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## INFLUENCE OF ENGLISH WORDS ON DEVELOPMENT OF SPEAKING SKILLS OF A LEARNER

**Summary.** Vocabulary knowledge is viewed in article. Several factors which influence on learning of new words are considered in article. Recommendations for effective vocabulary are studied in article. Different processes of vocabulary acquisition are paid attention to in article. Phonological aspects are examined in article.

**Keywords:** to be associated with, certain, lexical, comprehensive, to express, obstacle.

**Formulation of problem.** Vocabulary knowledge plays important role in English learning. Knowing words and word – combinations let a learner make up sentences and questions in an oral way to achieve an objective of speaking English orally.

**State of research.** Analyzing different sources of references we concluded that over century, the scientific articles discovered the problem of usage of English vocabulary and paid attention to matters of the development of passive and active vocabulary in a second language (Laufer B); Vocabulary acquisition (Meara P.); Vocabulary and language teaching (Carter R., McCarthy M.); Assessing vocabulary (Read J.); Learning vocabulary in another language (Nation I.); Vocabulary learning strategies (Schmitt N.); How to teach vocabulary (Thorburry S.); Second language vocabulary growth (Webb S.).

**Analysis of basic material.** Learning vocabulary is important part of the foreign language learning because, vocabulary learning demands the learners' competence in both theory and practice. First of all, vocabulary learning is essential as it is a vital indication of language proficiency (learning any foreign language is fundamentally associated with vocabulary knowledge, the shortage of vocabulary items obstructs the process of second language learning). Secondly, learning without having adequate vocabulary knowledge makes learners not show the desired results in language learning process and its competence. Thirdly, lack

of vocabulary knowledge hinders the real communication of learners to a great extent (it is predictable that learners should have the appropriate vocabulary knowledge). Fourthly, learners have to use certain techniques and strategies for achieving certain proficiency of vocabulary knowledge [ 1, pp. 407–408].

Every single influence of vocabulary knowledge on language learning focuses on its relationship to reading comprehension and academic achievement. First of all, significant correlations between measures of vocabulary knowledge and reading comprehension assessments. Secondly, vocabulary knowledge was a predictor of academic achievement, Thirdly, vocabulary knowledge influences both reading comprehension and academic achievement (such achievement is based on performance in courses that demand a considerable amount of writing) [2, p. 12].

Vocabulary knowledge is often viewed as a critical tool for second language learners:

- Limited vocabulary in a second language impedes successful communication;
- Lexical knowledge is central to communicative competence and to the acquisition of a second language;
- Relationship between vocabulary knowledge and language use as complementary (knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge);
- Acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts;
- Learning vocabulary items play a vital role in all language skills (listening, speaking, reading, and writing);
- Acquisition of an adequate vocabulary is essential for successful second language use (without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication);
- Second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome (a learner has a meaning or concept that he wishes to express, he needs to have a store of words from which he can select to express this meaning or concept);
- Large vocabulary is of course essential for mastery of a language;
- Vocabulary system is perceived to be a cause of difficulty by learners;
- Vocabulary does not have rules, learners may follow to acquire and develop their knowledge (what rules are applied or which vocabulary items should be learned first);
- Vocabulary is countless and unmanageable component in the learning of any language (tens of thousands of different meanings);

- Second language acquisition is as essential matter of learning vocabulary. [3, pp. 22–23].

There is common misconception regarding vocabulary as an individual's vocabulary which can be measured by certain number of words, a learner can understand and use. This is the breadth of vocabulary knowledge. However, to measure the depth of vocabulary knowledge, a broader definition also includes a focus on areas such as multiple meanings of words (homonyms), shades of meaning, figurative language, and relationships between words (synonyms, antonyms, analogies) [15].

Vocabulary mastery is a key skill that should be developed through the language acquisition process and this development is directly related to a learner's vocabulary level [9, pp. 21–22].

Learning of new words is influenced by several factors such as: 1. Frequency of occurrence of the word; 2. Care provision; 3. Prior knowledge and 4. Order (progress occurrence happens from initial to final – from superficial to deep – various stages of vocabulary learning) [4].

Some recommendations for effective vocabulary must be utilized:

1. Provision of definitions or explanations for a focused, small number of words.
2. Previewing of target words.
3. Visual aids and cues supply.
4. Frequent verification for understanding learned material [16].

