

NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE EFFECT OF TEACHING VOCABULARY ON THE
SUMMARIZATION SKILLS OF IRAQI-KURDISH: A CASE STUDY**

MASTER THESIS

RANJDAR TAYEB AHMED

Nicosia

September 2021

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Nicosia

September 2021

Approval

We certify that we have read the thesis submitted by Ranjdar Tayeb Ahmed titled **“The Effect of Teaching Vocabulary on the Summarization Skills of Iraqi-Kurdistan: A Case Study”** and that in our combined opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Educational Sciences.

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study

Ranjdar Tayeb Ahmed

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Abstract

The Effect of Teaching Vocabulary on the Summarization Skills of Iraqi-

Kurdistan: A Case Study

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Vocabulary knowledge is one of the fundamental needs in foreign language learning. Hence, it is essential in speaking, reading, writing and listening. This study aims at investigating whether teaching vocabulary has any impact on summarization skills of a group of EFL Kurdish students. The study follows a mixed methods approach involving qualitative and quantitative stages to gather and analyze the data. The participants of this research consisted of 30 12th grade male Kurdish students. The age range of the learners was between 18-20 years, the students' level of English proficiency were pre-intermediate. Considering the data gathering tools, a summarization test was used in the pretest and the posttest stages to assess the possible changes in the summarization abilities of the participants. In the next step, an open-ended interview was used to collect information about the perceptions of the students regarding the effect of vocabulary teaching on their summarization abilities. For this stage, seven pupils were selected to participate in the interview. The treatment period lasted for ten weeks (40 minutes 2-times a week) of teaching vocabulary weekly to a single group. The mean scores of the summarization pretest and posttest tests were analyzed through SPSS version 25. The results revealed that there was a statistically significant difference between the mean scores of pre-summary writing and post-summary writing tests. The summarization skills of the

EFL Kurdish learners improved significantly after the treatment period. The results of the interview revealed that most of the students were aware of the vital role vocabulary learning plays in improving their writing skills, specifically summarization abilities. Teaching vocabulary within the treatment period increased their motivation to improve their writing skills. They suggested changes in the curriculum with a focus on teaching academic vocabulary items to help them enrich their knowledge of academic language and skills.

Key Words: Teaching Vocabulary, Summarization Skills.

Öz

Irak-Kürdistan'da Kelime Öğretiminin Özetleme Becerilerine Etkisi: Bir

Vaka ÇalışmasıSoyadı,

Ahmed, Ranjdar Tayeb

Yüksek Lisans, İngilizce Öğretmenliği Bölümü

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Yabancı dil öğreniminde temel ihtiyaçlardan biri kelime bilgisidir. Bu nedenle konuşma, okuma, yazma ve dinlemede çok önemlidir. Bu çalışma, kelime öğretiminin bir grup EFL Kürt öğrencinin özetleme becerileri üzerinde herhangi bir etkisinin olup olmadığını araştırmayı amaçlamaktadır. Çalışma, verileri toplamak ve analiz etmek için nitel ve nicel aşamaları içeren karma bir yöntem yaklaşımı izlemektedir. Bu araştırmanın katılımcılarını 30 12. sınıf Kürt erkek öğrenci oluşturmuştur. Öğrencilerin yaş aralığı 18-20 arasında olup, öğrencilerin İngilizce yeterlilik seviyeleri orta seviye öncesidir. Veri toplama araçları dikkate alınarak, katılımcıların özetleme yeteneklerindeki olası değişiklikleri değerlendirmek için ön test ve son test aşamalarında bir özetleme testi kullanılmıştır. Bir sonraki adımda, öğrencilerin kelime öğretiminin özetleme becerilerine etkisine ilişkin algıları hakkında bilgi toplamak için açık uçlu görüşme kullanılmıştır. Bu aşama için görüşmeye katılmak üzere yedi öğrenci seçilmiştir. Tedavi periyodu, tek bir gruba haftalık kelime öğretimi ile on hafta (haftada 2 kez 40 dakika) sürmüştür. Özetleme ön test ve son test puan ortalamaları SPSS sürüm 25 kullanılarak analiz edildi. Sonuçlar, özet öncesi yazma ve özet sonrası yazma testlerinin ortalama puanları arasında istatistiksel olarak anlamlı bir fark olduğunu ortaya koydu. EFL Kürtçe öğrenenlerin özetleme becerileri, tedavi sürecinden sonra önemli ölçüde gelişti.

Görüşmenin sonuçları, öğrencilerin çoğunun kelime öğrenmenin yazma becerilerini, özellikle de özetleme becerilerini geliştirmede oynadığı hayati rolün farkında olduklarını ortaya koydu. Tedavi süresi içinde kelime öğretmek, yazma becerilerini geliştirmek için motivasyonlarını artırdı. Akademik dil ve becerilere ilişkin bilgilerini zenginleştirmelerine yardımcı olmak için akademik kelime öbekleri öğretmeye odaklanan müfredatta değişiklikler önerdiler.

anahtar sözcükler: kelime öğretimi, özetleme becerileri.

