# The Effects of Topic Familiarity on Kurdish EFL Students' Lexical Inference Skill

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The research examines the effect of topic familiarity on lexical inferencing. The independent variable includes a topic familiarity questionnaire and a test. At the beginning of the semester, the students are given a topic familiarity questionnaire to demonstrate the extent to which they are familiar with the topics from the book. Then, a pre-test is implemented, and students are asked to read the paragraphs and answer the questions. During the semester, the class's cognitive strategies are implemented to teach the book's texts. At the end of the semester, after completing seversl texts, the students sit for a post-test to display how much cognitive strategies assist them in improving their skills of word inferencing. They guessed the meanings of target words and completed an inference verification tasks to confirm or correct guesses and encourage deeper processing of target words. Analyses reveal a robust effects of topic familiarity on their lexical inferencing skills. The implications of the findings for lexical inferencing and processing through strategic reading tasks will be discussed more below.

**Key words:** Topic familiarity, Lexical inference, cognitive.

## 1. Introduction
### 1.1 The statement of the problem

A student's mastery of the English language is often evaluated in terms of their knowledge of the language's grammar, fluency, reading, and writing, but vocabulary is often overlooked. Nonetheless, some studies (Nation, 2001; Nation & Meara, 2002) imply that one may not make substantial progress in English acquisition without an acceptable vocabulary size, since higher language levels need more recognized terms.

Reading to expand one's L2 vocabulary is a complicated process. Processing and understanding text involves a number of separate processes. First, observe the frequency with which specific terms are unfamiliar. When neither dictionaries nor people are available to help, in order to do so, students have to use context clues and your own knowledge of the language to infer the meaning of words (lexical inferencing). In the context of the study, sometimes students lack the skill or are not provided with opportunities to link the words they know to those unfamiliar wordsThis leads to the failure in understanding the unfamiliar words.

Readers must also focus on how novel words relate to existing ones, and use the expanded lexical knowledge in their growing structure of the language. Some amount of elaborateness is required here. Occasionally, the lexical inferencing skill (making associations between the new word and its meaning by making connections to prior information) and guessing are absent in Kurdish EFL students. Thus, students are unable to infer the meaning of unknown words (Baddeley 1998). If the individual's processing capability is limited, i.e the students are unable to guess the unknown words and fail to understand them, these words will be absorbed less deeply, and that they will be less likely to be recovered from memory. This is the case

with Kurdish EFL students. They skip or ignore the meaning of words when they attempt to know the meaning of words they encounter while reading texts. This is because they cannot guess from the context or they are not provided with efficient context clues. Therefore, unsuccessful meaning inference occurs.

In addition, students occasionally face unfamiliar words and skip them, particularly those that they consider rendering the information that are obtained from reading insufficient for conscious access. This causes the related information to be stored in short-term memory. Thus, their meanings cannot be retained in the future encounter.

## 1.2 The aims of the research
1-Finding out how topic familiarity affects Kurdish EFL students' inferencing skills.
2-Examining the effective cognitive strategies that improve students' guessing of unknown words form the context.

## 1.3 The hypothesis
1-There is no connection between students' familiarity with topic and inferring the meaning of unknown words related to these topics in Kurdish EFL students.
2-It is hypothesized that students could not guess the meaning of the words that are unfamiliar to them by implement various cognitive strategies

## 1.4 Limits of the study
Second- year students at Salahaddin University, college of Education in the English department are the subjects of the study.

## 1.5 Procedures
Two instruments were employed to accomplish the goal of the research and illustrate the strategies used for teaching vocabulary through reading texts. A subject familiarity questionnaire is the first instrument used to assess the students' knowledge of the book's material. Before starting to teach, the students tick the topics they know and familiar or unfamiliar with. Second, pre-posttests are implemented at the beginning and end of the semester to measure and reveal the significance and the effects of using cognitive strategies in improving EFL students' inferencing skill.

## 1.6 Definition of Basic terms
### 1.Topic Familiarity:

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; Richek, 2005: 414; Awabdy, G.W, 2012).
Topic familiarity is considered as a good knowledge of something, or the fact that is known so well (McIntosh, 2013).

