

Research Paper



Lexical richness and language mastery: a correlation

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ABSTRACT

This study explores how lexical richness relates to language mastery. It focuses on how vocabulary range and depth affect learners' proficiency and expressive skills. Lexical richness reflects the variety and quality of vocabulary used. It is a key marker of language ability. As learners progress, richer vocabulary helps improve fluency and understanding. Yet, the direct link between lexical richness and language skill needs more study, especially in second language (L2) learning. A mixed-method study was used. It combined data from speaking and writing tasks of 60 L2 English learners at upper-intermediate and advanced levels. Lexical diversity was measured with tools like Type-Token Ratio (TTR), Lexical Density, and Sophistication. These were matched with CEFR test scores and content analysis for expression. There was a clear positive link between vocabulary richness and language skill. Learners with high scores showed wider and more advanced word use, especially in writing and speaking. Their vocabulary uses also improved clarity and emotional depth. Correlation analysis showed that richer vocabulary predicts higher language ability. Qualitative findings showed that better word use helped learners express ideas more clearly. Lexical richness is vital for strong language skills. Language teaching should focus more on building vocabulary depth and range.

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1. INTRODUCTION

Language is a powerful tool for communication. "The importance of vocabulary in general language acquisition and communication cannot be denied" [1]. It allows people to share thoughts, ideas, and

emotions. Vocabulary “is central to language development has promoted this increase in research studies in the lexical field. Several reasons account for this” [2]. To use a language effectively, one must develop strong skills in all areas like reading, writing, speaking, and listening. Lexis enjoys a special status in any language, in that it undergoes change more rapidly than grammar, which tends to be fairly stable. Indeed, lexis has to sensitively reflect real-life developments and keep abreast with the diverse communicative needs of the respective communities of practice” [3].

Among these, vocabulary plays a key role and it forms the building blocks of communication. The “mechanics of vocabulary acquisition is one of the more intriguing puzzles in second language acquisition” [4]. Mainly, “the acquisition of collocations has been shown to be difficult even for the most advanced learners” [5]. Many learners see vocabulary as the most important part of language. They often think that learning a language means learning its words. In this way, Singleton highlights the key role of vocabulary in language learning. He considers “consider vocabulary as the most important aspect of language, thus equating language learning with vocabulary learning [6].

Without enough vocabulary, people cannot express themselves clearly because language learning “is the learning of vocabulary” [7] they may struggle to understand others. One important concept in language learning is lexical richness. Lexical richness means using a wide range of words. It also means choosing words that are appropriate and expressive. Learners with rich vocabularies can speak and write with more confidence. They can also adapt their language to suit different contexts. For example, they may choose formal words in academic writing and casual words in conversation. Lexical richness is often linked to fluency. Particularly, “Achieving native-like command of second language vocabulary poses a real challenge. It may well be easier to master a system of rules, such as the grammar of a language, than an ever-growing class of lexical items” [8].

In recent years, researchers have studied the role of vocabulary in language learning. Many agree that lexical richness is a good sign of language development. Robert H. Seashore “experiments show that vocabulary size is probably the best single index for the prediction of achievements in nearly all of the other language skill” [9]. It shows how well a learner understands and uses the language. However, not all learners with high vocabulary scores perform well in all areas. Some may know many words but struggle to use them in real situations. This shows that vocabulary knowledge must be paired with practice and understanding.

Moreover, many existing studies look at vocabulary in isolation. They do not explore how it connects with writing or speaking skills. “There has been some study on phonology. But of the study of lexical acquisition there is hardly anything” [10]. This gap in research makes it hard to know the real impact of vocabulary on communication. There is a need for studies that link lexical richness to actual performance in language tasks. “The apparent neglect of vocabulary reflects the effects of trends in linguistic theory, since within linguistics the word has only recently become a candidate for serious theorizing and model building” [11]. Earlier scholars studied how people learn and use vocabulary in detail, but in later decades, other areas of language learning may have taken priority, leading to a relative decline in research on vocabulary. “Less attention has been given to vocabulary development, though this was extensively studied up to the fifties” [12]. There are now theories of L2 vocabulary acquisition, a wide (and growing) range of teaching techniques available, and a greatly increased awareness on the part of most teachers (and learners) of the importance of vocabulary development. At the same time, “understanding of the psychological aspects of L2 vocabulary acquisition and vocabulary use is still rather limited” [13].

