The Effects of Topic Familiarity on Kurdish EFL University Students' Meaning Construction

Zheen Hamad Amin Abdullah/ Department of English, College of Education, Salahaddin University-Erbil, Erbil, Kurdistan Region, Iraq
Nada Jabbar Abbas/ Department of English, College of Education, Salahaddin University-Erbil, Erbil, Kurdistan Region, Iraq

CORRESPONDENCE
Zheen Hamad Amin Abdullah
Zheen.abdullah@su.edu.krd

Abstract
This study investigates the effects of topic familiarity on meaning construction skills among Kurdish EFL university students. Recognizing vocabulary as a critical component of language learning, the research addresses the challenges Kurdish students face in understanding and acquiring new vocabulary within unfamiliar contexts. The study aims to analyze how familiarity with a topic influences students' ability to construct meaning from English texts. Utilizing an experimental design, 50 sophomores from the College of Education participated in pre- and post-tests, supported by topic familiarity questionnaires and a Vocabulary Knowledge Scale. Results indicate that the experimental group, exposed to reading materials aligned with familiar topics, showed significantly greater improvements in comprehension skills compared to the control group. The findings suggest that integrating familiar content into language instruction enhances student engagement and comprehension. The study concludes with recommendations for educators to incorporate familiar subjects into reading materials, employ structured meaning construction models, and balance familiar and challenging content to develop comprehensive reading skills. This approach not only reinforces vocabulary retention but also facilitates deeper cognitive processing and overall language acquisition.

1. Introduction
1.0   Background Knowledge
Vocabulary is an essential aspect of any language, and it plays a significant role in English language learning. A rich and varied vocabulary is critical for understanding and communicating effectively in English. It enables learners to express themselves accurately, comprehend complex texts, and engage in meaningful conversations (Oakhill and Cain, 2014). Therefore, developing an extensive vocabulary is essential for English language learners.

1.1 Problem of the study

Learning English as a Foreign Language (EFL) is a particular challenge to the students. Particularly, in cases where the students' first language is linguistically and culturally different from English. There is a notable gap in regard to comprehending the manner in which Kurdish EFL learners with their linguistic background approach building meaning and how the learners acquire new vocabulary when approaching unfamiliar concepts or specialized content vocabulary. Kurdish EFL student face the challenges while inferring the meaning of new words in texts they read is the lack of sufficient context or background knowledge. If the text includes many unfamiliar words or concepts, or if the EFL student lacks prior knowledge about the topic, it may be challenging to make accurate meaning construction.

1.2 The aim of the study

The study aims at:
Analyzing the effects of topic familiarity on reading English language texts at university focusing on meaning construction skill.
1.3 Research question

To what extent does topic familiarity have an effect on Kurdish EFL university students' meaning construction when reading a text?

1.4 The hypothesis

Topic familiarity has no statistically significant differences on improving Kurdish EFL University students' meaning construction skills.

2. Literature Review
2.0 Preliminary Remarks
This section explores the complex process of reading comprehension, which is a crucial ability in language acquisition and literacy. This study examines the idea that reading is not only the process of interpreting words, but rather an interactive involvement with the content, which is impacted by the reader's cultural and social circumstance. The debate underscores the pivotal significance of comprehension in second language acquisition (SLA), emphasizing that the ability to grasp input is crucial for learners to adopt new linguistic systems. This section explores the relationship between vocabulary growth and reading, emphasizing the need of comprehending and constructing meaning. It highlights the necessity of making links between new words and their meanings.

 In addition, this section discusses the connection between understanding, the process of taking in information, and the unintentional acquisition of vocabulary. It emphasizes the significance of cognitive processes and the utilization of both linguistic and non-linguistic knowledge in deriving meaning from written material.

2.1 Reading Comprehension

Reading is a social act in that it calls for readers engaging either unconsciously or intentionally in culturally characterized ways of using the text (Israel & Duffy, 2009), and perspectives nowadays on language also ties comprehension or meaning in language closely to readers' situated experience of action in the world. Comprehension is crucial for acquiring a new linguistic system, as input must be decoded in a comprehensible fashion for acquisition SLA to occur. In the case of lexical development through reading, comprehension involves assigning meaning to a new lexical item, thus establishing a new form-meaning connection is crucial. However, there is a lack of empirical studies investigating the relationships between comprehension, intake, and incidental acquisition of a second or new language (Pulido, 2007).

Comprehension involves constructing a mental representation from propositional content for understanding a message, while SLA involves input processing, which involves making form-meaning connections from the input. Vocabulary development through reading is a more complex process, involving noticing unfamiliar word forms and gaps in one's knowledge (Lee & VanPatten, 2003). In the absence of dictionaries or human assistance, lexical inferencing requires using linguistic and extralinguistic knowledge.

According to Hulstijn (2003) for vocabulary acquisition to occur through reading, readers must attend to the connections between new lexical forms and their meanings and integrate the new linguistic information into their developing L2 system. The quality of processing during reading is crucial for lexical development to occur in this modality.

Ironically, when readers are oriented to read for comprehension rather than intentionally learning new vocabulary, some conditions may promote deeper textual analyses and compensatory processing. Words that may be easily guessed in the course of reading may not be better retained because of the lack of attention to the connection between the new word form and its meaning (Pulido, 2007). Understanding the nature of the relationship between comprehension of texts and intake and vocabulary acquisition from exposure to those texts is essential for developing models of incidental vocabulary acquisition through reading.

2.2 Topic familiarity and reading comprehension

Reading is the most significant academic skill in the context of L2 and foreign language learning. Reading is considered as an interactive process incorporating a wide range of semantic, syntactic, lexical, and world knowledge (Grabe & Stoller, 2002). Furthermore, reading is a dynamic talent that involves a variety of linguistic, perceptual, and cognitive processes that are related not only to text variables but also to reader variables. It is critical for readers to generate meaning through engagement with the text and combining the information accessible in it with their prior knowledge systems in order to interpret a written discourse. As a result, comprehension results from the interaction between the text and the information provided by the readers, i.e., their background knowledge.

As a consequence, comprehension is a complex cognitive skill involving many levels of processing. One of the main aspects of comprehension is the readers' ability to cope with the meaning of unknown words they face in a text. For this reason, relying on the contextual cues to predict and infer the meaning of unfamiliar words could be considered a proper strategy since it may result in the comprehension of the key words (Chavosh & Dovoudi, 2016). To overcome this problem, mature readers should acquire knowledge of how words work and use specific strategies to deal with new words in the text.

Reading does result in incidental learning of new words, but only in modest amounts. When establishing whether reading is a good source of incidental word learning, two major factors must be addressed. For example, context might impede presumed meanings of new words.

The meaning of an unfamiliar word may be clear in some phrases but veiled in others; hence, the quality of contextual signals influences incidental word acquisition (Laufer, 1997; Balling, 2013; Webb, 2008). Second, merely encountering a new word once does not support students to develop a form-meaning relationship in their mental lexicon (Waring & Takaki, 2003).

In the context of second language acquisition, topic familiarity can refer to a learner's familiarity with the cultural and linguistic features of a particular topic or domain. For example, a learner who is familiar with the vocabulary and grammar structures may be more successful in learning new words related to that domain (Ma & Lin, 2015).