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List of Abbreviations

EFL:	English as a Foreign Language
ELT:	English Language Teaching
ESL:	English as a Second Language
L2:	Second Language
BICS:	Basic Interpersonal Communicative Skills
CALP:	Cognitive Academic Language Proficiency.
VTL:	Vocabulary Level Test
KRI:	Kurdistan Region of Iraq
SPSS:	Statistical Package for the Social Sciences

CHAPTER I

Introduction

This chapter includes background information on the relationship between vocabulary knowledge and summary writing with regards to Kurdish context, statement of the problem, purpose of the study, significance, limitations and important definitions of terms used in this study.

Summary writing occupies a unique position in language learning and education and it is regarded as one of the most significant aspects of writing abilities. To summarize in an effective fashion, students need have adequate vocabulary knowledge to rewrite the text. Summarizing is often used to choose the most significant knowledge or information supplied in a book, to prepare students for tests, and for an extensive writing task.

In the study of a second or foreign language, the importance of vocabulary knowledge in the process of language learning/acquisition cannot be stressed (Nouri & Zerhouni, 2016). English as foreign language (EFL) students are well aware that their low vocabulary knowledge can cause major communication difficulties. This lexical constraint prevents both language understanding and production (Nation, 2001). Vocabulary knowledge is extremely important for academic success and linguistic ability (Adamson, 1993). In order to improve competency in the four language skills, lexical knowledge is crucial (Bernhardt, 2005). Reading and vocabulary knowledge are inextricably linked because lexical knowledge may aid learners of a foreign language in comprehending the significance of written materials. Reading can also help learners improve their lexicons (Nation, 2001). According to Yovanoff, Duesbery, Alonzo, and Tindal (2005), vocabulary knowledge is a significant and reliable predictor of total reading comprehension, independent of grade level. The importance of vocabulary knowledge, language teachers have begun to treat vocabulary education as a separate topic, in which students learn meanings of new terms and use them to form sentences.

While there are several ways of learning a term, students will benefit much from knowing it in depth (Donohue, 2000). Reading English language and texts successfully requires a strong command of the English language's vocabulary. Laufer points out that "without comprehending the text's vocabulary, no text comprehension is possible, whether in one's home language or in a foreign language" (Laufer, 1997, p. 20). He also claims that the poor likelihood of understanding a book is strongly linked to the high percentage of obscure terminology (Laufer, 1997). It is impossible to overestimate the relevance of vocabulary knowledge in predicting reading performance. Laufer and Ravenhorst-Kalovski (2010) on the English Psychometric Tests, researchers looked at lexical coverage, vocabulary size, and reading scores and discovered that an optimal level of reading may be achieved with a lexical coverage of 98 percent or 8000-word families.

The Relationship between Vocabulary Knowledge and Summary Writing

There is a strong link between vocabulary and the capacity to summarize. According to Donohue (2000), the relationship between new and known knowledge will lead to a greater comprehension of words. Furthermore, simply learning to read written content does not imply that you will be able to comprehend it (Biemiller, 2012). While vocabulary knowledge isn't the most significant aspect in comprehending a written document, a lack of it leads the content to be misunderstood (Biemiller, 2012). The process of reading comprehension is made up of a combination of words, reasoning, and understanding (Bauman & Gravers, 2010). The student should consider acceptable synonyms and/or other forms of words while paraphrasing a text. The student should consider acceptable synonyms and/or other forms of words while paraphrasing a text. A broad vocabulary range gives student writers 'a multihued pallet of colors with which to paint their experience,' implying that the writer has the opportunity to reveal information about the texts when writing or summarizing them (Robinns, 1991). The majority of pupils, on the other hand, should remember that "the author's greatest joy derives

not from employing an unusual term, but from utilizing the proper phrase" (Fletcher, 1993, p. 23).

Summary writing is an important evaluation for instructors to assess students' knowledge of primary concepts and other supporting aspects in a book during the foreign language learning process. Many academics believe that writing summaries improve students' vocabulary, critical thinking, and reading comprehension (Talor & Beach, 1984). The goal of producing a summary is to convey key information from source materials to readers and authors alike (Hidi & Anderson, 1986).

Besides from having a good vocabulary and being able to read well, the ability to reduce a text to its core points include detecting and eliminating irrelevant and unnecessary material from a written document. It is, in fact, creating something new from the old text by concentrating on its most important components a difficult process for university-level L2 students (Marzano, 1982). Learners' vocabulary knowledge is thought to have a significant influence in summarizing reading texts. To comprehend written text in a foreign language, learners need to have enough vocabulary knowledge. It's commonly assumed that having a large vocabulary and being able to summarize reading texts have a strong relationship.