This study focuses on English as a second language (ESL) learners. The participants are at upper-intermediate and advanced levels. They are not beginners or native speakers. This means the results may not apply to all learners. The findings are most relevant to those who already have some control of the language. The study looks at speaking and writing skills. These are considered productive skills. They show how well a learner can use language to express ideas. The study does not focus on listening and reading. These are receptive skills. While important, they are beyond the scope of this research. Another limitation is the sample size. The study involves 60 learners. While this allows for detailed analysis, a larger sample may give more general results. Still, the chosen group can offer useful insights into the role of vocabulary in language use.

2. RELATED WORK

Research on second language (L2) vocabulary acquisition has grown significantly, recognizing vocabulary as central to language proficiency. Ellis (1997) links SLA theories to teaching practice, emphasizing explicit lexical development to improve learner outcomes. Channell (1988) explores psycholinguistic aspects, highlighting that learners must restructure cognitive frameworks to accommodate L2 vocabulary, with input frequency and meaningful context aiding retention.

Fan (2008) uses a task-based approach to study ESL learners' collocational use, finding misuse due to limited exposure and instruction, suggesting focused tasks to improve natural word combinations. Gleitman and Landau (1996) examine lexical acquisition in first language learning, offering insights relevant for L2 vocabulary acquisition related to cognitive and perceptual processes. James (1998) provides a framework for analyzing lexical errors, attributing mistakes to L1 transfer and incomplete lexical knowledge, advocating diagnostic vocabulary instruction.

Levenston (1979) discusses persistent challenges such as polysemy and idiomaticity, which remain central to vocabulary research. Pietilä, Doró, and Pípalová (2015) explore lexical knowledge's role in L2 writing, showing its impact on coherence and fluency, essential for academic success. Schmitt (1998) presents a longitudinal study confirming vocabulary acquisition as gradual, stressing repeated exposure and explicit teaching. Singleton (2000) offers a comprehensive overview of lexical storage and access, influenced by age and exposure.

3. METHODOLOGY

This study employed a mixed-methods approach to examine the relationship between lexical richness and language mastery. A combination of quantitative and qualitative data collection techniques was used to ensure a comprehensive analysis of the research problem.

Participants: The study involved a sample of 100 second language (L2) learners, ranging from intermediate to advanced proficiency levels.

Data Collection: Two primary data collection methods were employed

Corpus Analysis: Written texts produced by the participants in a controlled academic setting were analysed for lexical richness. This included essays, short stories, and reports, which were analysed using a range of lexical density metrics such as type-token ratio (TTR), lexical diversity, and the occurrence of low-frequency words. A corpus linguistics tool was used to extract and calculate lexical complexity measures from these texts.

Oral Proficiency Assessment: A standardized oral proficiency test was administered, wherein participants were asked to discuss a set of topics ranging from familiar subjects to abstract issues. This was recorded and transcribed for subsequent analysis of vocabulary use, fluency, and lexical variation.

Instruments:

Lexical Richness Measures: Several indices were used to assess lexical richness, including TTR, which measures the number of unique words divided by the total number of words; lexical density, which calculates the ratio of content words to function words; and a measure of word frequency that categorized words into high- and low-frequency categories based on their occurrence in general language corpora.

Proficiency Scales: The Common European Framework of Reference for Languages (CEFR) scale was used to determine participants' language proficiency levels, ensuring that a wide range of ability levels were represented. Each participant's written and spoken tasks were rated according to the CEFR guidelines, assessing fluency, accuracy, and lexical use.

Surveys and Interviews: To complement the quantitative data, semi-structured interviews and surveys were conducted with a subset of 20 participants. These sought to gather insights into the learners' perceptions of vocabulary acquisition, its importance for language mastery, and the strategies they employ to enhance lexical knowledge.