It has been argued that in a L2 context, with the assistance of prior knowledge, "readers at a lower level of foreign language proficiency could perform better than, or at least as well as, readers at a higher level of language proficiency (Perkins, Brutten & Pohlmsnn, 2013). Topic familiarity viewed as a form of schema, or a mental framework that helps readers to organize and interpret new information. Schemata are constructed based on a reader's prior experiences and knowledge, and can be used to facilitate comprehension and memory of new vocabulary words (Muresan et al, 2006).

In addition, prior knowledge helps readers to fill in the gaps when information in the text is not explicitly stated (Alderson, 2000; Leeser, 2007; Brown & Heekyeong, 2015). In this way, readers draw inferences using prior knowledge related to the content to decode ambiguous messages in a text. Therefore, topic familiarity aids readers to contextualize textual ideas and facilitates their comprehension. Topic familiarity, considered background knowledge in the higher-level process resources, is the ability and variable that determines whether or not someone can understand what they read (Elwer, 2014: 19; Awabdy, 2012).

It has been argued that in a L2 context, with the assistance of prior knowledge, "readers at a lower level of foreign language proficiency could perform better than, or at least as well as, readers at a higher level of language proficiency" (Tsui, 2002, p. 29). In addition, prior knowledge helps readers to fill in the gaps when information in the text is not explicitly stated (Alderson, 2000; Leeser, 2003; Lin, 2002). In this way, readers draw inferences using prior knowledge related to the content to decode ambiguous messages in a text. Therefore, topic familiarity helps readers to contextualise textual ideas and facilitates their comprehension. Topic familiarity, considered background knowledge in the higher-level process resources, is the ability and variable that determines whether or not someone can understand what they read (Elwer, 2014; Awabdy, 2012).

According to the experiments conducted by Hintzman et al. (1998), it has been found that familiarity plays a vital role in word recognition and learning. When students claim that they are familiar with something, they actually mean that they commonly recognise or know that thing. What makes words known and familiar is the frequency of their usage. Words' frequency affects the order of examining stored words in long-term memory (Rämä, 2017).

It is known that all foreign words are unfamiliar to students in their first learning. Only their translated meanings may have familiarity value for them. As they get familiar with words, they tend to form meaningful associations among them. Then, it is most probable that familiarity and relevance are closely related to each other. In a study, conducted by Kaniuka (2010), a group of 85 university students took a set of 25-word pairs, each pair consisting of a concrete and an abstract noun with related meanings, e.g., "friend" and "friendship", and rated the familiarity, and meaningfulness of each word. It has been found that familiarity is correlated with meaningfulness. In conclusion, it may be supposed that highly frequently used foreign words are learned faster and retained longer than less frequently used words.

Reading comprehension is thought to be dependent not just on information from the written text but also on information that may be collected from readers' background knowledge. As a result, researchers have focused more of their attention on readers' background knowledge when it comes to reading. Background knowledge is the "information, knowledge, emotion, experience, and culture" that readers bring to the text, as highlighted by Brown (2001, p. 40). Moreover, several researchers have pointed out that this non-decoding variable (familiarity) may impact reading comprehension much more than readers' language proficiency (Shapiro, 2004); as Erler and Finkbeiner (2007, p. 198) argued, "the major difference between L1 and L2 reading is that L2 readers who are not familiar with content schema or do not process appropriate L2 sociocultural knowledge will have comprehension difficulties in that they cannot perceive the L2 text in a culturally authentic way." Thus, background knowledge facilitates reading in a more effective way and has a marked impact on reading comprehension.

As mentioned, the positive relationship between sufficient background knowledge and reading performance has been demonstrated in many L2 reading comprehension studies (Brantmeier, 2005; Leeser, 2003). Background knowledge, or schema theory, is related to knowledge stored in readers' memories, and this theory explains how the new information is integrated with readers' previous knowledge, which facilitates reading comprehension (Alderson, 2000). With the evidence that new information is learned and remembered the most when it is connected to related prior knowledge, activating the appropriate schema that fits the text is expected to be indispensable in the reading comprehension process. For example, Nguyen and Huyen (2020) pointed out that one of the L2 reading problems lies in the lack of activating the appropriate schema. With the wrong schema in mind, the reader will distort the text's meaning and find reading to be a difficult, even a laborious, task.

2.3 Topic familiarity and meaning construction skills
The significance of readers' prior knowledge in mitigating comprehension deficiencies has emerged as a pivotal factor in the realm of literacy research. When readers are familiar with the subjects or concepts presented in a text, their cognitive processes become primed for enhanced comprehension and synthesis. Recent studies (Brown & Lee, 2015) underscore the transformative impact of prior knowledge on readers' modes of reasoning. It has been observed that even struggling readers experience a remarkable improvement in their comprehension abilities when equipped with relevant prior knowledge. This phenomenon engenders a notable shift in their cognitive approach, enabling them to summarize and recall text content with a level of effectiveness akin to proficient readers who skillfully utilize prior knowledge to establish connections and synthesize novel information.

This alignment between prior knowledge, comprehension enhancement, and the bridging of proficiency gaps substantiates the pivotal role of familiarity with subject matter in fostering robust reading skills and empowering readers to engage more deeply and critically with texts. Thus, readers attempt to construct the meaning of the words where students create and interpret meaning from language and other forms of communication. It involves the use of context, background knowledge, and other cognitive and social factors to understand and make sense of the messages being conveyed. (Chomsky, 2012: 102). According to Lakoff (1987), meaning creation refers to the cognitive process by which individuals understand and generate meaning from many types of communication, including language. It entails utilizing context, prior knowledge, and other cognitive and social elements to comprehend and interpret the transmitted signals. It encompasses how text features interact with experiences and socio-cultural aspects to construct meaning actively.

Recent investigations into student comprehension and recall have unveiled compelling findings. Notably, a consistent pattern has emerged wherein students exposed to topic-related materials exhibit superior memory retention compared to those grappling with unfamiliar texts (Johnson, Acevedo & Mercado, 2016). The impact of familiarity with content on comprehension is exemplified through research highlighting that texts infused with familiar subject matter not only facilitate accurate inferencing but also bolster information retention, elucidating the pivotal role of prior knowledge in optimizing both cognitive processes (Davis & Thompson, 2011). Thus, learners with prior topic knowledge exhibit heightened text comprehension and reduced memory errors, revealing a significant link between familiarity and effective understanding (Brown & Lee, 2015).

As a result, among the numerous knowledge sources, previous knowledge is a highly essential information source that helps to text comprehension as well as effective lexical inference. A great number of investigations have been conducted in the same vein. Studies comparing experts and novices have shown that those with a high level of domain-specific previous knowledge understand a text better than those who lack relevant past knowledge. Chang and College (2006), for example, evaluated the effects of subject familiarity and language difficulty on the reading strategies and mental representations of nonnative Chinese readers. Four excerpts with varying degrees of subject familiarity and linguistic complexity were chosen. Four groups of subjects completed a think-aloud activity to show their online processing processes.