Kurdish Context

In the Kurdish Region of Iraq (KRI) context, in the educational system's structure, there is a centralist trend which does not allow for textbook choice or staff development, and does not give sufficient resources or teaching time. Traditional teaching techniques are extensively utilized in teacher-centred education, which prolongs passive education and prevents Kurdish learners from developing abilities to take charge of their own education and monitoring or assess themselves. Information memorization is incorrectly substituted for exercise, critical thinking, and practical experience in the classroom. Monologue, listening, and writing are also used to substitute classroom discussions and significant arguments (Mhamad & Shareef, 2014).

According to Mhamad and Shareef (2014) "Kurdistan's curriculum as well as the rest of Iraq, is obsolete from childhood education all the way to university level" (p. 2). Poor and inferior academic institutions have a significant impact on the grades of many excellent and excellent students at KRI. There, educating individuals through a spoon-feeding educational culture educates, understands, analyzes, criticizes, and becomes a creative thinker.

Iraq's Kurdistan Local Government (KRG) recognizes the importance of communication, language education and English and consists of teacher books, student books, activity books and CDs specially created for Kurdish elementary and junior high school students. We have started the Sunrise Program, which is a complete English course teaching materials as an essential element of the curriculum (Macmillan, 2007). According to Macmillan (2007), sunrise is based on communicative methods, with a clear focus on grammatical structure and integration of listening, speaking, reading and writing. Students' English abilities are enhanced through a fun learning strategy that incorporates topic-based units, adventure stories that teach a new language, and a variety of activities including role playing and guided writing exercises. It also contains training packs (a training guide for each level of the Sunrise course), a methodology manual (a presentation of the teaching methodology and approaches used in the Sunrise course), study skills (methods and useful tips for students to improve their language skills and become independent learners), and a section called How to Test Sunrise, which contains a comprehensive set of new exams developed for each unit or level of the Sunrise course.

Students at KRI do not have enough opportunities to acquire these skills through real-life circumstances (Shumin, 2002). Visual media is the sole option for pupils to learn non-linguistic and pragmatic skills. Children in the Sunrise program are not given any visual materials to aid in the development of these abilities. Furthermore, In Kurdish public schools, TVs, computers, video players, projectors, or the internet are not available in the classroom,

prohibiting Kurdish English instructors from exposing pupils to visual media in order to build non-linguistic and pragmatic abilities as well as language components. (Shumin, 2002).

English education for high school students in KRI involves four abilities: reading, listening, speaking, and writing according to the English curriculum. Language components are learned to complement the four competencies. Vocabulary, grammar, and pronunciation are all part of the language elements. Vocabulary is, in reality, the most significant of all the components of a language (Sofi-Karim, 2015). This is consistent with Richards and Renandya's (2002) assertion that vocabulary is a critical element of language ability and forms the foundation for how effectively students talk, listen, read, and write. Learners must grasp vocabulary in order to develop their language abilities.

When students are summarizing reading texts, for example, they will have difficulty understanding a text if they don't know what the words in the text signify. Teachers must pay attention to students' vocabulary mastery in connection to the purpose of high school reading instruction, which is to equip students with the capacity to obtain information from books written in English. Similarly, if they just have a few vocabularies, they will struggle to talk fluently. Furthermore, while writing, vocabulary knowledge is crucial. A competent writer has a large vocabulary since clarity and accuracy are both dependent on it.

My experience as an English language teacher in a Kurdish High School has inspired me to conduct research on exploring the impact of vocabulary knowledge on summarizing reading texts. Students face difficulty in summarizing and often fail to express their ideas. The fundamental problem that I have encountered as a teacher is the lack of vocabulary students have. Because they can express the idea in the Kurdish language as they understand the concept but when it comes to the English language, they just simply do not try because they do not have enough words to explain what they have read.

Statement of the Problem

Writing a summary is one of the important and essential academic skills for second language (L2) learners. (Yu, 2008). This talent appears to be a complex process including certain cognitive and metacognitive functions. However, Kurdish L2 learners and teachers are yet to pay attention to the significance of reading texts and summarizing reading texts because of limited vocabulary knowledge. There are existing studies that investigated the vocabulary learning strategies of Kurdish learners that may impact the ability of Kurdish learners in summarizing the reading texts (Muhammed, 2016). So, it is essential to understand the effect of knowledge of vocabulary on summarizing reading texts. Understanding what the words imply, improves comprehension. The importance of vocabulary growth cannot be stressed because understanding is the ultimate objective of reading having a big vocabulary benefit listening, speaking, reading, and writing.