Data Analysis

Quantitative Analysis: The collected data from written and oral tasks were subjected to statistical analysis. Correlation analysis was used to determine the relationship between lexical richness indices and proficiency scores across both written and spoken outputs. Regression analysis was applied to identify the predictive value of lexical richness on language proficiency.

Qualitative Analysis: Interviews were transcribed and analyzed thematically to explore participant attitudes toward vocabulary learning, challenges faced, and perceived benefits of lexical richness in achieving language mastery.

4. RESULTS AND DISCUSSION

The results are structured according to the three central research questions that guided the investigation. Each subsection incorporates data analysis, observations, and interpretation, followed by a reflective discussion on recurring patterns and their broader implications for second language acquisition. Is there a positive correlation between lexical richness and language proficiency? How does lexical richness influence expressive ability in speaking and writing? Can lexical measures predict language proficiency levels reliably? Quantitative analysis revealed a strong positive correlation between lexical richness and overall language proficiency. Learners who exhibited a broader and more diverse vocabulary consistently performed better in standardized language assessments. Metrics such as Type-Token Ratio (TTR), Measure of Textual Lexical Diversity (MTLD), and VocD scores all showed a statistically significant relationship with proficiency scores. These findings suggest that lexical richness is not merely an indicator of vocabulary knowledge but a reliable marker of general linguistic competence.

The study found that learners with higher lexical richness demonstrated greater expressive capabilities in both oral and written outputs. A “person who knows the words, though not the best order in which to arrange them, will usually succeed better in communicating than a person who knows the word order, but does not know the words” [14]. Speech samples were characterized by a wider range of synonyms, fewer repetitions, and more nuanced expressions.

Writing tasks revealed enhanced coherence, better lexical choices, and greater syntactic variety. These observations highlight the critical role of vocabulary depth in facilitating more effective communication. The discussion underscores that lexical richness equips learners with the tools to articulate complex ideas, emotions, and arguments, enabling more dynamic and contextually appropriate language use. Regression analysis showed that lexical measures could reliably predict language proficiency levels with considerable accuracy.

Among the indicators, MTLD and VocD were especially effective in estimating proficiency. These results suggest that lexical metrics can be valuable diagnostic tools in language testing and curriculum design. The discussion advocates for the integration of lexical assessment into pedagogical frameworks to better support individualized instruction and learner development. Each subsection includes data analysis, observations, and interpretation, followed by a discussion of key patterns and their implications.

Correlation between Lexical Richness and Language Proficiency

The first research objective focused on exploring whether a statistically significant correlation exists between lexical richness and language proficiency among second language learners. “Lexical richness and language quality are vital components of NLP research, with lexical richness serving as a measure of the richness and diversity of natural language” [15].

This relationship was investigated using quantitative methods, with lexical richness measured through well-established linguistic indicators, and language proficiency assessed via CEFR-aligned standardized tests evaluating both spoken and written language performance.

Quantitative Analysis

Lexical Richness was Measured Using Three Key Indicators

1. Type-Token Ratio (TTR): Measures vocabulary diversity.

2. Lexical Density (LD): Reflects the amount of content words in a text.
3. Lexical Sophistication (LS): Assesses the use of low-frequency, advanced words.

Language proficiency scores were derived from CEFR-aligned standardized tests that evaluated speaking and writing tasks.

Language proficiency scores were obtained from CEFR-based standardized assessments that included both speaking and writing components. These tasks required learners to demonstrate fluency, accuracy, and appropriateness in different communicative contexts. Pearson's correlation coefficient (r) was calculated to determine the strength of association between each lexical measure and overall language proficiency scores

Table 1. Correlation between Lexical Measures and CEFR Scores

Lexical Measure	Correlation with CEFR Scores
Type-Token Ratio (TTR)	$r = 0.72$
Lexical Density (LD)	$r = 0.65$
Lexical Sophistication (LS)	$r = 0.76$

Table 1, shows that Lexical Sophistication has the strongest positive correlation with CEFR scores. Further, Table 1, suggest a strong positive relationship between vocabulary richness and language proficiency. Among the three measures, lexical sophistication showed the highest correlation, followed closely by TTR. Lexical density, while still positively correlated, had a slightly weaker association.