The interplay between subject familiarity, language complexity, and cognitive processes in text comprehension has been investigated, revealing intriguing insights. Notably, learners' written recall of text content exhibited a strong alignment with their mental representations of the material, underscoring the role of internalized comprehension (Kurniswati, Matin & Bojonegoro, 2020). While both subject familiarity and language complexity influenced monitoring efforts, the act of making inferences was notably enhanced by prior knowledge of the topic (Lee, 2018). Moreover, subject familiarity emerged as a key factor shaping readers' mental representations of reading passages, whereas linguistic difficulty surprisingly exhibited no discernible impact (Garrido & Prada, 2018). These findings collectively shed light on the intricate dynamics that contribute to effective text comprehension, highlighting the complex interplay between subject familiarity, linguistic complexity, and cognitive strategies.

2.4 Vocabulary Learning Models

Different researchers surveyed and defined learning and vocabulary learning strategies in the last decades. Schmitt and Schmitt (2012) define vocabulary learning strategies as specific actions, behaviors, steps, or techniques that individuals consciously use to improve their vocabulary knowledge, storage, and retrieval in both a foreign language and their first language. Numerous studies have delved into how students react to words while reading. To date, the literature has proffered various vocabulary learning strategy taxonomies (Oxford, 1990; Gu 2010; Nation, 2001; Schmitt, 1997). Concerning the Oxford classification (1990), it is a system, for learning languages covering both indirect approaches. Direct methods require thinking in the target language while indirect methods support language learning in ways. Most strategies for learning languages focus on building vocabulary.

In regards to Gu and Johnson (1996) taxonomy, it comprises of two main dimensions: metacognitive regulation and cognitive strategies, which covered six subcategories: guessing strategies, dictionary strategies, note-taking strategies, rehearsal strategies, encoding strategies and activating strategies.

In regard to meaning construction models, the following models are available that are closely discusses the goals of the current study. The formulation of transactional theory by Rosenblatt. Every act of reading, according to Rosenblatt (2019), is a transaction between a specific reader and a specific text at a specific moment and in a specific context. The transactional instant is composed of the reader and the text. The meaning is a product of the interaction between the reader and the text and does not originate in the text or the reader. The reader constructs meaning through the use of his or her own distinctive prior knowledge and cognitive processes. A mental representation or evocation of the text is formed when the reader interacts with it; this representation can be scrutinized, evaluated, contemplated, explained, and delighted in. As they investigate and elucidate the evocation, readers construct interpretations or meanings for the text.

Rosenblatt postulated that her theoretical framework regarding the transaction process between the reader and the text accounted for the variety of stances a reader might assume toward a given text, thereby explaining all modes of reading. She distinguished between the efferent and aesthetic stances. By adopting the efferent stance, the reader engages in information construction through texts, attempting to create an evocation that is believed to represent the text. When adopting an aesthetic perspective on a text, the reader directs their attention towards the vivid portrayals of real-life experiences within a reading experience, such as a poem. Her theory posits that these two positions are situated along a continuum, recognizing that readers may adopt positions that encompass aesthetic and efferent qualities.

The Robert et al., (2019) model (see figure 1 below) of meaning construction is chosen for implementation in this study due to its comprehensive and explicit explanation of the process. The responsibilities of the reader, text, and instructor are clearly described. While certain scholars hold the view that a text possesses an objective meaning, alternative perspectives (Bleich, 1980; Culler, 1980) contend that the reader's subjective reactions provide the true meanings of texts.
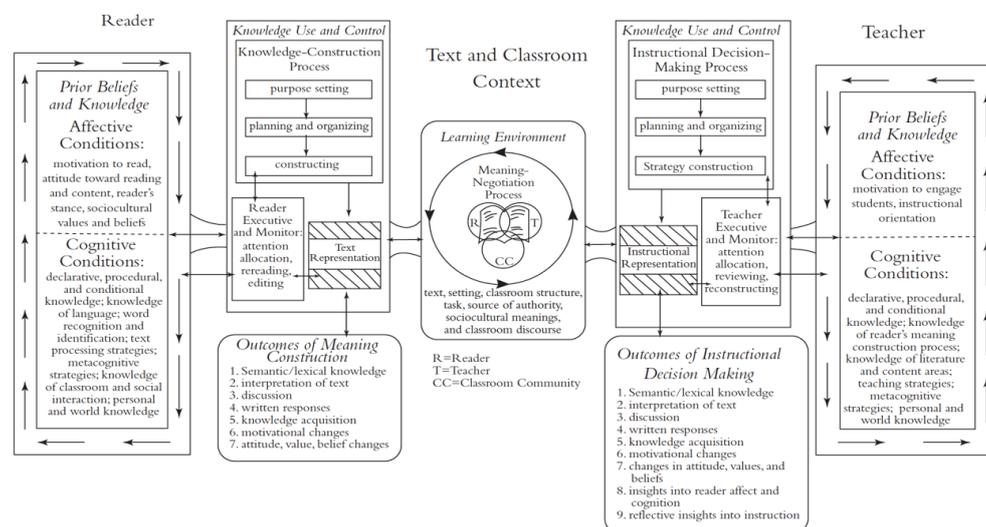

Figure 2. 1 Reading as a meaning construction process: The Reader, Text, and Teacher (Robert et al., 2019)

This research is centred around dRobert et al socio-cognitive theory of readingcomprehension. The model suggests that cognitive abilities manifest in settings through the actions taken by teachers in their teaching methods. According to this model,

there are three elements: the reader, the text and classroom environment combined and the teacher. In this model, the teacher's role is crucial in guiding and supporting the interpretation of meaning within the text and social setting of the classroom (Ruddell & Unrau 2013). From a reader's standpoint, there are factors that involve processes, such as text processing.

Accordingly, teachers form an important aspect of this model. The emotional and cognitive states of teachers are significant; emotions include teaching beliefs and principles that influence approaches and motivation to engage students in learning activities; cognition encompasses understanding, instructional strategies based on comprehending how readers construct meaning, teaching methods, as well as personal and linguistic knowledge (Ruddell & Unrau 2013).

The constructivist perspective of learning emphasises the importance of creating a learning environment that encourages active comprehension by addressing authentic problems in a social context. This environment involves a meaning-negotiation process that considers text, task, source of authority, and sociocultural meanings (see Figure 2.2).
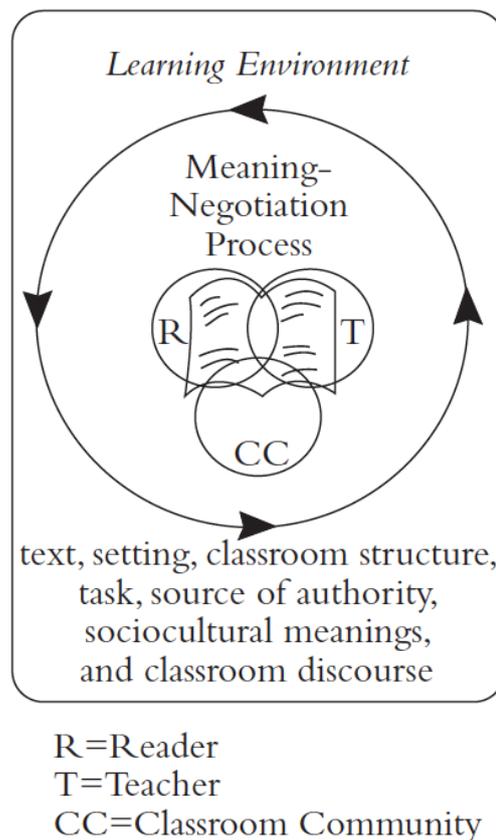
Figure 2.2: The Text and Classroom Context by Robert et al. (2019)

The learning environment significantly influences students' motivation to engage in learning and their feelings about themselves, their classmates, and their accomplishments. The meaning-negotiation process involves interaction between text, reader, teacher, and classroom community, with both key players (teacher and student) ensuring interpretations are grounded in the text. The classroom setting, including the configuration, can stimulate students' interest in learning and topics. Teachers' daily routines, lesson plans, instructional strategies, and

grade policies can influence their pedagogical preferences. Task meanings, which have both academic and social content, are essential aspects of instruction. Sociocultural meanings are influenced by the school and community ethos, and teachers may have a range of sociocultural interpretations (Robert et al, 2019).

