

LITERATURE REVIEW 2.1 VOCABULARY KNOWLEDGE Three elements of lexical knowledge are identified by contemporary explanations of word knowledge, or multidimensional vocabulary knowledge constructs: form, meaning, and usage. It stands to reason that determining a suitable vocabulary size for speaking would be challenging as well, as even someone with a comparatively large vocabulary may find it challenging to communicate effectively. Finally, the term "use" relates to being aware of the word's collocations, grammatical functions, and use restrictions. The components method, as described by Read (2000), provided an additional framework for conceptualizing word knowledge by defining terms like forms, meanings, collocations, word parts, and register. According to Cremer, Dingshoff, de Beer, and Schoonen (2010), possessing a large vocabulary is not the sole requirement for having a sophisticated vocabulary. It also calls for learning different kinds of information about each word and building semantic networks between several lexical elements. Thus, it may be argued that lexical knowledge can be divided into discrete competences or masses of cognition, rather than existing as a single competency. By definition, a speaker of a second language's breadth or extent of vocabulary is the total amount of words they know. Conversely, depth refers to the amount of information one possesses regarding each word. Put differently, depth and breadth indicate the amount and caliber of lexical knowledge, respectively. Although the breadth and depth of vocabulary knowledge do not develop simultaneously, Gonzalez Fernandez and Schmitt (2017, p. 283) assert that the two components are connected and supportive of each other. For example, the number of word forms (prefixes and suffixes) that one knows rises with the number of words one knows, increasing the speaker's depth of vocabulary knowledge. Schmitt (2010) describes the "incremental nature" of language learning as this developmental process. In contrast to free productive vocabulary, which is the ability to utilize words naturally in conversation without prompts, controlled productive vocabulary is the capacity to supply the entire term when given only a portion of it. It is thought that mastering receptive information comes before mastering producing knowledge (Laufer, 1998; Ozturk, 2015). The "breadth" and "depth" of vocabulary knowledge were compared by Anderson and Freebody (1981), who made one of the first attempts to establish such a separation.