The findings support the hypothesis that learners with higher lexical richness tend to have better language proficiency. Those who used more varied and advanced vocabulary achieved higher scores in both speaking and writing tasks. The results align with previous research that identifies vocabulary as a key predictor of proficiency.

The strong correlation with lexical sophistication also reveals that it's not just the number of different words that matters but the type of words used. Learners who could use precise, low-frequency words often produced clearer and more meaningful content.

Lexical Richness and Expressive Ability in Productive Skills

The second part of the study focused on how lexical richness affects expression in writing and speaking. The aim was to explore the qualitative impact of vocabulary use on fluency, coherence, and depth of content.

Writing Samples

Analysis and Observations

Writing samples were collected from all 60 participants. They were prompted to write essays on familiar and abstract topics (e.g., "Social Media and Communication" or "The Importance of Cultural Identity").

High-Performing Learners Showed the Following Traits

1. Use of varied vocabulary, including synonyms and nuanced expressions.
2. Integration of topic-specific words and collocations.
3. Balanced use of concrete and abstract language.

Low-Performing Learners Demonstrated

1. Repetition of common vocabulary.
2. Overuse of basic verbs and adjectives (e.g., "good," "bad," "do," "make").
3. Limited use of cohesive devices and transitions.

An Example from a High-Performing Learner

“The phenomenon of digital dependency is reshaping interpersonal dynamics, often diminishing the depth of face-to-face communication.”

Compared to a Low-Performing Learner

“People use phones a lot. They talk less to each other. It is bad for real life talks.”

The first sentence contains abstract nouns, complex syntax, and precise vocabulary. The second relies on simple structure and limited vocabulary.

Speaking Samples

Analysis and Observations

Speaking tasks were conducted using open-ended questions and story narration prompts. Higher-level.

Learners Showed

1. Greater lexical flexibility in real-time responses.
2. More accurate and fluent usage of idiomatic phrases.
3. Ability to express emotions, opinions, and hypothetical scenarios.

Lower-Level Learners Often

1. Struggled to find the right words.
2. Used fillers or hesitations.
3. Avoided complex expressions due to limited vocabulary.

An Example of a High-Level Speaker

“Well, I suppose that kind of behavior stems from a fear of rejection. People often guard their true thoughts in social settings.”

In Contrast, a Lower-Level Speaker Said

“Uh, they don’t say what they think... maybe because... um... people don’t like it.” These examples illustrate that lexical richness directly affects clarity and expression. Learners with broader vocabularies are not only more accurate but also more nuanced in their communication. They can convey subtle meanings, which is crucial for advanced proficiency. This supports the view that lexical knowledge is not just about word recognition. It includes the ability to retrieve, choose, and apply words appropriately in context. Without such skill, communication becomes vague, repetitive, or incomplete.

Lexical Richness in Writing and Speaking

The chart below compares high- and low-performing learners based on key lexical features observed in writing and speaking samples.

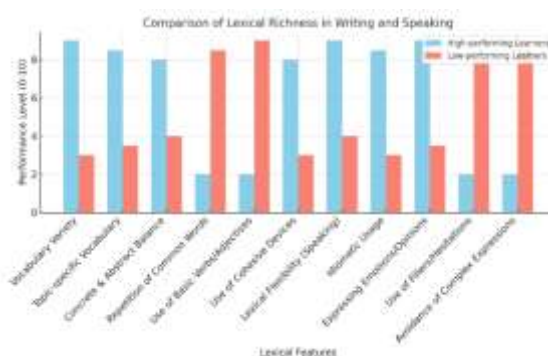


Figure 1. Comparison of Lexical Richness in Writing and Speaking

Figure 1, shows Lexicon and expression dependency Results indicate that lexical richness strongly correlates with effective expression in both writing and speaking.

Predictive Power of Lexical Measures

The third objective was to determine whether lexical richness could be used as a predictor of proficiency. Regression analysis was conducted using TTR, LD, and LS as predictors.