### 2.Lexical inference

Lexical inferencing: Lexical Inferencing is defined as making educated assumptions about the meaning of an utterance based on all available language signals, the learner's general understanding of the world, context awareness, and relevant linguistic expertise (Haastrup, 2008).
Lexical Inference is defind by Tavakoli and Hayati (2011) as the step when the students take when they do not know the meanings of any of the terms, using a variety of linguistic and nonlinguistic signals to make educated guesses about what those words imply.

Lexical inference can be regarded as an essential strategy since it involves a deeper processing of information in the text, likely contributing to a better comprehension of the text (Read, 2007).

## Section Two: Literature Review and previous studies

### 2.1 Reading Comprehension

Good readers use background knowledge and life experiences to interact with the text, allowing the integration of additional knowledge, new vocabulary, and nuances of language into their schemata. For instance, Schultz (2011) and Muijselaar et al. (2017) believe that, since reading is considered as a phase of written communication, successful comprehension of a text requires the reader to employ different cognitive strategies because comprehension of a text requires the reader to use background knowledge and information to predict what the text may be about. Similarly, Ramos (2018) states that "reading must be considered an important part of people's daily life because it allows them to acquire and interpret knowledge and the necessary information to understand their context" (p. 24). Utilizing past knowledge throughout the reading process fosters active engagement with the text by allowing the reader to comprehend the information it contains. In addition, the reader can make predictions or conclusions to validate a plausible theory, acquire new vocabulary, or interpret a foreign language through this interactive process. Successful readers learn how to read and, consequently, comprehend English material for these reasons.

### 2.2 Vocabulary Knowledge

Reading predicts vocabulary. 2-8 root words are learned daily (Biemiller & Slonim, 2001). Most words are intuitively learned by exposure. Students' vocabularies vary (Biemiller & Slonim, 2001). Two studies evaluating vocabulary teaching's impact on understanding demonstrated gains with taught terms but not general comprehension (Wright & Cervetti, 2017). Less-skilled readers benefit more from vocabulary education, highlighting its importance (Elleman et al., 2009). Studies demonstrate that teaching vocabulary in less than a minute per word is better than none. Explaining words helps reading comprehension. Context and morphological analysis promote word learning, and networks increase language and information instruction (Neuman & Wright, 2014).

Reading L2 vocabulary is challenging. Text-processing aid. Example: Without dictionaries or people, unfamiliar terms. it must infer meaning from context, language, and extra-linguistic information (Faerch et al. 1984). Readers must adopt new terminology. This needs elaboration of novel lexical form and meaning (Baddeley 1998). If a learner's processing capacity is limited (McLaughlin 1987; Just and Carpenter 1992), unfamiliar words may be processed superficially and not recovered from memory (Hulstijn 2001, 2003; Robinson 2003; Schmidt 2001). Involvement Load Theory operationalizes L2 incidental vocabulary (Laufer and Hulstijn 2001).

### 2.3 Effects of topic familiarity on L2 lexical inferencing

Several studies have examined the role of familiarity in lexical inference (e.g. Pulido, 2004, 2007). Background knowledge and familiarity with a text's topic and content affect readers' understanding and ability to make correct inferences (e.g. Nassaji, 2003). Nassaji (2003) argued that background knowledge aids understanding because script-based texts activate long-term memory, which improves text comprehension. Therefore, prior knowledge improves comprehension. Hu and Nassaji (2014) demonstrated that successful lexical inferences frequently use background information.

Multiple studies show that text comprehension improves lexical inference. Reading familiar themes increases vocabulary (Pulido, 2003, 2004, 2007). Pulido (2004) found that reading culturally familiar items improved vocabulary. Reading familiar literature improves lexical inference, according to Pulido (2007). Paribakht and Wesche (1999) assumed lexical inference required knowledge of the text's theme and issue. Good subject knowledge helped participants infer word meanings. Readers' world knowledge was most commonly utilized to deduce the meaning of unfamiliar nouns. (Nassaji, 2003: 661). Previous information aids L2 readers' lexical inference.

Lexical inference helps second-language learners (Elgort et al., 2015). Inferencing skills in L2 adults are linked to vocabulary and reading comprehension (Bengeleil & Paribakht, 2004; Elgort et al., 2015; Elgort & Warren, 2014; Pulido, 2007). Most L2 research focuses on lexical inference. Readers with a more ecellent L2 vocabulary can infer meanings from context. Readers with fewer or weaker L2 lexical representations have problems integrating unknown words into an insufficient L2 network, resulting in ineffective lexical inference (Elgort et al., 2015; Nassaji, 2006; Pulido, 2007).

