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The Effect of Semantic Feature Analysis on EFL Primary Learners' Word Awareness

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ABSTRACT:

The connection between the lexical and thematic units is a significant phase in language development. Understanding words from any text and category is crucial in school subjects and everyday life. Thus, the present study aims to examine and analyse the effect of the semantic feature analysis (hereafter, SFA) teaching strategy on the word awareness of EFL primary learners. The participants are twenty-three learners with language delay (LD) who are studying English as a foreign language at Da Vinci and Smart Kurd Private Schools in Duhok, Kurdistan Region of Iraq. Furthermore, a qualitative methodology was employed to achieve the research aims, whereas learners were observed, data were obtained and collected via two tools, SFA matrix charts with and without visual representation. This study indicates that the participants encountered fewer difficulties when analysing the physical features of the given words in both tasks. However, the learners tended to find location features the most challenging category in both tasks. The findings of the study have also shown that SFA with graphic representation is significantly effective with regard to vocabulary learning and retention. Moreover, the current paper is valuable as it investigates the efficacy of SFA on primary learners' word understanding and comprehension. It contributes exclusively to learners' language development, comprehension, content retention, and lexicon enrichment.

Keywords: *Graphs, Language Delay, Matrix, Semantic Feature Analysis (SFA), Primary Learners, Word Awareness*

1. Introduction

Colourful and illustrated textbooks have become essential tools and means for improving reading and writing skills in primary schools worldwide. During primary school, learners develop phonological awareness in order to blend and segment the phonetic system. This phase is considered a fundamental stage for young learners as they start to read and write essential words. However, mastering basic literacy skills is not easy for all young learners, particularly those with language delay (LD). In the present study, the teaching strategy understudy is the Semantic Feature Analysis (SFA). Some pioneer teaching specialists, such as Ylvisaker and Szekeres (1985), Anders and Bos (1986), and Boyle and Coelho (1995), have presented and developed SFA. They presented the SFA as a systematic and structured teaching strategy that facilitates semantic network activation which implies that SFA allows learners to recall, brainstorm, categorize and connect words of any topic under study by following some specific procedures. Moreover, it can be stated that the SFA strategy can be employed for a wide range of school subjects and concepts. Learners can gain a deeper understanding of how words are structured and connected when SFA is employed for diverse topics.

This study examines the effect of the SFA strategy on EFL primary learners' word awareness and examines the role of visual aids, specifically graphs, in vocabulary learning. To achieve the aims of the research, the following research questions have been raised:

1. How SFA enhances EFL primary learners' word awareness?
2. How do visual aids enrich EFL primary learners' comprehension skills?

Many studies have been conducted to examine and measure the effectiveness of SFA as a therapy technique that focuses on the meaning-based of various lexical items. However, research to date has not determined or investigated the wide range of SFA uses, particularly teaching SFA in EFL classrooms. To the best of the researcher's knowledge, this kind of experimental study has not been conducted before in the Kurdish academic context. Thus, this paper sheds light on the role of SFA in enhancing the word awareness of EFL primary learners with LD. Henceforth, the current study is valuable for English teachers when designing remedial and creative tasks to overcome learners' difficulties when describing, categorizing, or connecting keywords in any topic or subject.

2. Literature Review

2.1 Word Awareness

Dupuis, Mary, Joice, Lee, Bernard & Eunice (1989) define the term 'vocabulary' as "a set of words or phrases which label the parts of the material to be learned and which are necessary for students to use in talking and writing about the material." This definition indicates that word awareness is a remark of having a good understanding of a wide range of words known by an individual as a part of a specific language. This view has been verified by Hornby (1995: p. 1331), stating that vocabulary is the total number of words that make up a language. Significantly, there is a strong connection between vocabulary and intellectual awareness (Levine, 1965: p. 1). This indicates that learners' intelligence and intellectual abilities are demonstrated through a wide range of vocabulary, including social and scientific words. For instance, primary learners can improve their word awareness ability by using effective learning strategies, the SFA. According to Chard and Dickson (1990), phonological awareness (PA) levels are of four phases, as shown in Figure (1), adapted from Mohammed (2014), the word awareness level is one of the primary levels of PA. In fact, it stands at

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the frontline in the PA process. This skill is placed on top of all other PA skills.

Figure 1: Phonological Awareness Phase (Adapted from Mohammed, 2014)

Mohammed (2014) lists two tasks that can be used on the level of word awareness:

Word identification: This task involves the use of phonics to identify and decode words.

1. Word segmentation: This task includes the skills of breaking down the words into parts. For instance, 'boy' becomes /b-o-y/. If a learner at an early stage can blend or segment, then s/he will be able to learn pronunciation and start to read and write fluently and quickly.

Moreover, Chard & Dickson (1999) mention that language is composed of four levels that can be subdivided into smaller units (1) this include sentences into words, (2) words into syllables, (3) syllables into onsets and rimes, and finally (4) phonemes. All these skills are essential for learners to develop their lexicon and master a foreign language.