Purpose of the Study

The purpose of this study is to investigate if teaching vocabulary knowledge have any impact on summarizing reading texts and whether vocabulary knowledge influence the summarizing skill ability of the reading texts among the Kurdish students highlight the level of the students. Vocabulary is fundamental to summarizing because summarizing texts is about text reduction to one-third or one-quarter its original size, obviously defining the writer's purpose, and keeping essential concepts while preserving its actual meaning. Hence, without the knowledge of vocabulary, it may be challenging to summarize the texts in its real essence.

Research Questions

Based on the review of the literature and keeping in view the purpose of the present study, the following questions have been formulated.

1. Does teaching vocabulary have any significant impact on the summarizing ability of Kurdish students?
2. What are the perceptions of the Kurdish learners about the effect on their vocabulary knowledge on their summarization skills?

Significance of the Study

This study is of significance for teachers who teach Sunrise 12 as well as stakeholders in the Ministry of Education in Kurdistan. Therefore, this study can be fundamental for further research on how to increase vocabulary knowledge for improving the summarizing skill which is a very important part of second language skills and academics. This study is also helping other researchers who are interested in uncovering other areas of teaching or problems in Sunrise.

Limitations

The present study aimed at investigating impact of teaching vocabulary on the summarization skills Kurdish EFL learners in the northern region of Iraq. The study is limited to high school students from one school only. The time for this study was limited to only one semester. The findings cannot be generalized because the sample size is 30. The other elements such as the intellectual ability of students and their performance overall is not taken into consideration.

Definition of Terms

Vocabulary

The framework defines vocabulary knowledge from different perspectives: pragmatic, semantic, and morphological perspectives and it shows that all of the aspects are closely interrelated. For instance, the context or the shape of a word can be used to determine its

meaning (Gu, 2017). However, Nation realizes that this framework is incomplete and needs modification. He indicates the difficulty of measuring vocabulary knowledge by only using this classification. He also added that the aspects of this classification are interrelated with each other, which makes differentiating between certain words difficult (Nation, 2001). Fauziat (2002), states that the concept of vocabulary is "essential to language" and "critically crucial to the average language learner." If students do not have a big vocabulary, they will be unable to communicate effectively or express themselves in both oral and written form. Vocabulary, according to Hiebert and Kamil (2005), is the understanding of the meaning of words. They must comprehend the meaning of the words when studying them.

The term 'vocabulary' refers to the understanding of words as well as their meanings. Vocabulary knowledge entails more than just reciting a word's definition. It necessitates that the reader uses the word correctly in the context (Schmitt, 2014).

Summarization Skills

Different studies have defined the term summary in different ways. "To summarize," declares Wohl (1978), "to convey information in far fewer words than was used in the original communication." (p. 127). "A summary is a succinct statement that expresses the distillation of information relevant to a topic and conveys the essence of the conversation," according to Hidi and Anderson (1986, p. 473). "the process reduces a large volume of material to its essential components." (Langan, 1993, p.120). Summarizing is "the performance of evaluating what material in a piece is most significant and translating it into a short summary in one's own words," (Friend, 2001, p. 3).

Furthermore, for example, Wohl (1978) defines summarizing as "reporting information using many less words than were used in the original message" (p.127). 'A summary is a brief statement that summarizes the facts available on a topic and captures the substance of the conversation.' (Hidi & Anderson, 1986). "According to those criteria, an effective summary

requires the capacity to recognize and pick key information such as the text's primary concepts. Moreover, the writer must ensure that no important concepts are lost and that the content of original text is not altered.” (Kim, 2001, p. 570). According to Kintsch and Van Dijk (1978) provided a model for creating an appropriate summary. The three steps required in producing an appropriate summary were comprehension of the original text, condensation of the concepts and ideas in the original text, and expression of the ideas in one's own words. Casazza (1993) stated that getting a thorough comprehension of the text, choosing and recognizing vital information and the primary concept of a book, deleting trivial or unnecessary material, categorizing comparable ideas, and writing in one's own words were all necessary prerequisites for generating a successful summary.

CHAPTER II

Literature Review

Introduction

This chapter describes in detail the vocabulary knowledge including linguistic schemata, the depth of vocabulary, knowledge of vocabulary, and its size. The chapter also represents the details on summarizing reading texts including approaches to summarizing reading texts and the effect of size of vocabulary knowledge and achievement in summarizing reading texts. The later part of the chapter illustrates some of the existing studies that explored the correlation between vocabulary knowledge and summarizing readings texts.

The Linguistic Schema

A linguistic schema is defined as a decoding feature required to understand how words are organized together or within a sentence. These are needed for the spoken and written discourse of any language. Barlett (1932) defined linguistic schema as an experience-based mental framework established as a technique of absorbing new facts and thereby making sense of them. Schema theory also refers to the past experiences saved in the memory as a fundamental to develop new experiences. However, there are four main types of schemata, formal schema, content schema, culture schema, and linguistic schema (Carrell & Eisterhold, 1983).