Studies demonstrate students may guess unknown words' meanings. Bengeleil and Paribakht (2004) found a 41% inference success rate, Pulido (2007) found 56%, and Hu and Nassaji (2012) found 59%. Nassaji (2003) had low lexical inference rates (25.6%). Depending on participant profiles, materials used, and scoring procedures, readers can guess the meaning of unknown words 50% of the time. Contextual clues and topic familiarity affect lexical inference success.

## 1.4 Cognitive strategies

Students can benefit greatly and become strategic readers from direct instruction on how to interact with a text to solve problems by themselves. Using cognitive strategies (CSs), they should be able to process information in the texts more effectively and understand the author's message. As such, readers can obtain, store, and later use information obtained from reading through the use of CSs. Moreover, suppose a reader uses such cognitive reading strategies as making predictions, questioning, summarizing, making inferences or visualizations and answering questions. In this case, he or she will grasp the text more easily. In addition, these strategies involve interaction with and manipulation of the material or applying specific techniques to solve a given task. As Soto et al. (2019) confirm, " reading comprehension is the set of skills that the subjects invoke to generate a mental representation of the text" (p. 2).

The CSs facilitate the reader's understanding of the information presented differently. For instance, Suyitno (2017) conducted a study on the usage of cognitive strategies meant to aid understanding of Indonesian texts, indicating that a cognitive strategy has a good or negative effect depending on the technique used by the reader throughout the reading process. Reading comprehension, in this sense, is comprehending terminology, detecting links between words and concepts, organizing ideas, recognizing the author's aim, analyzing the context, and forming judgements.

Several writers have addressed the notion of cognitive reading techniques; for example, Marzuki, Alim, and Wekke (2018) used cognitive strategies to handle reading comprehension issues in the EFL classroom; 83.3% of students scored over 75% in their findings. This research indicated that students' understanding increased because they utilized titles to forecast content and key words to predict meaning, and they were able to properly answer questions about the material. As McNamara (2009) points out, reading strategies are critical to optimal comprehension because they allow readers to overcome reading difficulties and become better readers. In other words, cognitive strategies aid the reader's grasp of the material since excellent readers attempt to identify the meaning of unknown terms and ideas

in the text before and while reading in order to begin effectively interpreting information in a text.

Considering how international studies have investigated the effectiveness of CSs on secondary students' reading comprehension; the use of these strategies as a pedagogical tool has had a significant effect on the development of reading comprehension skills, as demonstrated in studies by Cassata, (2016); Vargas, Vásquez, Ziga, and Coudin (2018); and Yuan et al (2020). According to these research, comprehension is a necessary ability that helps readers grasp concepts, learn, and acquire knowledge. As a result, reading comprehension necessitates the reader interacting with the text in order to build perception, memory, reasoning, and thinking.

The five CSs listed in the table below were used by participants before, during, and after reading throughout the preparation of this research.

**Table 1**
**An explanation of the cognitive techniques.**

| Cognitive Strategy | Description |
| --- | --- |
| Making predictions before Reading. | The reader thinks about what is going to happen in the text and then makes predictions based on what they know using titles, subtitles or images. |
| Asking questions before reading. | The reader asks himself or herself questions about the text based on titles and images to create a purpose for reading. |
| Visualizing while reading. | The reader is encouraged to create mental images of the events or processes described in the text. |
| Summarizing by using graphic organizers. | The reader sorts through the information presented in the text to extract and paraphrase the essential ideas. |
| Answering comprehension questions after reading. | The reader answers questions to check or verify whether he or she has understood the general and specific ideas in the text. |

The results of the aforementioned strategies posed significance to the present study because learners were instructed to use similar CSs during the pre-reading, while-reading, and post-reading stages and demonstrated the need for students to improve their reading comprehension skills specifically lexical inference skill. Although there have been many studies into the effects of CSs on reading comprehension and word inferencing, . Learners also need to be aware of significant means by which they might create reading objectives for themselves. This is another crucial element.