2.2 EFL Primary Learners with Language Delay (LD)

Language enables us to communicate, interact and socialize with people around us. However, acquiring or learning a language is not easy for all children, particularly those with language delay (LD) (Bishop, 2017). LD is common in childhood learning as it affects about 8% of children in the early years and may persist into adulthood (Bishop, Snowling, Thompson, Greenhalgh, Consortium 2017; Leonard, 2014). Learners with LD have language abilities that fall behind those of other learners at their age. Language problems can be caused by a mental disability, autism, or hearing loss. However, such difficulties might also exist without a clear biological condition, commonly referred to as developmental language disorder (DLD) (Bishop et al., 2017). Accordingly, some learners attain new vocabulary more slowly and use a very basic language compared to their typically developing classmates with no apparent mental or sensory disabilities (Bishop et al., 2017). Hence, these children are often characterized as late bloomers.

Some studies have revealed that difficulties in language acquisition might lead later on to other subject learning difficulties and affect students' social and emotional development (Wallance, Berkman, Watson, Coyne-beasley, Wood, Cullen & Lohr, 2015). Thus, the estimates of the increased risk for poor reading outcomes in learners aged 6–8 years are four to five times greater for those with LD than for children with appropriate language development (Catts, Fey, Zhang & Tomblin, 2001, Glogowska, Roulstone, Peters, Enderby, 2006).

Thus far, the studies have argued that the problem is often evident in early childhood, but it follows them into adulthood. Hence, it is optimal to identify LD early in childhood to reinforce learners with suitable strategies that will benefit them in their learning journey.

2.3 Applying the Semantic Feature Analysis Strategy in EFL Classroom

The 21st-century foreign language education focuses on collaboration, communication, critical thinking, use of visual aids and technology (Montero Perez, 2022). Learning is developed around the students-centered approach as learners are spending more time in group work, communicating, and presenting rather than taking tests and learning about grammar only (Eaton, 2010, Mohammed, Zebari, Malo & Othman, 2020). Unlike traditional methodology, the modern teaching style has different orientations. The goal of EFL classes in the modern teaching methodology is to develop communicative competence. Eaton (2010) mentions that learning a foreign language is not a matter of grammatical rules and fixed expressions, it is indeed the ability to communicate appropriately and to promote mutual understanding since language is a means of cooperation and understanding among individuals. Hence, the process of vocabulary acquisition is significant in EFL classes and is a part of the current education system in most of the private schools in Duhok. Therefore, the teaching strategy understudy in the current research is Semantic Feature Analysis (SFA). Boyle and Coelho (1995) first used this strategy for medical purposes, where it was used for aphasia. SFA was found effective in helping individuals who are suffering from word-retrieval complications. Initially, SFA was developed as a structured strategy that helps individuals to analyse semantic features and connect words in the form of verbal expression.

Brinton & Brinton (2010) semantically describe SFA as an attempt to provide a descriptive semantic analysis of lexical items. Likewise, Anders and Bos (1986) explain that SFA describes the semantic features of a word and its components by defining the most fundamental concepts expressed via linguistic meaning.

Boyle (2010), presents an example of how SFA can be used to describe connections between words. For instance, oranges, apples and peaches have at least one common semantic feature, which is <grows on trees>. Similarly, one concept for example orang is described by several semantic features including: 'has a core', <eatable>, <fruit>, <has seeds>, <orange colour>, <rounded>, and <used for juice>. These details and descriptions differ from the information that might be used to describe other vocabularies such as banana, <yellow fruit>.

Miller (2019, p. 1) points out that the SFA strategy uses "a grid to aid students to visualise how topics and concepts are related to one another." In this teaching strategy, learners make connections between the given words around a specific concept and make predictions. Yule (2006, p. 101) illustrates a comprehensive example of an SFA grid in which the meaning of a number of specified linguistic items is described by giving them either the minus (-) or the plus (+) value to demonstrate the absence or presence of some semantic features respectively:

	Chair	Dog	Boy	Girl	Man
Living-Thing	-	+	+	+	+
Human	-	-	+	+	+
Female	-	-	-	+	-
Female	-	+	-	-	+

Table 1: A Sample of SFA Matrix Table (Adapted from Yule, 2006)

The word 'boy' in the top table might be identified as [+living thing, +human, -female]. To Miller (2019), SFA has a number of advantages: (a) improving comprehension, (b) expanding vocabulary, (c) remembering connections between words/concepts, and (d) making predictions. This strategy is a visual indication of how the words/concepts are different or similar. It can be utilised with any content and in any subject area. Moreover, Johnson & Pearson (1978) and Anders & Bos (1986) outline the SFA steps to be followed in sequence:

1. Selecting a concept: based on a specific concept, the teacher and students choose a topic and consider related keywords.
2. Related words and components: Phrases develop around the main topic to show the semantic connections between and among words.
3. Creating a matrix chart: drawing a grid of rows and columns to link words and their meaning (semantic features).
4. Coding the words: Coding the lexical items with plus (+) and minus (-) values to show the absence or presence of semantic features.
5. Completing the grid chart: the learners complete the table by applying the SFA strategy. Learners explicitly check the lexical items and then provide a detailed description of the words.
6. Debating and presenting: the instructor discusses the task with the learners. This enables learners to think critically and use their reasoning skills when comparing and contrasting words.
7. Writing a summary: Finally, the teacher asks the learners to write a summary of the conclusions. This provides a classified and organized display of students' knowledge and understanding of concepts and vocabularies.