Formal schema is described as baseline knowledge about the formal organizational patterns and rhetoric of various texts. The background knowledge of the texts' content is referred to as content schema. Similarly, cultural schema refers to the beliefs and customs as well as social behavior and habits of a particular social group or society. The last linguistic schema relates to the background knowledge of vocabulary and grammar, which is vital in the comprehension and understanding of reading texts.

Depth of Vocabulary

Vocabulary knowledge has four dimensions: vocabulary size, vocabulary depth, lexical structure, and receptive-productive vocabulary knowledge. Vocabulary size refers to the amount of words that a student learns in order to recognize a text. It may also be characterized as a superficial understanding of the meanings of the words that a learner encounters. Depth of vocabulary knowledge pertains to lexical features such as phonemic, morphemic, graphemic, syntactic, collocation, and semantic aspects. It also provides the language's frequency and register. Lexical organization refers to the storage, linkage and representation of words in a learner's mental lexicon. Lastly, receptive and productive vocabulary refers to the knowledge of the learner to access the word and it is a fundamental process in reading and summarizing a text. Receptive-productive knowledge refers to the phonological and orthographic decoding and encoding of the texts as well as semantic and structural features that are fundamental to the summarizing of reading texts (Coxhead & Nation, 2001; Qian, 2002).

Vocabulary Knowledge

The capacity to 'know a word' is referred to as vocabulary knowledge. Nassaji (2006) explained aspects of knowing a word. It is argued that native speakers continue to know the words as they grow and develop their vocabulary knowledge however, they do not develop the syntax as they grow. Similarly, there are variations in syntax and functions of a word that native speakers use when they are communicating. However, it is also important to know that each word has its limitations on its use and functions according to the situation. In addition, there are different meanings associated with the same word depending on the use and situation in which the word is used. Furthermore, the vocabulary size often known as the breadth of the vocabulary is defined as the amount of words that a person must know as a minimum for several significant aspects of meanings to be used when speaking or reading a language (Linuwih, 2012).

Vocabulary knowledge and academic success are closely related and many existing studies provision the idea of lexis knowledge as a factor for academic achievement. Alderson and Banerjee (2001) argued that vocabulary knowledge is fundamental to enhance language abilities and to improve academic success in the language. Similarly, Nation (2001) argued that vocabulary knowledge is fundamental to improve language proficiency and communication skills. According to corpus research, almost 2000 words are frequently used in the English language, accounting for 80-85 percent of written and/or spoken content in English (Goulden, Nation & Read, 1990). However, in a second language, second language learners must possess vocabulary knowledge of approximately 8000-9000 words for comprehensive language skills in writing and about 6000-7000 words for speaking skills (Nation, 2006). However, it is also generally believed that the EFL learners to know at least 5000 words in the English vocabulary to be able to undertake a course in college or university where the medium of instruction is the English language (Goulden, Nation & Read, 1990).

Oxford and Scarcella (1994) find that while decontextualized learning (word lists) may assist students retain vocabulary for examinations, pupils are prone to lose terms learnt from lists. McCarthy (1990) contends that a term taught in a meaningful context is more easily absorbed and retained. There is yet more research in the field of second or foreign language teaching and learning that has studied the importance of context in learning words assessed the effectiveness of contextual learning and focused on how readers estimate the meanings of unfamiliar words. Nist and Olejnik (1995) investigated their subjects' capacity to acquire and recall new language based on the strength of context and the appropriateness of definition. They discovered that there was no relationship between levels of context and levels of definitions.

There is a markup correlation between vocabulary size and the abilities like reading, writing and listening of secondary school EFL learners proven by a study conducted in Denmark (Staehr, 2008). In this study, the researcher proved that 72% of the success among

the secondary school EFL learners is defined by the size of vocabulary they know for reading proficiency, 39% of the variance is defined by the vocabulary size in listening skills and 52% of the success in writing skills is defined by the vocabulary size. Therefore, the results of the study conclude that and strongly support the influence of vocabulary size or vocabulary knowledge on the academic success of EFL learners. It is also argued that vocabulary knowledge influences the speaking skills of learners as all four skills are influenced by the vocabulary knowledge of the learners (Segalowitz, Segalowitz, & Wood, 1998). It is suggested that having vocabulary knowledge allow learners to utilize comparatively fewer efforts when using a second language as compared to learners with limited vocabulary knowledge. It also requires fewer cognitive demands when reading, writing, and or listening to a second language. Similarly, it is important to develop and establish adequate vocabulary skills among learners for adequate learning. Vocabulary knowledge is a hence a key to academic achievement including reading comprehension and summarizing reading texts in the second language for second language learners.