**Section Three: Methodology**
**3.1 Participants and setting**
Participants included fifty adult learners of English as a second language. They are second-year students in the English department of the Salahaddin University College of Education. They devote four hours weekly to the subject (Communication, Reading, and Writing). Participants study a book assigned as a part of the curriculum called "NorthStart3: Reading and Writing". The book has numerous texts on diverse subjects. These texts are used as instructional materials in the classroom by employing cognitive strategies. The participants must employ the cognitive processes that aid them in deducing the meaning of new words.
**3.2 Tools**
For this research, two tools were used. A questionnaire is utilized at the beginning of the semester to gauge how familiar students are with the material (see appendix A). When researchers seek to learn as much as possible about a phenomena or a variable, they often turn to questionnaires as a key source of information (Creswell, 2007). This method is widely used by researchers of all levels, whether they are self-funded or rely on grants, contracts, or other forms of funding from institutions large and small. Researchers send out questionnaires to participants and ask them to fill them out and return them at their convenience. It may be sent via a number of methods, including traditional mail, electronic mail, and even spoken delivery. In addition, it is expected of the responders' moral character that they would deliver

responses that are wholly their own and not a rehash of information found elsewhere on the Internet (Kothari, 2004).
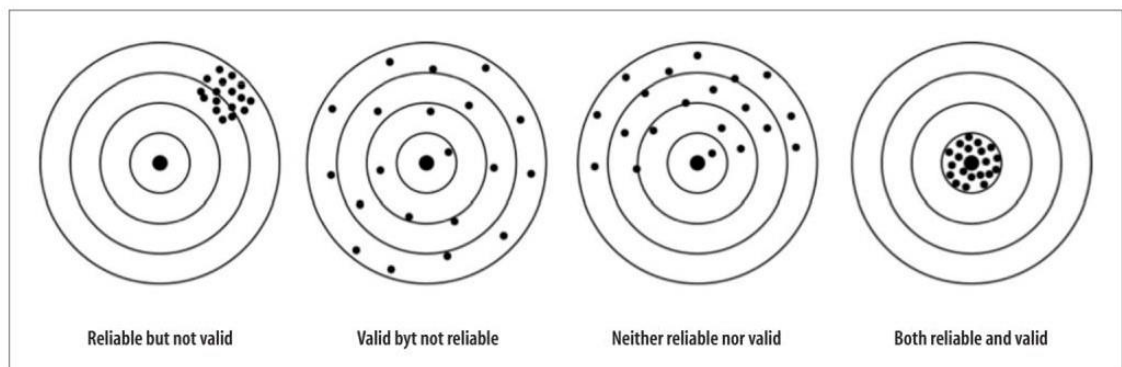
After collecting data from the questionnaire, , students take a pretest (see Appendix B) to see how well they can deduce the meaning of words they do not know from the tasks they complete. The texts from the textbook are then taught using five different cognitive strategies. These strategies are selected based on the study's goal of determining the meaning of unfamiliar words. After teaching the texts using cognitive strategies, a post-test is constructed at the end of the semester to examine students' ability to infer the meaning of unfamiliar words and retaining the vocabulary they have used. The post-test consists of two-parts.

 First, students had to answer several reading comprehension questions. Second, students took a vocabulary test. The types of the questions include definitions or synonyms from four options. The last was the lexical inference self-evaluation survey. Survey students' lexical inference skills for guessing the unknown words from the text. Students had to choose lexical reading inferences strategies.

3.3 Validity and Reliability

Although the terms validity and reliability are closely connected, they describe separate aspects of the measuring instrument. In general, a measuring instrument may be dependable without also being valid, but if it is valid, it is also likely to be reliable. However, reliability is not enough to assure validity. Even if a test is reliable, it may not correctly represent intended behavior or quality (Figure 1). These two requirements must be met by the measurement tool. Otherwise, researchers will be unable to comprehend the study results.

Figure 1: Reliability and Validity



| Reliable but not valid | Valid byt not reliable | Neither reliable nor valid | Both reliable and valid |

### 3.3.1 Validity

Whiston (2012) defined validity as the ability to gather data that is suitable for the intended use of the measurement in accordance with the goal of the study. Validity testing is more challenging than reliability testing, but is crucial nevertheless. The study can only be useful if the measuring instrument really measures the quantities it purports to measure. Having a reliable measurement tool guarantees accurate results from any analysis performed. Two types of validity are used in implementinf this research namely, content validity and construct validity.  These are generally accepted to have to have particular importance in the literature (Surucu and Maslakci, 2020).