2.4 Previous Studies

Many studies have been conducted on the SFA as a tool for treatment. A number of studies, including Davis & Stanton, 2005; Efstratiadou, Papathanasiou, Holland, Archonti, & Hilari, 2018; Maddy, Capilouto & McComas, 2014) have examined the effectiveness of the SFA strategy as a therapeutic tool employed to encounter language deficits and offer treatment, particularly in aphasia cases. The findings from the aforementioned studies have revealed that SFA is a helpful instrument for people with speech problems. However, there is not adequate research on this concept in terms of EFL language acquisition, especially in the primary school context. A few studies were conducted in a similar context aiming to present or explain the usefulness of SFA. The following are some examples. Akil and Rosida (2018) examined whether SFA is an effective tool in the teaching and learning process. In this respect, they prepared two tests to determine the differences between some lexical items for twenty-eight second graders. The findings of the study indicated that there were differences in the achievements of both tests at the level of the mean values. After using SFA, the students progressed, and the mean score of the post-test was higher than the pre-test. The results reflected the learners' improvement in terms of vocabulary acquisitions. The study deduced that the application of SFA positively influences learners' lexicon enrichment in terms of word structure and meaning (syntactically and semantically).

In the same way, Amer (2019) carried out a recent study to examine the effectiveness of SFA in the school context. He denoted that the lexical units linguistically work as a group of connected networks of relations between words in our mental dictionary. The study also presented several applicable SFA activities examples for educators to reconcile when teaching key vocabulary in any subject area. Amer presented these samples to support learners and teachers when connecting words with their meaning or labelling words with their common features. Eventually, the study indicated that SFA enabled learners to identify words, correspond and recall to the concept already stored in their mental faculty. However, the researcher did not employ any practical procedure or investigate the significance of the SFA on learners' word awareness.

The previous studies presented and outlined the significant role of SFA as a therapeutic and teaching tool. However, studies on SFA in the context of EFL teaching and learning are restricted. The majority of the studies concerning SFA are limited to aphasia conditions which are linked to medical purposes. Studies to date have not investigated the use of SFA in EFL classrooms for learners with LD. Henceforward, the present study undertakes an experimental approach to examine the effectiveness of SFA with graphical and non-graphical matrix charts on primary learners' word acquisition level.

3. Method

The qualitative method was adapted to examine the teaching experiment of the current study. Punch (2005) states that qualitative research is an effective instrument for examining and presenting data. He also adds that this method paves the way for the scholars to test the study's aims, questions and approaches that focus on the core of the paper. Data were collected through two matrix tasks (see appendix II, III) to achieve the aims and answer the questions of this study. The data obtained from the two tasks were significant since they provided insights and empirical results to investigate in-depth the use of SFA as an interactive teaching strategy in the EFL primary setting. Finally, content analysis method was used to generally analyse and interpret the target data in a systematic way.

3.1. Participants of the Study

The purposive sampling method was utilized for the purpose and objectives of this study. This method of sampling is also known as purposeful or judgmental sampling. Charles, Ploeg, & McKibbon (2015) explained that the participants are identified and selected to meet the study criteria and standards to be investigated. Accordingly, this study is limited to a sample of primary learners with language delay (LD) who are pre-diagnosed by their school and the researcher of this study via an adopted and modified test (see appendix I). This test was composed of five parts, 50 questions (listening, speaking, phonological awareness, reading and writing).

The current study took place in two private schools, Da Vinci and Kurd Smart Schools, in Duhok, Kurdistan Region, from January – February 2022. Twenty-three primary learners, 16 males (69.67%) and 7 females (30.43%) from grades two and three, were selected as the sample of this study from a general population of 283 (approximately 8.13%). This sample was selected based on school report cards, teachers' observations and a diagnostic test for language delays (See appendix I). Furthermore, twenty-three EFL Primary learners have been selected for the current research for two reasons, (a) word awareness starts at foundational stages, and (b) the SFA teaching strategy is assumed to work best in the EFL primary context.

3.2. Instruments of the Study

In the present qualitative study, two SFA matrix charts, a graphical and a non-graphical grid, were utilised to collect data (See appendix II and III). Yule (2006) illustrates a sample of a matrix chart where the meaning of several words is described and analysed with minus (-) or plus (+) value to indicate their semantic features (p. 101). The matrix chart helps learners visualise, connect, predict, and understand significant concepts. In short, this chart enables them to identify, describe and categorise any lexical units.

3.3 Content Analysis

The content analysis (CA) model is used to analyse the data of this study. CA is a scientific research instrument used to determine the presence of certain concepts within texts or sets of texts. Through students' written tasks, the content is broken down into categories for the purpose of data analysis (Weber 1990). As classified by Krippendorff (2003) and Denscombe (2010) (as cited by Mohammed, 2019), the process of the CA goes through six logical and relatively ordered procedures, as presented in Figure (2).

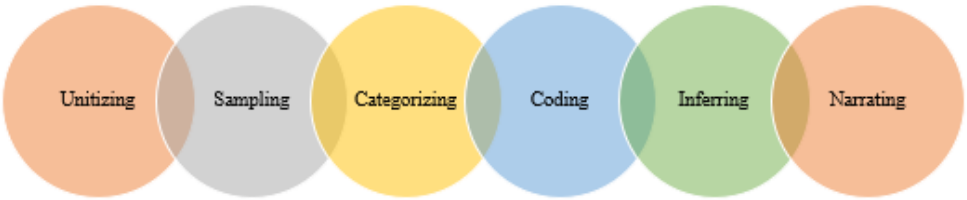

Figure 2: Procedures of Content Analysis (adapted from Mohammed, 2019)

Following the procedures presented in Figure 2, the research structure is composed of:

- Pre-defined research questions to define the subject of analysis.
- A theoretical background of the study.
- Sampling plan.
- Learners' written tasks are used to inspect the possible areas of difficulties they would most likely encounter.
- Scanning text content to find categories.
- An Excel software for analysing the data into statistical descriptions.
- Finally, the CA is achieved according to finding statistical descriptions of SFA teaching strategy, presenting the data statistically via a table, and drawing conclusions.