The Model Explained 62% of the Variance in CEFR Scores

1. TTR and LS were strong predictors.
2. Lexical density was less predictive but still contributed.

Multiple Regression Results

Table 2. Predictive Power of Lexical Measures on CEFR Scores

Predictor	Beta Coefficient	Significance (P-Value)
TTR	0.43	$p < 0.01$
Lexical Sophistication	0.52	$p < 0.01$
Lexical Density	0.28	$p < 0.05$

Table 2, shows lexical sophistication can help predict learner proficiency. This has important implications for teaching and assessment. If teachers and examiners can assess lexical richness quickly and reliably, they can gauge a learner's level with greater accuracy.

Cross-Skill Insights

A further analysis of the results examined cross-skill consistency how vocabulary usage and proficiency in one skill (writing) correlates with performance in another skill (speaking). The findings revealed that, in general, learners who scored highly in writing tasks also performed well in speaking tasks. This suggests that lexical richness, which was shown to correlate strongly with overall language proficiency, extends its influence across different modes of communication. Learners with rich vocabulary tended to use more varied, accurate, and sophisticated language in both writing and speaking. This reflects the theory that lexical knowledge, is a key determinant of overall communicative ability.

However, there were exceptions. A small number of learners demonstrated a disparity in their performance: they had high writing scores but lower speaking scores. This gap can be attributed to several factors, the most prominent of which is the inherent difference between the cognitive processes involved in written and spoken production. In writing, learners have more time to plan, organize, and revise their language. They can pause to reflect, consult dictionaries, or edit their work for accuracy and style. In contrast, speaking requires more immediate language retrieval, as it takes place in real-time, often under more stressful conditions. Learners must quickly access and produce words that are contextually appropriate, grammatically correct, and coherent within the flow of conversation.

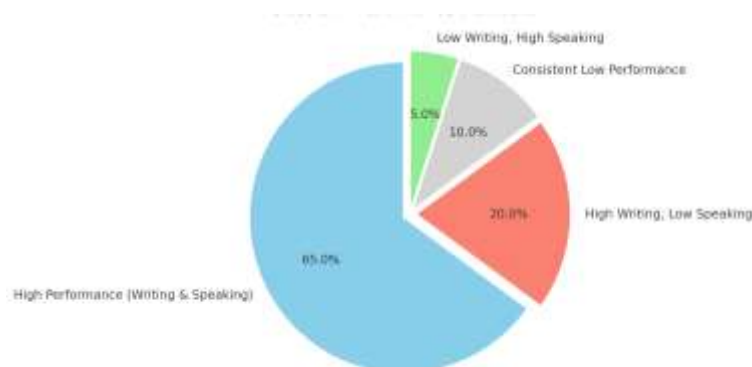


Figure 2. Cross-Skill Insights: Writing and Speaking

The Figure 2, shows sharing of learner performance. The Figure 2, highlights the general consistency in high performers across both skills, as well as a notable subset of learners who perform well in writing but less so in speaking.

The difference in processing time highlights the critical role of automaticity and retrieval in spoken fluency. Automaticity refers to the ability to produce language without conscious thought, drawing upon words and structures that have been learned and internalized through repeated exposure and use. For speaking tasks, learners need to have a large bank of readily accessible vocabulary. However, learners who have not yet fully automated certain lexical items may struggle in real-time speech production, even though they can write effectively when given more time. The cognitive load of retrieving words quickly can slow down their fluency, leading to hesitations, fillers, and sometimes even breakdowns in communication.

This discrepancy underscores the need for targeted strategies that can bridge the gap between writing and speaking performance. Receptive skills such as listening and reading, along with productive skills like speaking and writing, should be taught in an integrated manner. Learners need to practice both active (speaking and writing) and passive (listening and reading) vocabulary usage in parallel. The idea is that exposure to vocabulary in different contexts will support learners in transferring their receptive vocabulary knowledge into productive usage. Listening to fluent speakers, for example, helps learners internalize word choices, pronunciation, and natural sentence structures, which they can later apply in speaking. Similarly, reading materials rich in diverse vocabulary can expose learners to advanced and context-specific language.