### 1. Content validity

Several strategies for evaluating content validity have been offered in the research literature. The two strategies that are most often used are consulting experts and using statistics. The questionnaire and pretest were submitted to four experienced professionals in the field of applied linguistics. They offered several feedback, which the researcher incorporated after

considerable thought and effort. For reliable and impartial outcomes, the quantity and quality of the specialists involved are of paramount significance (Ayre and Scally, 2014). Consequently, one must be cautious when selecting specialists, and one should prefer academics or practitioners with vast understanding for the measuring instrument that is meant to be constructed (Cohen et al, 2017)

***2. Construct validity***

Construct validity is concerned with the degree to which the instrument measures the concept, behavior, idea or quality- that is, a theoretical construct- that it purports to measure. In other words, it is the ability to distinguish between participants with and without the behaviour or quality to be measured. Construct validity is measured in this research through conducting a pilot study which allowed the researcher to establish the good points of the research and make any changes. Twenty students from second year are tested in the pilot study.

### 3.3.2 Reliability

Stability, internal consistency, and equivalence are three key aspects of a measure that contribute to its reliability. Whether or not the same instrument may be relied on in various settings depends on its intended purpose, the population it is being used on, the specifics of the situation, and other contextual factors (Souza et al, 2017). Reliability refers to how stable, consistent or accurate an instrument is. The choice of the statistical tests used to assess reliability may vary, depending on what in intended to be measured.

3.4 Procedures

A questionnaire is created at the beginning of the semester to assess the students' knowledge of the book's subject matter. The class textbook is "NorthStar3, Reading and Writing." It has been utilized for several years in communication classes. It contains diverse subjects from numerous disciplines. After administering a questionnaire, a pretest was offered to determine the students' ability to infer unknown terms. Five cognitive methods were employed throughout the semester to explain the book's texts. A post-test was given at the end of the semester to determine how far cognitive strategies had helped students guess the meaning of unfamiliar words. Furthermore, does content vocabulary help the students to perceive the meaning of unfamiliar surroundings?

The results to the topic familiarity questionnaire were examined using descriptive statistics. A paired-samples t-test was performed to see if there was a difference in the mean score received by participants on the pretest and the posttest. An independent-samples t test was employed to examine the difference between the mean scores. For all statistical tests, an alpha threshold of.05 was used to determine if the associations were statistically significant.

### Section Four: Findings and discussion

In this section, the data gained from the tools are demonstrated. Then, the data are shown in table and discussed.

In order to determine and demonstrate if the students are familiar or unfamiliar with the topics they are going to study in the sessions. Participants were given a subject familiarity questionnaire in which they were asked to assess their level of knowledge with the test's content using a four-point Likert scale (not at all familiar, somewhat acquainted, fairly unfamiliar, and highly unfamiliar). The survey data revealed that the second-year English majors who participated in the research were not acquainted with most of the subjects.

Figure 2 below shows that the majority of students are unfamiliar with the topics included in the textbook. For example, 67 percent of students are unfamiliar with "obsession". Eighty-two percent are unfamiliar with the term "eating disorder," even though the term is widespread today as people become more health conscious.

The vast majority of students (92%) are unfamiliar with the term "career." As evidenced by the fact that 11 percent of students do not know what the word 'spouse' means.

**Figure 2: Topic Familiarity questionnaire**
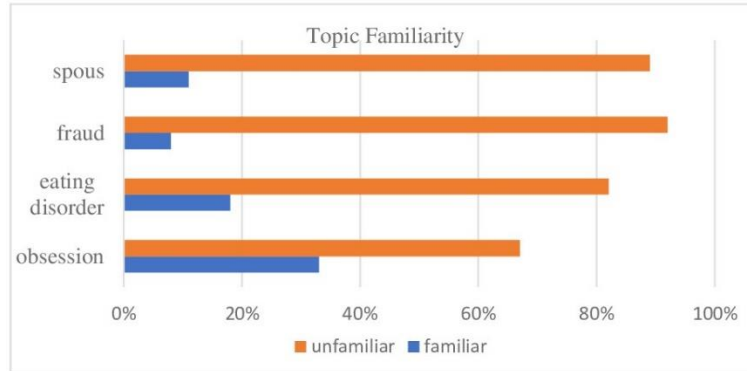


Regarding the pre-posttest, the following results have been achieved. Correlation usually is between +1 and _1, if its 0, there was no relation. However, if the number is near =1 AND -1, there is a relation; since the correlation is (.787) which is near +1, this shows a positive relationship between the pre-posttests.