3.3. Data Collection Procedures

The procedures below indicate a detailed description of the present study:

Step 1: A qualitative method was chosen to attain the study's objectives, whereby learners were observed closely while working on two matrix charts.

Step 2: A matrix chart was designed with some related words and major concepts developed around the notion of living and non-living things.

Step 3: Materials and keywords for the teaching experiments were adapted from two stories, 'The Boy Who Cried Wolf, and Little Red Riding Hood folk stories.'

Step 4: Students read the stories and were shown the animated videos. A matrix chart was presented where one example was clarified for learners on the whiteboard to show how SFA grid is used. Once students knew how to use this chart, a non-graphical chart (see Appendix 1) was set to complete in forty-five minutes. A week later, a graphical matrix chart was given to students (see Appendix 2). Both tests in the form of SFA matrix grids with and without graphical representation were thoughtfully designed and developed around one significant notion "living things and non-living things."

Step 5: After completing both tasks, students had the chance to discuss the tasks with their peers and teachers in order to make connections between ideas and concepts.

Step 6: Upon completing the tasks, learners had time to debate and write and present a detailed descriptions of the listed works. They have also asked to write a summary of the conclusions to demonstrate their comprehension skills.

Step 7: A descriptive qualitative method was used to collect and analyse data. In this respect, content analysis was adopted to collect and analyse the obtained data from both tests. Afterwards, Excel software was used to calculate the data into frequencies and percentages.

4. Results and Discussion

In this section, the results of the teaching experimental are presented. Learners' errors in both matrix grids are traced, recorded and converted into percentages. Thus, Figure (3) shows the percentages of the errors made by the participants. The results are organised from the most frequent errors to the least frequent errors encountered by the learners.

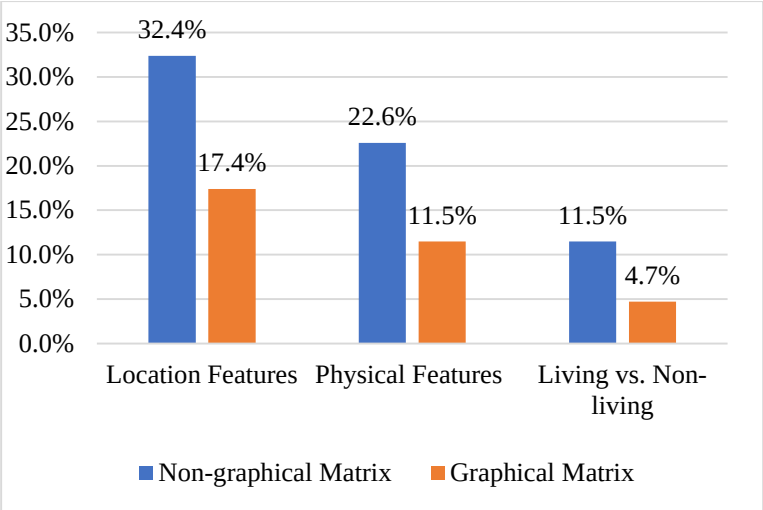

Figure (3): Percentages of the Errors Found from EFL Primary Learners' Tasks

The results of the present study indicate that a total of 340 errors were found in both matrixes charts (graphical and non-graphical). The tasks were evolved around three categories, location features, physical features and state of living things of a set of words. It is worth noting that the learners tended to find location features the most difficult category in both matrix charts (graphical and non-graphical). As displayed in Figure (3), the highest percentage of errors was encountered in students' matrix non-graphical chart, and it was 32.4%. By contrast, 17.4% of errors were inspected in the graphical grid in the same category.

Likewise, a total of 22.6% indicates the error percentage calculated in learners' tasks for the physical features in the non-graphical matrix chart. On the other hand, the rate somehow was lower in the graphical whereas only 11.5% of errors were inspected in the graphical matrix for the same category. As deduced from Figure (3), a whole of 11.5% errors were encountered within the living and non-living things category in the non-graphical chart. However, the percentage dropped slightly in the graphical grid, and it was only 4.7%.

Figure (3) shows that learners significantly improved when visual aids in SFA were employed in all content categories. Similarly, the results of this study are consistent with the study of Akil and Rosida (2018). Furthermore, the current study's findings show that learners benefit from the SFA strategy when it evolves around familiar words. These findings match with the views of Amer (2019), who reported that SFA could be used for various ideas and in many subject areas in an authentic context. Accordingly, it was observed that primary learners could make predictions when words/phrases are familiar and concrete. For example, wolves and sheep are [+ living things, + make noise, + have four legs, - have wings]. Learners could make connections among the given lexical unities. Wolf and sheep, for instance, have similar semantic features, while wolf and octopuses are very different, both [+ living things]. However descriptive feature of the wolf [+ Found on land, + has four legs], on the other hand, octopuses cab be described as [+ Found in water, + has eight legs]. Building on learners' prior knowledge is highly significant as mentioned by Akil and Rosida (2018), learners benefit from SFA when the connection between lexical items is made. Learners and teachers should manifest this connection between vocabularies when employing SFA.