Components of Vocabulary Knowledge

Cummins (1979, 1981) introduced the two basic components of vocabulary knowledge, BICS and CALP. BICS is an abbreviation for Basic Interpersonal Communicative Abilities, while CALP is an abbreviation for Cognitive Academic Language Competence. BICS focus on communicative skills such as listening and speaking whereas, CALP focus on theoretical skills such as reading and writing. Cummins stated that BICS and CALP are two key parts of language competence; yet, this language capacity cannot represent academic performance or academic progress. Cummins found that L2 learners often achieve peer-appropriate levels of conversational fluency in their first two years of exposure to English, whereas 5 to 7 years of experience is required to achieve academic grade standards, such as vocabulary knowledge. The contrast between BICS and CALP, therefore, aids in identifying learners' weaknesses in

order for them to achieve educational equivalency with native speakers. The distinction between BICS and CALP might have an impact on vocabulary development. The 2000 most common words in English are commonly regarded as such because they contain a large portion of the functional and structural vocabulary required for communication. These terms cover around 80% of written English texts, while Adolphs and Schmitt (2003) claimed that they cover approximately 95% of any spoken text. As a result, knowledge of the top 2,000 English words may be related to BICS. Less common terms, such as those identified in Schmitt and Schmitt's mid-frequency vocabulary (2014) or Milton and Alexiou's rare vocabulary (2012), which make up a major amount of the content vocabulary required for academic writing and take longer to learn, may easily equate with CALP.

Summarizing Reading Texts

Graham and Herbert (2010) defined summarizing reading text as an exercise that has resulted in the biggest improvements in understanding and long-term retention of text information because students must spend time thinking on and processing what they have read, summarization helps readers focus on the relevant information in a book and promotes long-term learning. (Wormeli, 2009). Summarizing reading texts is not only useful for the students but also the learners. Reading is considered the most important skill for second language learning as well as for academic success. It is argued that being able to read a text makes a sense of the text and it is important for comprehension progress. Summarization teaching is not merely about asking students to summarize a text by writing a summary. It is important to understand that there is a difference among summarization and understanding. Summarization boosts reading comprehension and their writing targets an in-depth understanding of the text that they summarize. It also allows them to communicate in their own words what they understand that helps in outlining the personal understanding of the students of the particular text. Summarization is a writing exercise that is based on reading comprehension. Writing

exercises include several activities that are carried out before and after writing. Reading the text and comprehending as well as taking pre-notes is fundamental to summarizing reading texts. Summarizing a text also requires coherence and organization throughout the summary of the relevant text (Blanchard & Root, 2004).

Vocabulary Size and Reading Achievement

There is a significant correlation between knowledge of vocabulary and reading achievement as recognized by Agustin (2009) not just for second language learning but also for first language learning. Laufer (1997) and Astan (2014) stated that native, as well as learners of a second language will be able to demonstrate success in reading comprehension and summarizing reading texts only mostly if they can know the lexis in the reading texts. There is a substantial correlation between vocabulary quantity and reading comprehension. Nation (2006) performed research to investigate the influence of vocabulary size on reading performance. It was argued that to read non-simplified original texts, students should have a vocabulary size of approximately 8,000-9,000 words to achieve 98% success and for 95% success; approximately 5,000-word families are needed.

Reading is defined by Shiotsu and Weir (2007) as "the process of receiving and comprehending information contained in linguistic form via print" (p.66). It is also stated by Grabe and Stoller (2002) that understanding is fundamental to reading that can be improved through summarization of reading texts. Reading is more challenging than acquiring the other three skills because students find it more boring. It is also difficult to teach students how to read because reading needs an understanding of the text and vocabulary knowledge. Reading is also complex because it has several purposes and properties within the textual context. Therefore, it is difficult for both teachers and students. Similarly, the link between the size of vocabulary and reading success is also significant. Vocabulary knowledge was discovered to have a substantial and favorable relationship with reading success, as well as to have a

significant influence in reading comprehension, among the many variables evaluated in their study. As a result, it appears that excellent lexicon is one of the requirements for successful reading understanding. (Laufer & Ravenhorst-Kalovski, 2010).

Eskey (2005) investigated several approaches to summarizing reading texts such as bottom-up procedures that include word recognition and vocabulary access to the texts and words used in the text as well as top-down procedures that include incorporating prior knowledge and information about the text that the learners have while they are summarizing a text. DeKeyser (2007) argued that summarizing is a long process of learning that needs an understanding of the word and its meanings to be able to describe the summary in simplest and brief form. It is argued that practice is fundamental to learning and specifically in language learning. Therefore, summarizing reading texts is not easy if the students are not practicing.