### Table 2: Paired sample correlations

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | pretest & posttest | 50 | .787 | .000 |

The researcher used descriptive statistics using SPSS to examine the overall distribution of the data and average scores. Table 2 illustrates that the highest mean value lies in the posttest of (Mean= 39.8=50) compared to the pretest (Mean= 31.32).This Finding reveals that implementing cognitive strategies improves students' abilities to infer and remember the meaning of the words they are unfamiliar with. In other words, the strategies lead the students to guess the meaning of unknown words using contextual cues. After studying throughout the semester and implementing cognitive strategies to complete the tasks, the students have progressed. Their progress in retaining vocabulary specifies that they were not only remembering the words but also they could precisely estimate most of the words and provide their Kurdish translations or synonyms.

Azizifar et al (2015) point out, "the teaching of reading requires the application of various types of strategies, such as tapping previous knowledge, questions, and making predictions, constructing gist, monitoring, revising meaning, reflecting and relating" (p. 95). This supports the claim that in order to become a competent reader and to be able to infer the meaning of

new words, kids must comprehend and practice techniques to interact and engage with the text.

**Table 3: Paired Sample Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-A | 31.32 | 50 | 5.479 | .775 |
| | Post-A | 39.50 | 50 | 5.733 | .811 |

A paired-samples t-tests was conducted to compare students' levels to guess and infer the meaning of unknown words they encounter in the texts before and after implementing cognitive strategies. There was a significant difference in the scores students received in inferring the meaning of unknown words in the pre-test (M= 31.32, SD= 5.479) than post-test (M= 39.50, SD= 5.733); t (49) = -15.792, p= 000.

**Paired Samples Test**

| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre-A PostA | -8.18000 | 3.66277 | .51799 | -9.22095 | -7.13905 | -15.792 | 49 | .000 |

Based on the findings, cognitive strategies are important to employ in the classroom to teach reading texts since they increase students' ability to infer from context and utilize prior knowledge. Students investigate their surrounding vocabularies for the meaning of unfamiliar works encountered while reading texts. Applying varied activities in the classroom and employing various strategies provide students with additional opportunities to use the new words, allowing them to be stored in long-term memory and readily recalled later.

**Section Five: Conclusion**
In sum, the present study sheds light on the effects of topic familiarity in reading passages on Kurdish EFL students' lexical inferencing skills when attempting to understand unknown words. It was attempted to operationalize and quantify components that have not gained a lot of attention in the past. To find out the aims of the study, a topic familiarity questionnaire and pre-posttests are implemented. The findings indicate the complexity of the influence and interplay between passage vocabulary and prior knowledge during lexical input processing, and cognitive strategies are essential to be provided to students to guess the meaning of unfamiliar words so they can comprehend them. These include making predictions, questioning, summarizing, making inferences or visualizations and answering questions. The

results found out that these strategies could assist students to guess the meaning of unknown words, leading to successfully comprehend word meanings.

Since vocabulary knowledge is considered as a crucial part of comprehending a language through reading significantly, the future research could shed light on each variable and include more verification tasks that could be applied to students with different levels.

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**Appendix A: 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 at all familiar | Slightly familiar | Moderately familiar | Very familiar | Extremely familiar | |
|---|---|---|---|---|---|---|---|
| 1 | fraud | | | | | | |
| 2 | obsessions | | | | | | |
| 3 | career | | | | | | |
| 4 | eating disorder | | | | | | |
| 5 | power | | | | | | |
| 6 | planet | | | | | | |
| 7 | ecotourism | | | | | | |
| 8 | climate change | | | | | | |
| 9 | sport | | | | | | |
| 10 | spouse | | | | | | |