The findings of this study also indicate that the score of learners with LD have greatly improved in the second task. The total mean value of errors that EFL learners encountered in the first task (SFA without graphical representation) was 22.2. However, it reached 11.2 in the second task (SFA with graphical). The mean average difference between SFA without graphical and SFA with graphical representation reached 11. This indicates that all the EFL primary learners scored better in the second task (SFA with graphical representation). These findings go in line with the studies of Akil and Rosida (2018), Davis & Stanton (2005) and Efstratiadou et al. (2018). They confirmed that SFA is an effective tool for primary learners and patient with special conditions.

Additionally, the findings of this study also revealed that SFA is an effective technique that contributes to learners' cognitive and language development. The learners have expanded their critical thinking skills when labelling the semantic features of each lexical unit. Learners demonstrated these skills through raising questions, making predictions, comparing and contrasting lexical items, and organizing charts and information. Both SFA tasks were visual indications of how words and concepts were similar and different. The use of visual aids and SFA in both tasks support learners' comprehension. During reading sessions, learners had linked the characters' attributes and stories line time to their own experiences. For instance, in the story "The Boy who Cried Wolf", learners were asked about a time when someone had lied. The majority of learners have stated some personal childlike experiences. This was a clear indication of learners' conceptual understanding of the main moral of the story. This supports Miller's (2019) view, who mentions that SFA is a powerful instrument in teaching and learning as it connects lexical units, aids comprehension, enriches learners' lexicon, and assists in making predictions. EFL primary teachers also reported that language usage becomes more accessible when learners were aware of the semantic features of different lexical units. Henceforth, primary teachers are advised to focus on keywords before they explain any topic, as the word awareness stage is considered the most critical stage in the process of language development in primary school. This view is also supported by Hornby (1995), who states that word awareness level is highly significant for all primary learners in general. This stage can be practised through a variety of literacy classes as EFL teachers and learners read/retell stories. They can highlight word selection (nouns, verbs, adjectives and adverbs).

Moreover, the teaching experiment undertaken in this study promoted active learning where learners have become the centre of the class. This approach is consistent with the view

of Eaton (2010) and Mohammed et al. (2020), who encourage class interaction and students-centred approach. Henceforth, EFL primary teachers are advised to provide primary learners with the opportunities to make authentic and personal connections between textual and visual content.

The results of the study confirmed that the statistical comparison between matrix tasks (graphical and non-graphical charts) answered the research's questions and confirmed that SFA has a powerful effect on EFL primary learners' word awareness levels. It also verified that Visual aids positively improve learners' word awareness and comprehension skills.

5. Conclusions

The present study has highlighted the significance role of the SFA on the word awareness level of primary EFL learners with LD. The available literature considered word awareness as a significant stage in the foundational stage in the early years. For this purpose, this study aimed to examine the SFA strategy as an effective tool for vocabulary enrichment in the primary school context. The results from the teaching experiment indicated that SFA positively affects primary learners' word awareness and improves their thinking skills as they use their reasoning and make connections between and across concepts. Learners tend to find the living state and physical features the easiest categories in the two matrix grids. In contract, they found the location features the most puzzling category. Respectively, the results indicated that primary learners could make precise predictions when the words used are concrete and seen in the surrounding environment. The results showed that a significant difference between the average mean value of the SFA with and without graphic representation. The total mean value of the errors encountered by the learners in the SFA strategy without graphic representation reached 22.2, while it reached 11.2 in the SFA with graphical representation. Therefore, the results have shown that SFA with graphic illustration is remarkably effective in the context of vocabulary acquisition. It is also important to add that SFA enables learners to think broadly as they visualise how different concepts and words are different or related to one another. Additionally, learners showed positive attitudes when the SFA with visual aids was employed as they were more motivated, engaged, and confident when working on the tasks. Moreover, the effectiveness of the SFA with graphical representations is evident in the main tasks. It is clear that the SFA with graphics illustrations aids and enhances learners' word awareness ability and improve their literacy skills.

6. Recommendations for Further Studies

The following areas are recommended for future studies:

1. The effectiveness of SFA on word awareness of primary students with LD in the context of first language acquisition.
2. A comparative study between experimental versus controlled groups to examine the effectiveness of visual aids and the SFA strategy on EFL learners' comprehension skills.

7. Pedagogical Implications

SFA is a valuable technique in modern teaching methodology. It can be used in various contexts and subject areas to interrelate categories that assist learners' lexicon capacity. SFA enables EFL primary learners to describe the semantic features of any word/concept. It allows learners to make connections among and between words, topics, and notions. It also supports primary learners in respect of academic context. Also, the SFA assists learners to become skilful in describing and using vocabulary and boosts learners' motivation and engagement. Consequently, it is pedagogically helpful to supply primary learners with fascinating vocabulary activities and worksheets that incorporate mixed semantic features. The study also indicates that human cognitive ability views such similarities of words and their meanings when categorizing concepts. SFA strengthens students' intellectual skills as they might consider:

- How are two concepts (X and Y) alike or different?
- What are the common/distinctive features between X and Y?