The model (see figure 2.7 above) demonstrates how important interaction is within the classroom, not just between the teacher and the students, but also among the students themselves. As the teacher works as a mediator or facilitator of meaning-making, the reader (or students) will have the opportunity to find alternative meanings not obvious to them at first, through further discussions and comparison of ideas, not necessarily the teacher's ideas. The meaning-construction comes out in the social environment of the classroom where the students are able to interact with the text, the teacher, themselves, and each other. Factors of affective and cognitive conditions, motivation, stance, unique perspectives, prior knowledge and beliefs, sociocultural attitudes and values combine and affect the whole process of meaning-construction (Robert et al, 2019).

3. Methodology and Data Collection
This study examines how topic familiarity affect meaning construction skill of Kurdish EFL university students. The research question seeks to determine if and to what degree the independent variable aids or impedes the process of meaning construction, which are crucial for efficient language comprehension and learning.

3.1 The Research design
The present study adopted an experimental design and use pre and posttests. The group was given a treatment (the selected strategies were utilized from the selected models) throughout the semester. During the semester, the passages from the book were taught using the treatment (strategies from the chosen model in utilizing the tasks).

3.2 Sample Selection Procedures

Fifty Kurdish EFL university students from the English department/College of Education participated in the study. The participants for this study were selected from the second-year group at the College of Education, with their ages falling between 19 and 23 years. The selection of this group was influenced by several factors. Primarily, their accessibility to the researcher was a significant consideration, as the researcher, being a faculty member of the department, is directly involved in their reading teaching. Additionally, there is a discernible gap in the existing body of research concerning the teaching of vocabulary within the context of reading skills. This study aims to bridge that gap by focusing on this specific group to enhance their vocabulary acquisition, particularly in the areas of the construction of meaning.

3.2 Materials

In the current study, the book *Select Readings, pre-intermediate, 2ⁿᵈ edition* is incorporated into the course materials for the duration of the semester. The primary emphasis of this research was on the reading aspect from the book. The book effectively supports the behavioural objectives of the research by assisting students in improving their skills to derive meaning from words. Instruction on the book lasts for two hours per week. Table 3.1 below presents the monthly schedule of days and hours allocated to each group.

Table 3.1. The distribution of lessons in per week

days ╱ periods	8:30	9:30	10:30	11:30	12:30
Sunday		Communication GB	Communication GB		
Monday					
Tuesday					
Wednesday					
Thursday					

3.4 The instrument of the study

At the beginning of the semester, a topic familiarity questionnaire was implemented to know the degree to which the students are familiar with the topics they study in the academic course (see Appendix 1). The questionnaire was adopted from (Pulido, 2007) and was aimed at demonstrating students' levels of familiarity with the topics they are going to study in the semester. Following the questionnaire, a vocabulary knowledge scale (VKS) was conducted to further delve into the students' knowledge on the topic related vocabulary (seeAappendix 2). Subsequently, a pre-test was conducted. Pretest-posttest designs are widely used in behavioral research, primarily for the purpose of comparing and measuring changes resulting from experimental treatments. In the current study, pre-posttests were implemented at the beginning and the end of the semester (see Appendices 4 and 5) aiming at knowing to what extend the treatment have an effect on students' meaning construction skills when reading a text.

3.4 Validity and Reliability

3.4.1 Validity

In regards validity in the current study, the pre-posttests were sent to a number of experts via email to review the items included in both tests to ensure that they adequately cover all relevant aspects of the concept being measured for the content of what was sent. Ensuring that a research instrument has high content validity that is essential for accurately measuring the concept of interest and for drawing meaningful conclusions from the results. It is also vital for ensuring that the research instrument is relevant and appropriate for the population being studied. Twelve experts (see Appendix 5) were engaged to confirm the face and content validity of the tests. They were requested to provide their feedback and recommendations regarding the tests. The experts endorsed the test content and approved its implementation.

3.4.2 Reliability

An internal consistency reliability test was performed for the current study, resulting in a Cronbach's Alpha coefficient of .893 (see table 3.2 below), derived from a set of 5 items.

Table 3.2 Reliability Statistics

Cronbach's Alpha	N of Items
.893	5

This result indicates good reliability, implying that the items on the exam consistently measure the same underlying construct. A Cronbach's Alpha score above .7 is deemed acceptable, while a number around .9 is considered outstanding, indicating strong internal consistency among the test items (McCrae et al, 2011). The test's high reliability value indicates that it is a dependable instrument for evaluating the targeted construct, ensuring consistent results throughout the 20 instances in the pre-assessment phase.

4. Results and Discussion

4.1 Findings
4.1.1 Topic Familiarity Questionnaire

According to the questionnaire results, the majority of the students are not familiar with the topic (sport/ baseball) see table 4.1. Below. Therefore, the text was chosen to be included for the treatment face.

Table 4. 1 Topic Familiarity Questionnaire (Pulido, 2007)

Topics	Not Familiar at All (%)	Slightly Familiar (%)	Moderately Familiar (%)	Very Familiar (%)	Extremely Familiar (%)
1. Sleep and its Effects	15%	20%	25%	20%	20%
2.Personal Desires and Birthdays	10%	30%	30%	20%	10%
3. Colors and Expressions	12%	25%	28%	25%	10%
4.Accomplishments and Achievements	15%	18%	30%	25%	12%
5. Generation Z and Technology	5%	15%	30%	25%	25%
6. Longevity and Unconventional Ideas	25%	25%	20%	20%	10%
7. Baseball and Cultural Differences	65%	20%	10%	3%	2%
8. Mobile Phone Usage	8%	12%	25%	30%	25%
9. Global Experiences	10%	20%	30%	25%	15%
10. Travel and Exploration	10%	22%	28%	25%	15%

The study reveals varying knowledge levels among 100 participants on 10 topics, including "Baseball and Cultural Differences." The majority were familiar with sleep and its effects,

while some were unfamiliar with personal desires and birthdays. The majority were familiar with colors and feelings, but some were unfamiliar with achievements and success. The majority were familiar with Generation Z and technology, but not with longevity and unconventional ideas. Most respondents were unfamiliar with baseball's cultural significance, and a small percentage were familiar with mobile phone usage. The majority were familiar with global experiences, but some were unfamiliar with travel and exploration. The study suggests a need for further education to bridge the knowledge gap, particularly in the area of *Baseball and Cultural Differences.*

4.1.2 Vocabulary Knowledge Scale

Students' vocabulary knowledge was evaluated using the VKS developed by Paribakht and Wesche (1993) see (Appendix 3). Students can self-report their knowledge with particular vocabulary words on a 5-point scale that ranges from total unfamiliarity to proper and contextually suitable usage. The VKS aids in identifying various vocabulary comprehension levels that could have an impact on students' capacity for text comprehension and meaning inference. As an additional measure to the questionnaire used in the study, the scale is helpful for verifying students' assessments of their own vocabulary knowledge.