Schmitt and Meara (2012) also investigated the link between vocabulary breadth and depth and understanding among Japanese pupils. The study looked at a sample of 88 Japanese students. The study's findings indicate that there is a considerable relationship between the amount and depth of vocabulary knowledge and students' ability to summarize reading texts. Adding to this, Qian (2007) also investigated the relationship between vocabulary knowledge and summarizing reading texts in 33 Chinese and 44 Korean students. The findings of this study revealed a strong and beneficial association between vocabulary knowledge and summarizing reading texts. The consequences of the study outlined that not just the size of the vocabulary but also the depth of vocabulary is equally important. Vermeer (2000) argued that size and depth of vocabulary has a relationship with language acquisition as well as the frequency of language input. The study explored the size and depth of vocabulary of 50 Dutch students from kindergarten in terms of their receptive vocabulary and related tasks. Chui (2003) also examined the relationship between depth and vocabulary size with comprehension and summarization among 186 EFL learners from Hong Kong. Productive Vocabulary Levels

Test was adopted to estimate the extent to which depth and size of the vocabulary are important for summarizing reading texts.

Despite a correlation between vocabulary depth and size with language learning in English as a Second Language, there is still a continuing debate on whether this correlation exists in the context of English as a Second Language. It is argued that EFL learners often find it complicated to develop the size and depth of lexis knowledge. Schmitt (2008) and Hui et al. (2010) argued that the number of unfamiliar vocabularies is one of the most significant components that determine texts' complications. However, there are existing studies that argue that the depth of vocabulary knowledge allows learners of a foreign language to predict reading. Ouellette (2006) argued that there is a major connection between depth of vocabulary knowledge and reading performance of learners keeping the vocabulary size as controlled. Stanovich also reported a strong connection between vocabulary and reading for third, fourth, fifth, sixth, and seventh-grade students of the first language.

CHAPTER III

Methodology

This chapter presents the methodology used in the study to answer the research questions. The chapter includes research design, participants of the study, materials, data collection, and treatment of vocabulary, analysis, and ethical considerations followed by the researcher throughout the research.

Research Design

A mixed methods research design was employed in this study, which included quantitative and qualitative methods. The purpose of a mixed methods research is to give a better understanding of study findings by combining and blending qualitative and quantitative research approaches (Creswell, 2017). The quantitative data was collected and examined first, followed by qualitative data in order to acquire more specific information.

The major purpose of this study was to explore the influence of teaching vocabulary on the summarization skills of a group of Kurdish EFL students. There were two variables in this study: The independent variable, vocabulary knowledge, and the dependent variable, summarization skills.

Participants of the Study

The participants of the study are 12th-grade students from high school in Erbil in Northern Iraq. All of the participants are male and between 18-20 years of age. The researcher used one group of students to conduct the study. Students' levels of English proficiency were pre-intermediate in senior high school level. The researcher did not have any chance to randomly select the participants. A total of 30 students in 12th grade from Dahlen High School in Erbil were included in the study. They all agreed to participate in the research and seven of

them were chosen randomly to be interviewed. The systematic random selection approach was used to pick samples from the single group participants for the interview.

The researcher explained the aims of the study to the students, and the research process beginning from the pre-test, the treatment and to the post-test, and finally the interview questions. The social background of the teachers is medium as they have limited access to commodities such as wealth and power as well as modern technologies. The teachers are still practicing traditional teaching techniques to teach students. The teachers in general allow the students to participate in the class discussions and however, it is still more teacher-centered learning.

Data Collection Tools

Summarization Test

The researcher assessed summarizations skills of the participant's texts twice: before the treatment (pre-test – Summarizing test 1), after eight weeks of treatment (posttest – Summarizing- 2) (see Appendix B). In the pre-test, the researcher used two short informational texts from (Sunrise-12 Student's book about Literary Reader: Treasure Island) from the students' textbook (from 250 to 280 words). After reading each text, students had to summarize the texts. The summaries were assessed based on the criteria developed by Friend (2001);

1. Main points were presented in the summary (11 points).
2. The summary text's coherence (sentences are organized in a meaningful way) If the summary is incoherent, students receive no marks; 0.5 points for a somewhat coherent summary and 1 point for a coherent summary (2 points).
3. Text's title (0 points for unsuitable; 0.5 points for partly suitable and 1 point for the appropriate title; the total score is 2 points). For Summarizing test_1 (pre-test), the total score from all two reading texts is 15 points.

In summarizing test-2, (post-test) the researcher used the same two extensive texts from (Sunrise-12 Student's book about Literary Reader: Treasure Island). The post-test summaries were graded using the same criteria: 11 points for essential concepts, 2 point for coherence, and 2 point for the title, for a maximum of 15 points.

An Open-ended Interview

The open-ended interview questions were prepared by the researcher to collect information on students' perceptions regarding the impact of teaching vocabulary on their summarization abilities. The interviews questions comprised of five questions (see Appendix C).

Data Collection Procedures

The data collection was started after receiving the ethical approval letter (see Appendix D). The teaching of the vocabulary (treatment) lasted for two months including 16 sessions (40 minutes 2 times a week). In this study, two methods of data were collected: the student's scores on summarizing reading texts and interviewees' responses.

