zbekiston

Iroda Jurayeva

Дотсент

Mirzo Ulug'bek nomidagi O'zbekiston Milliy universiteti
irodajuraeva@gmail.com
Toshkent, O'zbekiston

MAQOLA HAQIDA

Kalit so'zlar: leksik manba, so'zlashuv malakasi, lug'at bilimi, og'zaki muloqot, leksik xilma-xillik, birikmalar, til ravonligi.

Annotatsiya: Ushbu tadqiqot ingliz tilini o'rganishning o'rta va yuqori darajalarida aralash usullardan foydalangan holda og'zaki tilni o'zlashtirishda leksik resurslarning rolini o'rganadi. Miqdoriy tahlil shuni ko'rsatadiki, leksik xilma-xillik nutq qobiliyatini sezilarli darajada bashorat qiladi, lug'at esa umumiy nutq qobiliyatidagi o'zgarishlarni hisobga oladi. Keng leksik resurslarga ega bo'lgan o'quvchilar so'z boyligi cheklangan o'quvchilarga qaraganda ancha yuqori ravonlik va yaxshilangan vazifalarni bajarishni ko'rsatdi. Sifatli xulosalar shuni ko'rsatadiki, boy leksik resurslarga ega bo'lgan ma'ruzachilar o'z fikrlarini yanada aniq ifodalaydilar, muloqotdagi bo'shliqlarni samaraliroq bartaraf etadilar va o'zlariga bo'lgan ishonch ortdi. Natijalar leksik kompetentsiya samarali og'zaki muloqotning asosiy elementi ekanligini tasdiqlaydi va an'anaviy grammatika va talaffuzni o'rgatish bilan bir qatorda so'z boyligini rivojlantirishga ustuvor ahamiyat beradigan pedagogik yondashuvlarga ta'sir qiladi.

РОЛЬ И ЗНАЧЕНИЕ ЛЕКСИЧЕСКИХ РЕСУРСОВ В РАЗВИТИИ УСТНОЙ РЕЧИ

Сугдияна Хайруллаева

Студент 2 курса

Национального университета Узбекистана имени Мирзо Улугбека
xsn18012007@gmail.com
Ташкент, Узбекистан

Ирода Джураева

Доцент

Национального университета Узбекистана имени Мирзо Улугбека
irodajuraeva@gmail.com
Ташкент, Узбекистан

О СТАТЬЕ

Ключевые слова: лексический ресурс, уровень владения устной речью, знание лексики, устная коммуникация, лексическое разнообразие, коллокации, беглость речи.

Аннотация: В данном исследовании изучается роль лексических ресурсов в усвоении устной речи с использованием смешанного подхода на среднем и продвинутом уровнях изучения английского языка. Количественный анализ показывает, что лексическое разнообразие значительно влияет на способность к устной речи, в то время как словарный запас объясняет изменения в общей способности к устной речи. Учащиеся с обширными лексическими ресурсами продемонстрировали значительно более высокую беглость речи и улучшенные результаты выполнения заданий, чем те, у кого словарный запас был ограничен. Качественные результаты показывают, что говорящие с богатыми лексическими ресурсами выражают свои идеи более четко, более эффективно преодолевают коммуникативные барьеры и обладают большей уверенностью в себе. Результаты подтверждают, что лексическая компетенция является ключевым элементом эффективной устной коммуникации и имеют значение для педагогических подходов, которые отдают приоритет развитию словарного запаса наряду с традиционным обучением грамматике и произношению.

Introduction. Lexical resource represents a fundamental pillar of communicative competence, yet its critical role in speaking proficiency has often been overshadowed by emphasis on grammatical accuracy and pronunciation in language pedagogy [1].

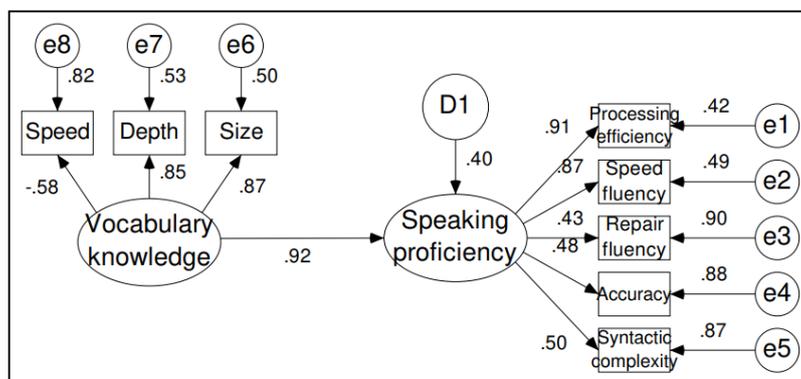


Fig 1. Predicting speaking proficiency from vocabulary knowledge. All the testable path and coefficients were significant [1].

The ability to quickly access and disseminate relevant vocabulary in real-time speech production is a defining characteristic that distinguishes skilled speakers from less skilled speakers

[2]. While grammar provides the structural framework and pronunciation provides intelligibility, lexical resources provide the semantic content and stylistic precision that enable speakers to express intended meanings accurately, accurately, and effectively [3].