Table 4.2: One sample t-test to comparing VKS with theoretical Mean by groups

		N	Mean	Theoretical Mean	Std. Deviation	Std. Error Mean	t-test one sample	df	P-Value	Sig.
VKS	A	50	2.4360	2.5	0.39273	0.05554	-1.152	149	0.255	NS
	B	50	2.4307	2.5	0.43041	0.06087	-1.139	149	0.260	NS

These findings for table (4.2) above display the results of a one-sample t-test comparing the VKS against a theoretical mean in pre-posttests of the group. The mean VKS score stands at 2.4360, slightly surpassing the theoretical mean of 2.5. The standard deviation within this group is 0.39273, with a standard error of the mean approximated at 0.05554. The resulting t-value of -1.152, along with a p-value of 0.255, suggests no statistically significant deviation from the theoretical mean. Hence, the outcome is classified as "NS" for not significant. Hence, there is no statistically significant departure of the observed VKS scores from the theoretical mean, as evidenced by the non-significant p-value, whih implies that studets' vocabulary knowledge in both groups significantly different when compared to each other before strating the semester.
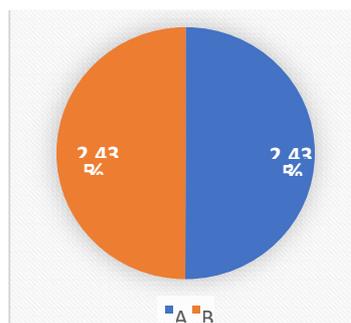
Figure 4.1 VKS findings

Table 4.3 below indicates that significant improvements were noted within each group from pre to post-treatment, evident from the t-tests (p < 0.001, HS). Moreover, comparisons between CG and EXG at both pre- and post-treatment stages revealed highly significant differences (p < 0.001, HS), with EXG consistently achieving higher scores than CG. These outcomes indicate the effectiveness of the treatment in enhancing both Lexical Inference and Meaning Construction, with EXG generally surpassing CG across both aspects.

In regards to Meaning Construction skill, both groups showed improvements. CG had an average of 5.73 before the treatment and 6.08 after though EXG showed an average of 5.97 before the treatment and 7.57 after. This indicates that although both groups showed improvement from the post-test, EXG had statistically significant improvement in the posttest.

Table 4.3 Meaning Construction in pre and post treatment

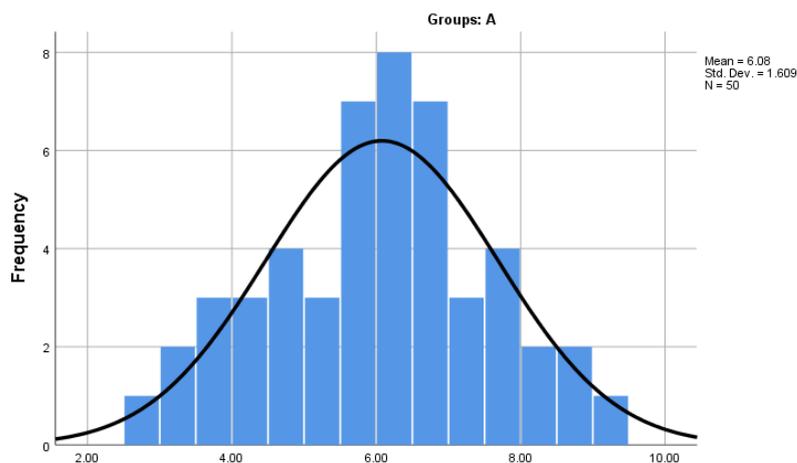| Groups		Mean	N	Std. Deviation	t-test Paired	df	P-Value
B	Pre	5.97	50	1.10	-14.030	49	0.000 (HS)
	Post	7.57	50	1.35			

Figure 4.2 Meaning construction frequency

4.2 Discussions

4.2.1 The Research Question:

To what extend does topic familiarity affect Kurdish EFL university students' meaning construction skills?

Research hypothesis: Topic familiarity has no statistically significant differences on improving Kurdish EFL students' lexical inferencing skill.

To answer the research question and test the above hypothesis, the means of both groups in pre and posttests were compared via performing SPSS version 27 and GraphPad Prism 9. The analysis of pre and post-tests shows that topic familiarity significantly affects students' meaning construction skills. The EXG was exposed to reading materials aligned with familiar topics and subjected to the implementation of the meaning construction model. This assisted the EXG in showing greater improvements in constructing meaning from texts compared to the CG. This was evidenced by higher mean scores and a greater increase in performance from pre (Mean 5.97) to post-test (Mean 7.57) in the EXG. Nilsen (2015) claims that the implementation of the meaning constructing model provided a structured method that most likely facilitated the systematic examination of texts, thereby improving learning results.

The topic familiarity questionnaire results corroborate these findings, indicating that students' ability to construct meaning was enhanced when they were familiar with the topic. For instance, topics like "basketball" saw higher familiarity and correspondingly higher scores in meaning construction tasks. When students are actively involved in the topic, their engagement and interest were likely heightened by their familiarity with the subject matter, which is essential for the thorough processing of information. This prior knowledge serves as cognitive scaffolding, allowing for the more seamless integration of new information, thereby facilitating a more nuanced and comprehensive comprehension of the texts (Zhang et al., 2022).

Supporting research from Pulido (2007) correspondingly underscores the prominence of topic familiarity in reading comprehension and constructing the meaning of unknown words. Pulido's study discovered that familiarity with the subject matter allowed students to draw on their existing knowledge base, facilitating better integration of new information and more effective meaning construction. Additionally, Fulcher (2010) noted that learners' understanding of vocabulary decreased over time in the absence of recurrent exposure, underscoring the necessity of continuous engagement with familiar subjects to preserve and improve their ability to construct meaning.

Furthermore, Kintsch (1998) proposed that comprehension is driven not only by topic familiarity but also by the interplay of a reader's prior knowledge and the textual features. He argued that overemphasis on familiar topics might lead to an underdevelopment of critical reading skills necessary for understanding more complex and unfamiliar texts. Therefore, a balanced approach that includes both familiar and challenging content might be more beneficial in the long term. The data also suggest that while topic familiarity is a crucial factor, it does not operate in isolation. Factors such as vocabulary knowledge, reading strategies, and cognitive abilities also contribute to meaning construction. Therefore, a comprehensive approach that incorporates these elements alongside topic familiarity could be more effective in enhancing students' reading comprehension skills. Consequently, the null hypothesis is rejected.

5. Conclusion and recommendations
5.1 Conclusions
This study showed that being familiar with a topic greatly improves the capacity of Kurdish university students who are learning English as a foreign language to understand and interpret texts. The experimental group, which was exposed to known themes, exhibited superior enhancement in comprehension abilities in comparison to the control group. The results emphasize the significance of including familiar material into language acquisition in order to enhance involvement and comprehension.