Academically, SFA reinforces the recognition of vocabulary in the long-term memory as words are reasonably listed in the grid. Besides, visual representation is just more effortless for young learners to retain than just a list of words.

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Appendix I: Diagnosed Test for Primary Learners

Diagnosed Test

Full Name:

Grade:

- ☐ Ear Infections?
- ☐ Family members with language/literacy delays?
- ☐ Student currently has a speech or language delay?
- ☐ Other: .....

Q1) Oral language (Listening)		
	Questions 1 to 10 are picture questions. Listen and choose the correct picture.	Date Tested
Test Items	Picture description	✔ ✖ Demonstrated
1. Basketball	It is round. Some lines are on it.	☐
2. Paper money	We use it to buy something. It is made of paper.	☐
3. Sun	It is round. It is in the sky.	☐
4. Chicken	It is a bird. It is not flying.	☐
5. Pizza	It is a type of food. It is cut into 8 pieces.	☐
6. Towel	We use it after we wash our hands. It is huge on the bar.	☐
7. Seesaw	Kids play on it. It moves up and down with kids sitting on it.	☐
8. Camera	We take a picture with it.	☐
9. Piano	It is a musical instrument. It has black and white keys.	☐
10. Lamp	We turn it on when it is dark then the place becomes bright.	☐
	Results	____/10= ____/20%

Q2) a- Phonological Awareness Section (Syllable Segmentation)		
	Instructions: "What are the beats (or syllables) in _____?" [point to the picture]	Date Tested
Test Item	Syllables Verbalised by Student	✔ ✖ Demonstrated
11. elephant		☐
12. camel		☐
13. zebra		☐
14. octopus		☐
15. butterfly		☐
	Results	____/5 = ____/10%

Q2) b- Reading (Basic Literacy skills) Initial Phoneme		
	Instructions: "What does _____ start with? [point to the picture]	Date Tested
Test Item	Students response	✔ ✖ Demonstrated
16. Fish		☐
17. Hat		☐
18. Jug		☐
19. Van		☐
20. Bike		☐
	Results	____/5 = ____/10%

Q2) c- Reading (Basic Literacy skills) Blending		
	Put the sounds together to make the words. [point to the picture]	Date Tested
Test Item	Students response	✔ ✖ Demonstrated
21. Fish		☐
22. Hat		☐
23. Jug		☐
24. Van		☐
25. Bike		☐
	Results	____/5 = ____/10%

Q2) d- Reading (Fluency)	
Instructions: Read the story 'The Moon Can Look Different.'	Date Tested
Test Item	✔ ✖ Demonstrated
26. Decode written text (the reading fluency level is proper to his/her level).	☐
27. Identify phonics in the written text.	☐
28. Ask and answer question about a text.	☐
29. Share facts and information of reading the text.	☐
30. Retell the story with details.	☐
Results	____/5 = ____/10%

Q2) b- Reading (Basic Literacy skills) Initial Phoneme		
	Instructions: "What does _____ start with? [point to the picture]	Date Tested
Test Item	Students response	✔ ✖ Demonstrated
16. Fish		☐
17. Hat		☐
18. Jug		☐
19. Van		☐
20. Bike		☐
	Results	____/5 = ____/10%

Q2) c- Reading (Basic Literacy skills) Blending		
	Put the sounds together to make the words. [point to the picture]	Date Tested
Test Item	Students response	✔ ✖ Demonstrated
21. Fish		☐
22. Hat		☐
23. Jug		☐
24. Van		☐
25. Bike		☐
	Results	____/5 = ____/10%

Q2) d- Reading (Fluency)	
Instructions: Read the story 'The Moon Can Look Different.'	Date Tested
Test Item	✔ ✖ Demonstrated
26. Decode written text (the reading fluency level is proper to his/her level).	☐
27. Identifiy phonics in the written text.	☐
28. Ask and answer question about a text.	☐
29. Share facts and information of reading the text.	☐
30. Retell the story with details.	☐
Results	____/5 = ____/10%

Q3) Oral language (Speaking)	
Questions 31 to 36 are speaking skills.	Date Tested
Test Items	✔ ✖ Demonstrated
31. Introduces himself/herself.	☐
32. Listens carefully and follows the directions of the instructor,	☐
33. Has an eye contact during the conversation.	☐
34. Speaks in complete sentences.	☐
35. Uses facial expression when speaking.	☐
36. Names different objects in the give picture.	☐
34. Describes objects in the given picture.	☐
38. Describes people in the given picture.	☐
39. Describes actions and events in the give picture.	☐
40. Expresses his/her feelings and ideas of the given picture.	☐
Results	____/10= ____/20%

Q4) Written language (Writing)	
Questions 45 to 50 are picture questions. Write a short sentence underneath each of the following action picture. [point to the pictures]	Date Tested
Test Items	✔ ✖ Demonstrated
41. Action picture number 1.	☐
42. Action picture number 2.	☐
43. Action picture number 3.	☐
44. Action picture number 4.	☐
45. Action picture number 5.	☐
Consider the following points when writing your sentences.	
46. Write alphabet letters correctly.	☐
47. Write his/her name.	☐
48. Handwriting is illegible.	☐
49. Leave specs between words.	☐
50. Use correct punctuation marks.	☐
Results	____/10= ____/20%
Overall Results	___/50 = ____/100%

Q1) Listening

Questions 1 to 10 are picture questions. Listen carefully and circle the correct picture.