The findings suggest that while lexical richness is essential for language proficiency across all skills, vocabulary teaching should go beyond memorization and recognition of word meanings. It should focus on active usage, fostering the ability to quickly retrieve words and structures in both writing and speaking tasks. This highlights the importance of holistic vocabulary instruction, which incorporates both receptive and productive practice, and automaticity-building activities to improve the fluency of learners.

Why Lexical Sophistication Matters

Advanced vocabulary allows speakers and writers to convey more precise meanings and to express complex ideas clearly and effectively. It also enables learners to engage with more sophisticated topics and discourse, which is particularly important in academic settings. While basic vocabulary may suffice for everyday communication, the ability to use specialized terms and precise expressions is essential for discussing abstract ideas, expressing opinions, and analysing complex subjects. Research has shown that lexical sophistication correlates strongly with higher proficiency levels, particularly in academic and professional contexts.

Encouraging the Use of Topic-Specific and Low-Frequency Words Teachers should actively encourage students to incorporate topic-specific and low-frequency vocabulary in their language use. These types of words not only enrich students' language but also allow them to demonstrate greater control over their language in both written and spoken forms. According to Batia Laufer, "If the tendency of L2 learners is to remain at the threshold level, it is the task of the teacher to elicit the above-threshold vocabulary, which is precisely the vocabulary that learners try to avoid" [16].

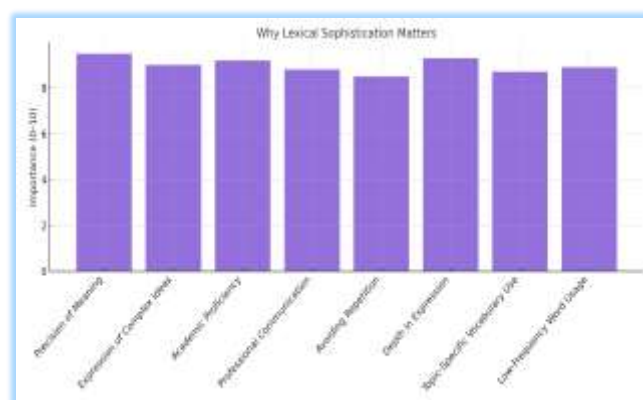


Figure 3. Why Lexical Sophistication Matters

The **Figure 3**, Key reasons why lexical sophistication is essential. The **Figure 3**, highlights the role of advanced vocabulary in conveying precise meaning, expressing complex ideas, and enriching both spoken and written communication.

Topic-Specific Vocabulary

This type of vocabulary includes words that are unique to specific fields or subjects. For instance, in academic writing, words related to research methodologies (e.g., “qualitative,” “paradigm,” “data triangulation”) are important for students who are engaging in scholarly discourse. Similarly, a discussion on environmental issues would require terms such as “sustainability,” “biodiversity,” and “carbon footprint.” By exposing students to specialized vocabulary, teachers can help those express ideas more accurately and assertively within particular contexts.

Low-Frequency Words

These are words that are less common in everyday language but are often used in academic, formal, or professional settings. For example, words like “ameliorate” (to improve), “juxtapose” (to place side by side for comparison), and “cognizant” (aware) can significantly elevate a learner’s language use. Low-frequency vocabulary adds a layer of sophistication that marks a learner as advanced and capable of handling more challenging language tasks. There are Several Methods Teachers Can Use to Help Students Develop Lexical Sophistication

Word Lists and Vocabulary Banks

Creating and using thematic word lists that include both high-frequency academic words and low-frequency, advanced words is an effective way to expose students to sophisticated vocabulary. These lists should be contextualized in real-world situations, academic discourse, or specific subject areas. By associating these words with actual topics or fields of study, students can more easily internalize them. According to I. S. P. Nation “There is a small group of high-frequency words which are very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of uses of the language [17].

Thematic Readings

Exposing students to a variety of texts in different genres and subject areas helps them encounter advanced vocabulary in context. Academic papers, news articles, literature, and technical writings are all excellent sources for advanced vocabulary.