5.2 recommendations

Teachers should integrate known topics into reading materials in order to boost students' involvement and understanding. The implementation of organized meaning construction models can precisely enhance students' reading abilities. A reasonable strategy, encompassing both familiar and demanding subjects, is essential for cultivating both fundamental and sophisticated reading abilities. Consistently interacting with known subjects will strengthen one's vocabulary and understanding skills. In addition, integrating knowledge of the subject matter with other techniques for reading, such as expanding students' vocabulary and enhancing cognitive abilities, can offer a comprehensive approach to teaching reading.

6. References

- Alderson, J. C. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.
- Awabdy, G. W. (2012). *Background knowledge and its effect on standardized reading comprehension test performance.* Unpublished doctoral dissertation, University of California.
- Balling, L. W. (2013). Reading authentic texts: What counts as cognate? Bilingualism: *Language and Cognition,* 16, 637–653.
- Bleich, D. (1980). Epistemological assumptions in the study of response. In J. P. Tompkins (Ed.), Reader-response criticism: From formalism to post-structuralism (pp. 134–163). Baltimore, MD: Johns Hopkins University Press.
- Brown, D., & Heekyeong, L. (2015). Teaching by Principle: An Interactive Approach to Language Pedagogy (4th ed). New York: Pearson Education.
- Buslon, J., & Alieto, E. (2019). Lexical inferencing strategies and reading comprehension in English: A case of ESL third graders. Asian EFL, 22(1), 73-94.
- Chang, C., & College, W. (2006). Effects of topic familiarity and linguistic difficulty on the reading strategies and mental rep representations of nonnative readers of Chines. Journal of Language and Learning, 4(2), 172-198.
- Chavosh, M., & Davoudi, M. (2016). The effect of explicit teaching of lexical inferencing strategies on the vocabulary learning among Iranian field-dependent and independent EFL learners. Studies in Literature and Language, 12 (4), 44-53.
- Chomsky, N. (2012). How the World Works. Penguin, UK.
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage.
- Culler, J. (1980). Literary competence. In J. P. Tompkins (Ed.), Reader-response criticism: From formalism to post-structuralism (pp. 101–117). Baltimore, MD: Johns Hopkins University Press.
- Davis, A., & Thompson, R. (2011). Cognitive Anchors in Language Learning. Oxford: Oxford University Press, p. 67.
- Elwer, A. (2014). Early Predictors of Reading Comprehension Difficulties. Department of Behavioural Sciences and Learning, 186.
- Fulcher, G. (2010). Practical Language Testing. Great Britain: Hodder Education.
- Garrido, M. V., & Prada, M. (2018). Comparing the valence, emotionality and subjective familiarity of words in a first and a second language. International Journal of Bilingual Education and Bilingualism, 1–17.
- Grabe, W., & Stoller, F. L. (2020). Teaching and researching reading (3rd ed.). Routledge.
- Gu, Y. (2010). Learning strategies for vocabulary development. Reflections on English Language Teaching, 9(2), 105-18.
- Gu, P. Y., & Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. Language Learning, 46, 643-679.
- Hulstijn, J. (2003). Incidental and intentional learning. In C. J. Doughty & M. H. Long (Eds.), The Handbook of Second Language Acquisition (pp. 349-381). Blackwell.
- Israel, S. E., & Duffy, G. G. (2009). Handbook of research on reading comprehension. Routledge.
- Johnson, M. D., Acevedo, A., & Mercado, L. (2016). Vocabulary Knowledge and Vocabulary Use in Second Language Writing. TESOL Journal, 7(3), 700–715.
- Kintsch, W. (1998). Comprehension: A paradigm for cognition. Cambridge, MA: Cambridge University Press.
- Kurniswati, S., Matin, M. F., & Bojonegoro, F. I. P. (2020). Jurnal Pendidikan Edutama, 1 (1). 1-6.
- Lakoff, G. (1987). Cognitive models and prototype theory. In U. Neisser (Ed.), Concepts and conceptual development: Ecological and intellectual factors in categorization (pp. 63–100). Cambridge University Press.
- Laufer, B. (1997). The Lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady & T. Huckin (Eds.), Second language vocabulary acquisition (pp. 20-34). Cambridge: UK, Cambridge University Press.

- Lee, J. F., & VanPatten, B. (2003). Making communicative language teaching happen. New York: McGraw Hill.

- Lee, J. H. (2018). The Effect of Inferencing Tasks on Low-Proficiency Korean EFL Learners' Learning Vocabulary From Movies. STEM Journal, 19 (4). 71- 90.

- Leeser, M. J. (2007). Learner-Based Factors in L2 Reading Comprehension and Processing Grammatical Form: Topic Familiarity and Working Memory. Language Learning, 57(2), 229–270.

- Ma, Y., & Lin, W. (2015). A study on the relationship between English reading comprehension and English vocabulary knowledge. Education Research International, 5(1), 1–14.

- McCrae, R. R., Kurtz, J. E., Yamagata, S., & Terracciano, A. (2011). Internal Consistency, Retest Reliability, and Their Implications for Personality Scale Validity. Personality and Social Psychology Review, 15, 28-50.

- Muresan, G., Cole, M., Smith, C. L., Lu Liu, & Belkin, N. J. (2006). Does Familiarity Breed Content? Taking Account of Familiarity with a Topic in Personalizing Information Retrieval. Proceedings of the 39th Annual Hawaii International Conference on System Sciences (HICSS'06).

- Nation, P. (2001). Learning vocabulary in another language. Cambridge, UK: Cambridge University Press.

- Oakhill, J., & Cain, K. (2014). Reading Comprehension and Vocabulary: Is Vocabulary more Important for Some Aspects of Comprehension? Topics in Cognitive Psychology, 114, 647-662.

- Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Newbury House.

- Perkins, K., Brutten, S. R., & Pohlmann, J. T. (2013). The Effect of Second-Language Proficiency on Second Language Reading Comprehension. Per Linguam, 7 (1), 49- 57.

- Pulido, D. (2007). The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity? Language Learning, 57(1), 155-199.

- Rosenblatt, L. M. (2019). The Traditional Theory of Reading and Writing. Cited in Alvermsnn, D. E., Unrau, N. J., Sailor, M., & Ruddell, R. B. (2019). Theoretical Models and Processes of Literacy. New York, NY.

- Ruddell, R. B., & Unrau, N. J. (Eds.). (2013). Theoretical models and processes of reading (5th ed., pp. 1399–1430). Newark, DE: International Reading Association.

- Schmitt, N. (1997). Vocabulary Learning Strategies. In Schmitt, N. and McCarthy, M. (2008). Vocabulary: Description, Acquisition and Pedagogy. Cambridge: CUP.

- Schmitt, N., & Schmitt, D. (2012). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. Language Teaching, 47(04), 484-503.

- Waring, R., & Takaki, M. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? Reading in a Foreign Language, 15, 130–163.

- Webb, S. (2008). The effects of context on incidental vocabulary learning. Reading in a Foreign Language, 20, 232–245.