Contemporary research on second language acquisition increasingly recognizes that vocabulary knowledge extends far beyond simple word recognition to encompass multiple dimensions, including breadth (volume of vocabulary), depth (quality of knowledge about individual words), and fluency of access (speed of lexical retrieval). In the context of speech, these dimensions interact dynamically: speakers must not only know a large number of words, but also understand their patterns of placement, their coherence and pragmatic functions, and at the same time retrieve them quickly enough to maintain the flow of the conversation [5]. This multifaceted feature of lexical competence makes vocabulary development particularly difficult, but necessary for the achievement of advanced speaking skills [6]. The importance of lexical resources in speech is especially evident in the study of real-life communication breakdowns. Studies on the analysis of student speech show that a lack of vocabulary leads to more communication errors than grammatical errors or pronunciation problems [7]. When speakers lack specific lexical items, they resort to detours, hesitations, or code-switching, all of which disrupt fluency and can hinder the successful transmission of meaning [8]. In contrast, speakers with rich lexical resources can express subtle meanings, maintain conversational speed, and adapt language to different communicative situations [9].

The assessment system for speaking proficiency usually recognizes lexical resource as the main assessment criterion. The Common European Framework of Reference (CEFR), IELTS speaking band descriptors, and other standardized assessments explicitly assess vocabulary, coherence, and complexity as separate components of speaking ability [10].

2. Literature Review

Lexical competence theory has evolved from a simple conceptualization of vocabulary size to a multidimensional framework that recognizes different types of knowledge and processing requirements [1]. The Nation's vocabulary knowledge framework identifies nine dimensions of knowledge that include form, meaning, and use dimensions, each with receptive and productive components [2]. For speech, productive knowledge the ability to remember and spontaneously pronounce words proves to be the most relevant, although receptive knowledge provides an important foundation [3]. Laufer and Goldstein's distinction between passive, actively controlled, and actively free vocabulary highlights different degrees of usage in language production [4]. Speech primarily relies on free active vocabulary words that can be accessed without prompting or support which typically represent the smallest part of total vocabulary knowledge [5]. This

difference explains why students know more words than they can speak fluently in conversation [6].

Research consistently shows a strong correlation between vocabulary size and speaking ability at the proficiency level [7]. People say that a vocabulary of 2000-3000 words is the basis for basic conversation, while 5000-7000 words provide the basis for more complex academic or professional speech [2]. Adolphs and Schmitt's corpus analysis of spoken English showed that the 2000 most frequently occurring vocabulary words accounted for approximately 96% of casual conversation, suggesting that strategic vocabulary learning can provide substantial communicative benefits [8].

However, vocabulary measures alone provide an incomplete picture of lexical competence for speech. Studies comparing learners with similar vocabularies but different speaking abilities show that lexical depth including associative knowledge, multi-sensory information, and list sensitivity distinguishes proficient and less proficient speakers [9]. This suggests that the development of vocabulary for speaking should consider quantitative expansion as well as qualitative deepening [10].

Research Methodology. This study used a convergent parallel mixed methods design, collecting quantitative data on lexical resource measures and speaking proficiency, as well as qualitative interview data exploring student and teacher perspectives. Combining performance measures with empirical insights provides a comprehensive understanding of the multifaceted role of vocabulary in speaking.

36 students (stratified by proficiency level and vocabulary test scores) and 42 experienced speaking teachers (teaching experience 7–25 years, mean 14.8 years) participated in the qualitative interviews.

The analysis shows a strong positive correlation between all lexical resource measures and speaking proficiency scores. Advanced students demonstrated significantly higher vocabulary knowledge than intermediate students on all measures.

Thematic analysis of student conversations identified four main themes related to the role of vocabulary in speech:

Theme 1: Confidence-building vocabulary Students consistently described vocabulary knowledge as providing psychological safety in the conversational process: “If I have the right word, I feel confident in expressing my opinion.

Theme 2: Middle school students expressed frustration, especially when they did not have a clear vocabulary: “I know what I want to say in my language, but I have to explain it in English because I don't know it. It makes me feel like a child” (Intermediate Student 134).

Theme 3: Compounds for Fluency Advanced students acknowledged the importance of formulaic sequences to maintain fluency: “Learning word parts together helps me speak faster and more naturally. I do not have to think about each word individually” (Participant 205, Advanced Student).

Theme 4: Vocabulary and Grammar Balance Many students highlighted the conflict between focusing on vocabulary and grammar: “Teachers always correct our grammatical errors, but sometimes the grammar is good – we don’t know the right vocabulary to say what we mean” (Intermediate Student 167).

Conclusion. This comprehensive study shows that lexical resources are the strongest predictor of speaking ability, explaining differences in performance. The strong relationship between effective vocabulary and speaking scores confirms that the words available in real-time oral production play a significant role in achieving communicative success. Qualitative findings showed that speakers with rich lexical resources are more confident, express ideas clearly, maintain the flow of conversations through a sequence of formulas, and effectively avoid communication interruptions. The evidence suggests that vocabulary development deserves a high pedagogical priority, with a special emphasis on effective practice, locational learning, and closing receptive-production gaps, in addition to traditional grammar and pronunciation instruction, through processing-based activities that support the development of speaking skills.

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