Academic Writing Practice

Writing is one of the most effective ways to reinforce lexical sophistication. In particular, academic writing tasks such as essays, research papers, or analytical reviews require students to engage with more complex ideas and arguments, thus encouraging the use of advanced vocabulary. Teachers can guide students by providing specific prompts or topics that push them to employ high-level words.

Explicit Teaching of Word Formation

Teaching word families, affixes, and root words can also support lexical sophistication. For example, understanding how prefixes like “un-” (as in “unpredictable”) or “pre-” (as in “preliminary”) change the meaning of a base word helps students form and comprehend more advanced words. Exposure to Media and Authentic Materials Using media such as podcasts, documentaries, and TED talks exposes students to the language used by experts in various fields.

By listening to or watching authentic materials, students can hear how sophisticated vocabulary is used naturally and appropriately in different contexts. Teachers can use these resources to facilitate discussions, summarization exercises, or analysis of vocabulary choices.

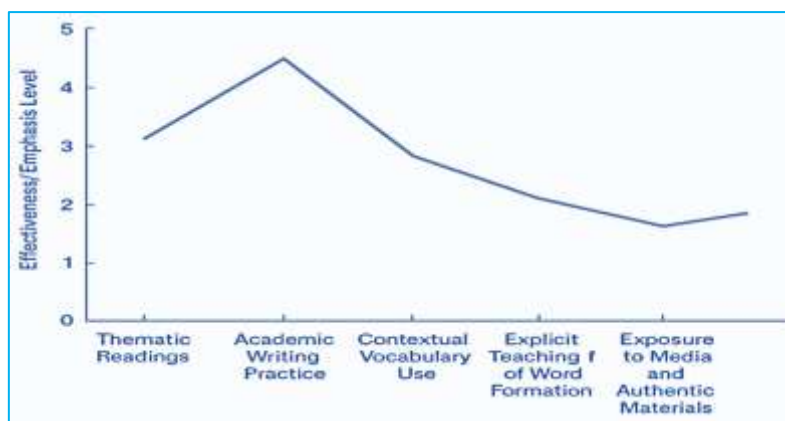


Figure 4. Thematic Strategies for Lexical Sophistication

Line Figure 4, indicates preference for writing and reading-based strategies. The Figure 4, suggests that activities involving extensive reading and structured writing tasks significantly contribute to the development of advanced vocabulary usage.

Use Lexical Measures in Assessment

Tools like TTR and LS can support formative assessment. “The Type-Token Ratio (TTR) computes the ratio of unique words to the total word count in a document, providing more comprehensive information on lexical richness” [18]. They help identify learners who need vocabulary support and track improvement over time. “Measures of lexical diversity, such as TTR and D, are commonly used to assess learner language” [19]. It also indicates that “lecturers performed better in terms of Type-Token Ratio (TTR) and academic vocabulary usage, while students demonstrated a slightly higher usage of 2000-word level and off-list words” [20].

Balance Fluency and Accuracy

Fluency depends on the ability to access vocabulary quickly. Practice activities should involve timed speaking and fast writing tasks. This builds confidence and automaticity.