- Zhang, H., Zhang, X., Wang, C., Sun, J., & Pei, Z. (2022). Word Knowledge in L2 Chinese Lexical Inference: A Moderated Path Analysis of Language Proficiency Level and Heritage Status. Psychology, 13, 1- 9.

Appendix 1: Topic Familiarity Questionnaire

Self-reported ratings of familiarity (Topic familiarity questionnaire)

Dear students: Please tick the number that corresponds most closely to your familiarity with topics.

NO	Degree of Familiarity / Topics	Not Familiar at All	Slightly Familiar	Moderately Familiar	Very Familiar	Extremely Familiar
1.	Sleep and its Effects					
2.	Personal Desires and Birthdays					
3.	Colors and Expressions					
4.	Accomplishments and Achievements					
5.	Generation Z and Technology					
6.	Longevity and Unconventional Ideas					
7.	Baseball and Cultural Differences					
8.	Mobile Phone Usage					
9.	Global Experiences					
10.	Travel and Exploration					

Appendix 2: Vocabulary Knowledge Scale by Paribakht and Wesche (1997: 181)

The following activity will ask you to assess how familiar you are with the words. You will be asked to rate each word on how well you know the word. Please answer as accurately as you can. For items III and IV you can use either and English synonym (a word in English with the same meaning) or a Kurdish translation. The scale is as follows:

I.   I don't remember having heard this word before.

II.   I have heard this word before, but I don't know what it means.

III. I have heard this word before, and I *think* it means _____(synonym or translation).

IV. I know this word. It means _____ (synonym or translation).

V.   I can use this word in a sentence: _____ (if you do this section, please do section IV).

Appendix 3: the pre-test

Read the text and answer the following questions:

Q1: Do as required:
1. **Summarize** the main differences in fan behaviors across these countries.
2. "Japanese fans continue to yell and scream. Foreign baseball players in Japan are often surprised that the fans never boo a player." **Paraphrase** this sentence to clarify the behavior of Japanese fans and the reaction of foreign players
3. Translate this sentence into Kurdish or Arabic language. "When a Japanese player hits a home run, the fans give the biggest cheer of all—a banzai cheer."
4. give an antonym for the word **'quietest'** as it is used in the sentence. "Baseball fans in the United States are some of the quietest in the world."

Q2: complete the following blanks using information from the text
1. In Japan, fans shout '_____' to support their team, showcasing their unique way of cheering.
2. Korean baseball games are known for fans banging '_____' to create an energetic atmosphere.
3. Taiwanese baseball includes '_____' who lead the crowd in cheers, adding to the game's excitement.
4. Dominican Republic's baseball games often feature '_____' music, highlighting the cultural joy.
5. Fans across the world use '_____' to collectively support their teams and create a sense of unity.

Appendix 4: Post-test

Read the text below and answer the following questions:

Baseball Fans around the Globe

In many countries, baseball fans are known for their enthusiastic support of their teams. They often wear team merchandise such as jerseys, hats, and scarves to show their allegiance. Fans gather at stadiums to watch games, where they cheer loudly for their favorite players and teams. During important moments in the game, fans might wave flags or banners to show support and create a lively atmosphere. Tailgating, a pre-game ritual where fans gather in parking lots to barbecue, socialize, and play games, is popular in countries like the United States and Japan. It's a time for fans to bond over their shared love of baseball before heading into the stadium.

In Japan
Japanese baseball fans show a lot of excitement and respect during games. They often wear their team's uniforms or colors to show their support. At the stadium, fans cheer loudly and rhythmically, using coordinated chants and waving team flags. It's common to see fans with special noisemakers called "thundersticks" that they bang together to create a loud sound.
During breaks between innings, fans participate in fun activities like singing team songs and doing coordinated dances in the stands. They also enjoy traditional stadium foods like bento boxes and hot dogs, which they can buy from vendors walking around the stands. Fans are very respectful of the game and players. They rarely boo or jeer at the opposing team and instead focus on encouraging their own players to do their best. Even when their team is losing, fans continue to cheer enthusiastically until the end of the game.
After the game, win or lose, fans often gather outside the stadium to discuss the game and celebrate with fellow supporters.

In Korea
Baseball fans in Korea are known for their passionate support and lively atmosphere at games. Unlike in some countries where baseball is quieter, Korean fans are very active. They cheer loudly for their teams, waving colorful banners and chanting throughout the game. Fans often come dressed in their team's colors or wear uniforms to show their loyalty.
One unique feature of Korean baseball games is the presence of cheerleaders. These cheerleaders lead chants, dances, and synchronized movements to energize the crowd. They play a significant role in maintaining excitement and engagement among fans, especially during tense moments or when the team needs encouragement.
Fans also engage in various traditions, such as singing team anthems, banging inflatable sticks together to create noise, and doing coordinated cheers that involve the entire stadium. Baseball games in Korea are not just about watching; they are about actively participating in the experience, creating a vibrant and enthusiastic atmosphere that enhances the enjoyment of the sport for everyone involved.

United States of America
Baseball fans in the United States can behave in different ways, but some are known for being quieter compared to fans of other sports. When you go to a baseball game, you might notice that fans are focused on the game itself. They often clap politely when something good happens, like when their team scores a run or makes a good play. Unlike fans of sports like football or soccer, baseball fans don't usually shout loudly or make a lot of noise throughout the game. They enjoy the strategy and the slow pace of the game, so they watch closely and talk about the game with their friends and family. It's a more relaxed atmosphere compared to other sports events in America.

In Dominican Republic
Baseball games in the Dominican Republic are like big celebrations. Fans cheer loudly for their favorite teams, waving flags and shouting encouraging words. When their team scores a run or makes a good play, the crowd erupts with joy. It's common to hear fans say things like, "¡Vamos, equipo!" (Let's go, team!) or "¡Eso es!" (That's it!).
Players are heroes to these fans, who follow their careers closely. They use baseball terms such as "bateador" (batter), "lanzador" (pitcher), and "bateo" (batting) in their conversations.

Q1: Do as required:

1. Outline the primary distinctions in the behaviors of fans in these different countries"Japanese fans continue to cheer enthusiastically until the end of the game, regardless of the score." Paraphrase this sentence to clarify the behavior of Japanese fans and their dedication.
2. Translate this sentence into Kurdish or Arabic: "During important moments in the game, fans might wave flags or banners to show support and create a lively atmosphere."
3. Give a synonym for the word "**quietest**" as it is used in the sentence: "Baseball fans in the United States are some of the quietest in the world."
4. Identify the frequency of the word 'team' in the text. How many times is it repeated?

Q2: Complete the following blanks using information from the text:

1. In Japan, fans cheer using _____ to support their team, highlighting their organized and respectful approach.
2. Korean baseball games are characterized by fans using _____ to generate a lively and energetic atmosphere.
3. Taiwanese baseball games feature _____ who lead the crowd in coordinated cheers, adding to the overall excitement.
4. Dominican Republic baseball games often include _____ music, showcasing the cultural joy and vibrancy of the events.
5. Across the globe, fans use _____ to collectively support their teams and foster a sense of community and unity.