1. It is round. Some lines are on it.

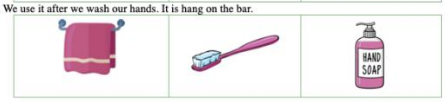
2. we use it to buy something. It is made of paper.

3. It is round. It is in the sky.

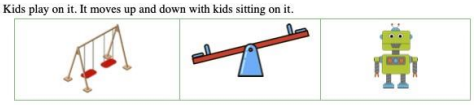
4. It is a bird but it is not flying.

5. It is food. It is cut into 8 pieces.

6. We use it after we wash our hands. It is hang on the bar.



7. Kids play on it. It moves up and down with kids sitting on it.



8. We take pictures with it.

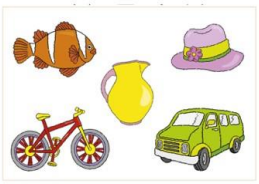
9. It is a musical instrument. It has black and white keys.

10. We turn it on when it is dark, then the place becomes bright.

Q2) A- What are the beats (or syllables) in _____? [point to the flash cards]

Test item 11-15

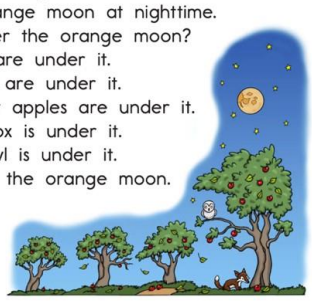
Q2) B- (Identify the initial sounds then putting the sounds together to make the words. [point to the picture] Test Item 16-25



Q2) C- Test Item (25-20) applied to 'The Moon Can Look Different' Story.

The Moon Can Look Different

The moon can look different.
It can look orange, white, and red.
I see an orange moon at nighttime.
What is under the orange moon?
These trees are under it.
These leaves are under it.
These yummy apples are under it.
This brown fox is under it.
This white owl is under it.
I like to see the orange moon.



Q3) Speaking Task.

Questions 31 to 40 are picture questions. Look and speak. Name the objects in the given pictures. Describe the objects, people and events in the picture. How do you see/feel about the pictures?

Q4) Writing Task.

Questions 40 to 50 are picture questions. Look at each picture and write a short sentence underneath to explain what is happing.

Appendix II

(Non-Graphical SFA Matrix Chart)

Direction: Complete the column by marking a (+) if the feature in the top row matches the objects/animals in the left column. Mark a (-) if the feature does not match.

		Features								
		Living thing	Non- Living thing	Makes a noise	Has 4 legs/ wheels	Has wings	Found in a house	Found in the sky	Found on land	Found in water
Living things & Non-Living things	Wolf									
	Octopus									
	Boat									
	House									
	Bird									
	Fish									
	Clouds									
	Girl									

Appendix III
(Graphical SFA Matrix Chart)

		Features								
		Living thing	Non- Living thing	Makes a noise	Has 4 legs/ wheels	Has wings	Found in a house	Found in the sky	Found on land	Found in water
Living things & Non-Living things	Wolf 									
	Octopus 									
	Boat 									
	House 									
	Bird 									
	Fish 									
	Clouds 									
	Girl 									

فاعلية استراتيجية تحليل السمات الدلاية على فهم الكلمات من قبل متعلمي اللغة الإنكليزية كلغة اجنبية في المدراس الابتدائية

الملخص:

تعد العلاقة بين الوحدات الموضوعية والوحدات المعجمية مرحلة رئيسية في تطور اللغة، حيث أن فهم المصطلحات والمفردات في أي نص تعتبر أمراً ضرورياً سواء في المواد الدراسية او الحياة اليومية، وبناءً على ذلك تهدف دراستنا الحالية إلى فحص وتحليل فاعلية استخدام استراتيجية السمات الدلالية (والذي ستتم الإشارة الية من خلال هذا المختصر SFA) على فهم الكلمات من قبل متعلمي اللغة الإنكليزية كاللغة اجنبية في المدراس الابتدائية، وقد تضمنت عينة الدراسة 23 متعلماً في كل من مدرسة دافنشي الدولية ومدرسة سمارت كورد الخاصة في مدينة دهوك، إقليم كوردستان العراق. بالإضافة إلى ذلك ولغرض تحقيق اهداف الدراسة فقد تم اتباع منهج نوعي حيث تمت ملاحظة الطلاب ومن ثم جمع البيانات وذلك من خلال طريقتين أساسيتين وهما مخطط المصفوفة بالرسم البياني ومخطط المصفوفة بدون رسم بياني، وتوصلت نتائج الدراسة ألى أن الطلاب واجهوا صعوبات قليلة عند تحديد الخصائص المادية للعناصر المعجمية في كلا المصفوفتين، وعلى عكس ذلك، كان الطلاب يميلون إلى العثور على خصائص الموقع باعتبارها الفئة الأكثر صعوبة، كما وكشفت الدراسة أن الاستراتيجية المذكورة مع التمثيل بالرسم البياني فعالة بشكل كبير من حيث تعلم المفردات والاحتفاظ بها. بالإضافة إلى ذلك، تعتبر هذه الدراسة ذات قيمة لأنها سعت إلى التحقيق في فعالية تحليل مزايا الدلالات على وعي بالكلمة لطلاب المدراس الابتدائية، والذي بدوره يساهم وألى حد كبير في تطوير لغة الأطفال من حيث إثراء المعجم والفهم والادراك والاحتفاظ بالمحتوى.