From the point of view of psychology, vocabulary acquisition involves three different processes:

1. Input: The words are retained in short-term memory, depending on the depth to which the entry is processed, this happens in circumstances of attention and then goes to storage.
2. Storage: Information is stored in semantic fields, and elements are organized by associating phonological similarities: structure, accent, sounds and images with words to achieve retention.
3. Recovery: Words are searched for and retrieved quickly over process of revision and learning.

One should point that these processes have several primordial systems for working in vocabulary section related to attention of learners using terms and phonological aspects:

- *Types of vocabulary.* Which are classified according to the frequency of its application.

- *Usual vocabulary.* Set of terms that are used on the street or in a daily life's speaking, it consists of common words used by any English native speaker. It is composed of 12,913 words, which are necessary in basic education.

- *Common vocabulary.* Those words include usual vocabulary. it is normally used in almost all the aspect of life and it could be used in family environment,

cultural or even social aspects. This vocabulary consists of 1,971 words. This kind of vocabulary is the most used in educational tasks.

- *Fundamental vocabulary*. This type does not contain any problem. It is composed of 210 words with a frequency that can be understood in different and special atmospheres [4].

- *Expressive vocabulary*. It represents words, a learner actively uses when talking, writing or communicating.

- *Receptive vocabulary*. It represents words that a learner understands based on context and background experiences but may not necessarily use in his or her own speaking or writing [15].

Every single learner has to try to speak English in an oral way by using vocabulary. He will always face some problems coming his way: 1. Inhibition, 2. Lack of topical knowledge.

*Inhibition*: Learner is worried about making mistakes [5, pp. 36–37].

*Lack of topical knowledge*: Learner cannot remember anything to say and they do not have any motivation to express himself [5, pp. 36–37].

*Lack of proper vocabulary*: Next problem learners come across is that learners often have to search for an appropriate word. They do not find a word to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English language, which again leads to losing confidence and lack of motivation to speak. As a result, learners make an excessive overuse of different words and different word – combinations in their speech and conversation or give incomplete statements.

*Lack of confidence*: A constant practice and patience are necessary to learn English language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning speaking skills. *Improper listening skills*: The central role of listening comprehension in the second/foreign language acquisition process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds by way of listening process. In fact, during interaction, every speaker plays a key role – as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

*Poor non-verbal communication*: Oral communication involves a very powerful non-verbal communication system which sometimes contradicts messages provided through the verbal listening channel.

*Lack of knowledge* of the non-verbal communication system of the target language usually results in the inability to pick up non-verbal cues by learners which often results in misunderstanding.

*Anxiety*: Speaking Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to

discouragement and a general sense of failure in the learners. Adults are very anxious over making mistakes in whatever they say. If they make mistakes would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English [8, p. 3].

In order not to make any mistakes and to have motivation, a learner has to:

- Utter English speech sounds and sound patterns;
- Use word and sentence stress, intonation patterns;
- Select appropriate words and sentences according to proper social group, situation and subject matter [6, pp. 20–21];
- Understand questions and vocabulary related to areas on immediate personal relevance;
- Give basic personal and family information;
- Catch questions in different grammar tenses and attempt to answer them using basic structures [7, p. 128];
- Communicate other people using vocabulary;
- Develop speaking skills applying strong vocabulary;
- Know more words if learner learns them steadily [10];
- Utter words/sentences in front of the mirror;
- Read books loudly can also gradually surmount obstacle;
- Use a list of frequently used words and ask himself question in an oral way. [11, p. 298];

One cannot forget about levels of vocabulary size needed for every single learner:

- 3000 words to successfully engage in a simple conversation [12];
- 5000 words [13, pp. 316–323];
- 8000 words. [14, 15–30];

**Conclusions.** So, English vocabulary gives a learner possibility of using amount of words and word – combinations to construct English sentences and questions in the course of conversation with different people. Vocabulary learning affects a learner heavily by making him repeat known words and word – combinations and learn additional new words and word – combinations to use them constantly without making or making mistakes to improve his way of speaking better day by day to achieve his objective to learn to speak English in an oral way. Vocabulary, grammar stand side by side and they cannot exist separately. One depends on other. Without grammar, a learner cannot make up sentences and questions. Without vocabulary, a learner cannot use words and word – combinations.

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