Appendix 5: Jury Members

NO	Names	Specialization	Colleges	Universities
1.	Prof. Dr. Himdad Muhammad Abdulqahar	Linguistics	Basic Education	Salahaddin University
2.	Assist. Prof. Dr Zana Ibrahim	Second Language Acquisition	School of Social Science	University of Kurdistan Hawler
3.	Dr Hewa Ali Faqerasool	Course Design and Creative Writing	Collegeof Languages	Salahaddin University
4.	Dr Ismail AbdulrahmaAbdulla	Linguistics	Erbil Administrative Technical Institute	Erbil Polytechnic University
5.	Prof. Dr. Estabraq Majid	Applied Linguistics	College of Education	Tikrit University
6.	Prof. Dr. Saami Al-Maamuri	Applied Linguistics	College of Education	Al-Yarmouk University
7.	Prof. Dr. Basil Al-Azzawi	Applied Linguistics	College of Education	Nowruz University
8.	Assist Prof. Dr. Parween Shawkat	Applied Linguistics	College of Education	Salahaddin University
9.	Dr. Hogr Mohammed Tawfeeq	Applied Linguistics	International English Language Centre	Sulaimani Polytechnic University
10.	Dr. Ibrahim Mohammed Ali Murad	Applied Linguistics	College of Education	Charmo University
11.	Assist Prof. Dr Dlakhshan	Applied Linguistics	College of Basic Education	Salahaddin University
12.	Assist Prof. Dr Asma A Brime	Applied Linguistics	College of Education	Salahaddin University

کاریگەرییەکانی ئاشنابوونی بابەتەکان لەسەر کارامەیی بنیاتنانی مانا لە لایەن خوێندکارانی زمانی ئینگلیزی لە زانکۆی سەلاحەددین

ندی جبار عباس   ژین حمدامین عبدالله

بەشی ئینگلیزی ، کۆلێژی پەروەردە   بەشی ئینگلیزی ، کۆلێژی پەروەردە

زانکۆی سەلاحەددین-هەولێر،هەولێر،هەرێمی کوردستان   زانکۆی سەلاحەددین-هەولێر،هەولێر،هەرێمی کوردستان

،عێراق   ،عێراق

Nada.abbas@su.edu.krd   Zheen.abdullah@su.edu.krd

پوختە

ئەم توێژینەوەیە لە کاریگەرییەکانی ئاشنابوونی بابەتەکان لەسەر کارامەیی بنیاتنانی مانا لە لایەن خوێندکارانی زمانی ئینگلیزی لە زانکۆی سەلاحەددین دەکۆڵێتەوە.. توێژینەوەکە بە دانان بە وشەسازی وەک پێکهاتەیەکی گرینگ فێربوونی زمان، باس لەو تەحەددایانە دەکات کە خوێندکارانی کورد لە تێگەیشتن و بەدەستهێنانی وشەسازی نوێ لە چوارچێوەی نامۆدا ڕووبەرووی دەبێتەوە. ئامانجی توێژینەوەکە شیکردنەوەی ئەوەیە کە چۆن ئاشنابوون بە بابەتێک کاریگەری لەسەر توانای خوێندکاران هەیە بۆ بنیاتنانی مانا لە دەقە ئینگلیزییەکانەوە. بە کەڵکوەرگرتن لە دیزاینێکی تاقیکاری، پەنجا خوێندکاری قۆناغی دووەم لە کۆلێژی پەروەردە بەشداریان لە تاقیکردنەوەکانی پێش و دوای تاقیکردنەوەکان کرد، کە بە پرسیارنامەی ئاشنابوونی بابەت و پێوەرێکی زانیاری وشەسازی پشتگیریان کرا. ئەنجامەکان ئاماژە بەوە دەکەن کە گروپی تاقیکاری، کە بەرکەوتەی کەرەستەی خوێندنەوە بوون کە لەگەڵ بابەتەکانی ئاشنادا هاوتەریب بوون، پێشکەوتنی بەرچاوی زیاتریان لە کارامەیییەکانی تێگەیشتن بەراورد بە گروپی کۆنترۆڵ نیشانداوە. دۆزینەوەکان پێشنیاری ئەوە دەکەن کە تێکەڵکردنی ناوەڕۆکی ئاشنا لە فێرکاری زماندا بەشداریکردن و تێگەیشتنی خوێندکاران بەرز دەکاتەوە. توێژینەوەکە بە پێشنیارکردن بۆ پەروەردەکاران کۆتایی دێت کە بابەتگەلی ئاشنا بخەنە ناو کەرەستەی خوێندنەوە، مۆدێلی بنیاتنانی مانا پێکهاتەدارەکان بەکاربهێنن، و هاوسەنگی ناوەڕۆکی ئاشنا و چالاک بۆ پەرەپێدانی تواناکانی خوێندنەوەی گشتگیر. ئەم ڕێبازە نەک هەر ڕاگرتنی وشەسازی بەهێز دەکات بەڵکو ئاسانکاری دەکات بۆ پڕۆسێسی مەعریفی قووڵتر و بە گشتی

ووشە سەرەکییەکان: ئاشنابوونی بابەت، واتە بنیاتنانی

آثار الإلمام بالموضوع على بناء المعنى في اللغة الإنجليزية كلغة أجنبية لدى طلاب الكردية في الجامعة صلاح الدين

ندى جبار عباس   ژين حمدامين عبدالله

قسم انجليزي، كلية التربية   قسم انجليزي، كلية التربية

جامعة صلاح الدين – أربيل،أربيل،أقليم   جامعة صلاح الدين – أربيل،أربيل،أقليم

كوردستان،العراق   كوردستان،العراق

Nada.abbas@su.edu.krd   Zheen.abdullah@su.edu.krd

الملخص

بحث هذه الدراسة في آثار الإلمام بالموضوع على مهارات بناء المعنى لدى طلاب جامعة اللغة الإنجليزية كلغة أجنبية. وإدراكًا للمفردات كعنصر حاسم في تعلم اللغة، يتناول البحث التحديات التي يواجهها الطلاب الأكراد في فهم واكتساب مفردات جديدة ضمن سياقات غير مألوفة. تهدف الدراسة إلى تحليل مدى تأثير الإلمام بموضوع ما على قدرة الطلاب على بناء المعنى من النصوص الإنجليزية. باستخدام التصميم التجريبي، شارك خمسون طالبًا من طلاب السنة الثانية من كلية التربية في الاختبارات القبلية والبعدية، مدعومة باستبيانات معرفة الموضوع ومقياس معرفة المفردات. تشير النتائج إلى أن المجموعة التجريبية، التي تعرضت لمواد قراءة تتماشى مع موضوعات مألوفة، أظهرت تحسينات أكبر بكثير في مهارات الاستيعاب مقارنة بالمجموعة الضابطة. تشير النتائج إلى أن دمج المحتوى المألوف في تعليم اللغة يعزز مشاركة الطلاب واستيعابهم. وتختتم الدراسة بتوصيات للمعلمين لدمج موضوعات مألوفة في مواد القراءة، واستخدام نماذج بناء المعنى المنظم، وتحقيق التوازن بين المحتوى المألوف والصعب لتطوير مهارات القراءة الشاملة. لا يعزز هذا النهج الاحتفاظ بالمفردات فحسب، بل يسهل أيضًا المعالجة المعرفية الأعمق بشكل عام.

الكلمات المفتاحية: معرفة الموضوع، المعنى البناء.