الكلمات الدالة: الرسوم البيانية، التأخر اللغوي/ التأخر بالنطق، المصفوفة، تحليل مزايا الدلالات، طلاب المدراس الابتدائية، فهم الكلمات

کاریگەریا ستراتیژییا شروڤەکرنا روخسارێن سیمانتیکی لسەر وەرگرتنا پەیڤان پەیڤان لدەڤ فێرخازێن زمانێ ئنگلیزی د قوناغێن بنەرەت دا

پوخته:

پەیوەندییا د ناڤبەرا پەیڤ و ڕامانێن پەیڤاندا، پەیوەندییەکا دیالێکتیکی و بابەتەکێ گرنگە ژبۆ وەرار و گەشەکرنا زمانی د قۆناغێن خواندنێدا، فەرهەنگا زمانی ڕۆلەکێ دیار و بەرچاڤ د هەمی تێکستێن نڤیسکی و زارەکیدا دگێڕیت، د هەمان دەمدا پراکتیزەکرنا زمانی ڕۆلەکێ گرنگ د خۆرتکرنا پەیوەندییێن جڤاکی د ژیانا ڕۆژانەدا دگێڕیت. ئەڤ لێکۆلینە هەولدەت ستراتیجییا روخسارێن سیمانتیکی (SFA) پەیرەو بکەت، ب ڕێك و شێوازەکێ تایبەت فۆکسا خۆ د دانیتە سەر ڕاڤە و شلوڤەکرنا زاراڤان و چەوانییا بکارئینانا پەیڤان ژلایێ فێرخوازێن قوناغێن بنەرەت . (EFL)ئەڤ لێکۆلینە ژ بیست و سێ (23) بەشداربوویان پێکهاتییە، هەمی فێرخازێن کۆ زمانێ ئنگلیزی وەردگرن وەك زمانێ بیانی، و ژ هەژی گوتنێیە زمانێ ڤان فێرخازا یێ پاشڤەماییە (LD). ئەڤ فێرخوازە نها قوتابینە ل قوتابخانێن دافنشی یانێڤدەولەتی و سمارت کورد یا تاییەت، کو هەردوو قوتابخانە سەر ب پارێزگەها دهۆکێ ل هەرێما کوردستانا عێراقێڤەنە. ژبۆ دەستنیشانکرن و گەهشتنا ئەنجامێن لێکۆلینێ شێوازێ پراکتیکی هاتییە پەیرەوکرن، ژبۆ کۆمکرن و ب دەستڤەئینانا پێزانین و تێبینییان ل ستراتیجییا روخسارێن سیمانتیکی د ئەڤێ ستراتیجییەتێدا قوتابی هاتنە ئامادەکرن و دبن چاڤدێریێ دابوون، پاشان پێزانین ب ڕێکا دوو چالاکییان هاتنە کۆمکرن، ئەوژی ب ڕێکا تابلۆیا (ماتریکس) یا بێ وێنە و یا ب وێنە، پشتی ئەڤ چەندە هاتییە جێبەجێکرن یەکسەر تاقیکرن هاتە ئەنجامدان. پشتی هەردوو چالاکی هاتینە ئەنجامدان، ئەنجامێن وان وەسا دیاربوون، کو قوتابییان هندەك شاشییێن کێم ل سەر ئاستێ ڕۆخسار(فۆرم) یێ پەیڤان کرینە، بەرۆڤاژی ئەڤێ چەندێ هندەك ئاستەنگ بۆ قوتابی ل سەر ئاستێ ڕۆخسارێ (جهی) ڤە پەیدابوون. ژلایەکێ دیڤە، ئەنجامان وەسا دا دیارکرن، کو بکارئینانا وێنە و هێمایان، ڕۆلەکێ دیار و بەرچاڤ د وەرار و پێشکەڤتنا فەرهەنگا زمانی یا قوتابییاندا دگێڕیت.زێدەباری ئەڤێ چەندێ، ئەڤ لێکۆلینە، چونکی پشتبەستنێ ل سەر ستراتیجییەتا روخسارێن سیمانتیکی دکەت، ئەڤ ستراتیجییەتە ژی زمانێ قوتابی ل سەر ئاستێ سەرەتایی تاقی دکەت، ژبەر ئەڤێ چەندێ ،ئەڤ لێکۆلینە دێ ڕۆلەکێ گرنگ د ئەڤی بواریدا گێڕیت. ب شێوەیەکێ گشتی، ستراتیجیا روخسارێن سیمانتیکی قوتابی پالدەت ژبۆ بەرفرەهکرنا فەرهەنگا وی یا زمانی، هەروەسا هاریکاریا زارۆکان دکەت، کو بشێن زۆرترین پەیڤ و زاراڤە د بیردانکا خۆدا تۆماربکەن.

پەیڤێن سەرەکی: قوتابیێن سەرەتایی، ستراتیژییا شروڤەکرنا روخسارێت پەیڤان SFA ، هوشیاریا پەیڤان، تابلۆیا (ماتریکس)، وێنە (گراڤ)