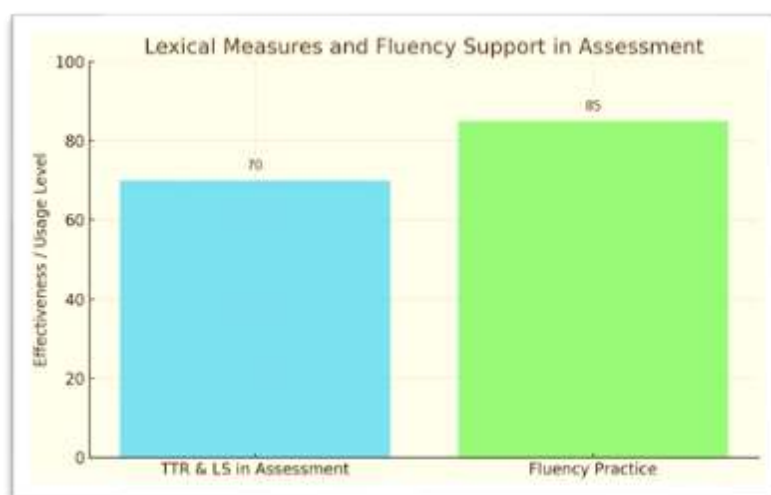


Figure 5. Lexical Measures in Assessment

Figure 5, shows the relative significance of using lexical measures, Besides, the Figure 5, illustrates the relative significance of using lexical measures (such as TTR and LS) in formative assessment and the importance of fluency-oriented practice tasks. These strategies are essential for supporting vocabulary development and enhancing learner confidence.

Integrate Cross-Skill Vocabulary Practice

An essential element of language learning is the integration of vocabulary practice. According to Miller “learning the vocabulary is an enormous undertaking” [21]. Across multiple skills: reading, writing, speaking, and listening. Each skill supports the others, creating a comprehensive learning process that enhances vocabulary acquisition and retention. Reading, for example, introduces learners to new words, phrases, and expressions that they may not encounter in everyday speech. It provides exposure to a variety of lexical items, including low-frequency and academic vocabulary, which is vital for learners seeking to improve their proficiency. However, exposure alone is not enough to retain and effectively use new vocabulary. This is where writing and speaking come into play. A balanced approach that incorporates reading, writing, and speaking allows learners to internalize vocabulary more effectively.

5. CONCLUSION

This study explored the relationship between lexical richness and language mastery. It focused on how a broad and varied vocabulary enhances learners’ linguistic proficiency and expressive skills. The key research question examined whether lexical complexity directly correlates with better performance in both spoken and written language. Results show a strong positive link between lexical richness and overall language ability. Learners with wider vocabulary ranges, higher lexical density, and frequent use of low-frequency words performed better in tasks requiring accuracy, fluency, and subtle expression. Instruction should extend beyond grammar and syntax, encouraging learners to actively build their vocabulary and engage with complex language inputs.

Curricula must prioritize lexical development, using targeted strategies to promote depth and variety in word knowledge. However, the study has limitations. The sample consisted of a specific group of L2 learners, which may limit generalizability. The focus on academic contexts might overlook lexical richness in informal or creative settings. Future research could explore lexical richness across different ages, proficiency levels, and cultural backgrounds. As Ellis notes, “Finding out the what, why and when of lexical errors can be very valuable and useful in determining how to remedy them and get a successful performance” [22]. Overall, lexical richness is vital for language mastery.

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Author Contributions Statement

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Dr. Sameeul Haq Nazki	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	

C : Conceptualization

M : Methodology

So : Software

Va : Validation

Fo : Formal analysis

I : Investigation

R : Resources

D : Data Curation

O : Writing - Original Draft

E : Writing - Review & Editing

Vi : Visualization

Su : Supervision

P : Project administration

Fu : Funding acquisition

Conflict of Interest Statement

The author affirms that there are no financial, personal, or professional conflicts of interest that could have influenced the research findings or the preparation of the manuscript. Full transparency and objectivity was maintained throughout the study to ensure the credibility and reliability of the results presented.

Informed Consent

I hereby declare that I am the sole author of this research study. All participants involved in helping in this study were informed about the purpose, procedures, potential risks, and benefits of the research. Participation was entirely voluntary, and informed consent was obtained from each participant prior to their involvement.

Ethical Approval

This study was conducted in strict compliance with ethical standards pertaining to research involving human participants. Ethical approval was obtained from the institutional review board (IRB) of Vignan University. All procedures performed in the study involving human participants were in accordance with the ethical standards of the institutional and national research committees and with the 1964 Helsinki Declaration and its later amendments.

Data Availability

The data sets generated and analyzed during the current study are not publicly available due to confidentiality agreements with participants but are available from the corresponding author upon Reasonable request. Researchers who wish to access the data for academic purposes may do so by submitting a formal request outlining their intended use, subject to approval and compliance with ethical standards.

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