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**پوخته**

ئەم توێژینەوەیه لێکۆڵینەوەیه له کاریگەری هەبوونی مەعریفه لەبارەی بابەتێکەوه لەسەر هەڵێنجانی مانای لێکسیکی. توێژینەوەکه تاقیکردنەوەیەك و پرسیارنامەیەك لەسەر بابەتێکی دیاریکراوەوه لەخۆدەگرێ. لەسەرەتای وەرزدا، قوتابییان پرسیارنامەیەكیان لەسەر بابەتێکی مەعریف دیاریکراوەوه پێدەدرێ بۆ دەرخستنی رادەی ئاشنایەتییان به بابەتەکانی کتێبەکه. دواتر، تاقیکردنەوەیەكی پێشینه ئەنجامدەدرێ و داوا له قوتابییەکان دەکرێ پەرەگرافەکان بخوێننەوه و وەڵامی پرسیارەکان بدەنەوه. له ماوەی وەرزەکەدا، ستراتیژییه مەعریفییەکانی پۆلەکه جێبەجێدەکرێن بۆ فێرکردنی تێکستەکانی کتێبەکه. له کۆتایی وەرزەکەدا، دوای تەواوکردنی کۆمەڵێک تێکست، قوتابییەکان تاقیکردنەوەی پاشتر ئەنجامدەدەن بۆ نیشاندانی ئەوەی که تا چەند ستراتیژییه مەعریفییەکان یارمەتیدەرن له باشترکردنی توانا و کارامەیەکانیان بۆ هەڵێنجانی مانای وشه. قوتابییەکان پێشبینی مانای وشه ئامانجەکانیان کرد و ئەرکی سەڵماندنی هەڵێنجانی ماناشیان تەواوکرد بەمەبەستی پشتراسکردنەوەی پێشبینییەکان و هەروەها هاندانی پرۆسێسکردنێکی قوڵتری وشه ئامانجەکان. شیکردنەوەکان ئەوه دەردەخەن که بوونی مەعریفه و ئاشنایەتی لەسەر بابەتێکی دیاریکراو کاریگەری بەهێزی هەیه لەسەر توانای هەڵێنجانی مانای لێکسیکی. کاریگەری دەرەنجامەکانی هەڵێنجانی مانای لێکسیکی و پرۆسێسکردن لەرێگەی ئەرکەکانی خوێندنەوەی ستراتیژییەوه لەخوارەوه گفتوگۆی زیاتریان لەبارەوه دەکرێ.

**وشه سه ره کیه کان:** هه بوونی مه عریف، مانای لێکسیکی. مه عریف

## آثار معرفة الموضوع على مهارة الاستدلال المعجمي لطلاب اللغة الإنجليزية كلغة أجنبية

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**الملخص**

تبحث هذه الدراسة في تأثير المعرفة حول موضوع ما على المعنى المعجمي. تتكون الدراسة من تجربة واستبيان حول موضوع معين. في بداية الفصل الدراسي ، يتم إعطاء الطلاب استبياناً حول موضوع معرفي محدد لإثبات معرفتهم بموضوعات الكتاب.

بعد ذلك ، يتم إجراء اختبار أولي ويطلب من الطلاب قراءة الفقرات والإجابة على الأسئلة. خلال الفصل الدراسي ، يتم تنفيذ الاستراتیجیات المعرفية الصفية لتدريس نصوص الكتاب. في نهاية الفصل الدراسي ، بعد الانتهاء من مجموعة من النصوص ، يقوم الطلاب بإجراء اختبار لاحق لإثبات مدى نجاح الاستراتیجیات المعرفية في تحسين قدرتهم على فهم معاني الكلمات

تنبأ الطلاب بمعنى الكلمات المستهدفة وأكملوا مهمة الإثبات الدلالية لتأكيد التنبؤات أو تصحيح التنبؤات وتشجيع المعالجة الأعمق للكلمات المستهدفة. تظهر التحليلات أن المعرفة والإلمام بموضوع معين لهما تأثير قوي على القدرة على استخلاص المعنى المعجمي. تمت مناقشة تأثيرات استخراج المعنى المعجمي ومعالجة النتائج من خلال مهام القراءة الاستراتیجیة بشكل أكبر أدناه.

**الكلمات المفتاحية:** الإلمام بالموضوع ، الاستدلال المعجمي ، الإدراك