The data was collected over 10 weeks. In the first week, no information was given on summarization skills; the students were given (pre-test – Summarizing test-1) from the beginning of the semester in January 2021. On the second week, students in the single group were taught vocabulary in the classroom through 'Sunrise-12 activity book' for eight weeks. The researcher taught 210 words (see Appendix F) from four different units during the treatment period. The vocabularies were all that are found in the 'Sunrise 12 book'. In the 10th week, after eight weeks of treatment (posttest –summarizing- 2) was administered at the end of the course. The researcher used the same criteria to evaluate the summary writing tests. The writing scores were calculated for mean. The tests took approximately 60 minutes.

The qualitative data obtained from the interviewees' responses. Researcher visited the school again in the 10th week after (posttest –summarizing- 2), and conducted interview questions to explore their opinions about the impact of their vocabulary teaching on their summarizing abilities. Five questions were prepared for the participants. The interview took approximately 30 minutes.

Data Analysis Procedures

The data gained from the study were analyzed by the Statistical Package for the Social Sciences program (SPSS) and the differences between the means of the pre-test and post-test of summarization tests were calculated using the t-test. The t-test is a statistical test used to compare the means of two groups. It is commonly used in hypothesis testing to see whether a procedure or treatment has an effect on the population of interest or whether two groups vary from one another (Kim, 2015).

In order to analyze the qualitative data acquired from the study, 5 open-ended questions were asked to 7 students. The main purpose of this analysis was to find Kurdish learners' perceptions of the impact of their vocabulary on their ability to summarize. During the analysis, participants in the single group were coded as P1, P2, up to P7. To demonstrate the participants' opinions realistically, the analysis of the acquired data, and direct quotations from the students' perspectives were provided.

Reliability & Validity

The pre-test and post-test used to test for reliability and validity because it was the primary tool for gathering data for the study. To begin with, the researcher created two drafts of the pre-test and the post-test, and based on the data gathered from the single group. These versions were given to the supervisor, and the final version was prepared based on the supervisor's instructions and notes. Then, the pre-test and the post-test items were checked for

content validity by three experts of the Department of English Language Teaching (ELT) at the Near East University.

The researcher used the same criteria to examine the summary writing tests, pretest, and posttest. The writing scores were averaged. The inter-rater reliability coefficients of the researcher raters in the pretest and posttest using Pearson Correlation were 0.92 and 0.95, respectively. The mean score of each participant was calculated by adding the scores of both raters and dividing them by two. The data acquired from the tests assessing students' views were statistically evaluated using descriptive statistics and the dependent t-test. Regarding the learners' written reflections, the data were categorized using content analysis and presented in table form with frequency.

For the tests to be valid, five open-ended interview questions were prepared to generate the most detailed response possible by the researcher. The questions were shown to the supervisor, and according to the supervisor's instructions and notes, the final version was prepared. To certify the reliability and validity of the qualitative dimension of the study, expert input was sought throughout the preparation of the interview questions, and verbatim quotations from the learners' replies were employed. In order to ensure consistency, the names of the learners were kept confidential, coding was done by the researcher and the coding was checked repeatedly.

Ethical Considerations

The researcher did not force any participant to be part of the research. The participants completed a consent form. The research was started when the consent of the participants (See Appendix A). All the participants were above the age of 18 so parental consent was not needed. The privacy of the participants was the main concern. The names and scores were kept confidential. The data collected was stored electronically by the researcher and only concerned members have access to the data.

CHAPTER IV

Findings and Discussion

This chapter represents the results, discussion with the participants based on the data collected. The current study comprises a mixed approach of quantitative and qualitative types of research. The results are arranged in two parts. The first part is quantitative research findings which correspond to the first research question. It verifies a statistical comparison between the mean score of the pre-test and post-test in summary writing. The second part is qualitative research findings which correspond to the second research question, depicts data from interviews with the participants.

The findings of the study are also analyzed and described to draw conclusions and answer the research questions. The data gathered was analyzed using SPSS version 25 to understand the statistical impact of vocabulary knowledge on summarizing reading texts. Further, the results of the present study are then supported with the existing literature to ensure that the results are consistent or not with the existing studies.

Findings

The impact of vocabulary teaching on the summarizing abilities of the Kurdish students, the quantitative dimension of the study is comprised of the procedure of analyzing the pre-test and post-test scores of the students in the study single group. The results of comparison between the mean score of the pre-test and post-test in summary writing was analyzed through a dependent sample t-test as displayed on Table 1.

Table 1

T-Test comparison between the mean score of the pre-test and post-test in summary writing

	Mean	Std. Deviation	t-value	P-value
Pre-Summarizing	6.433	2.112	5.846	0.001
Post-Summarizing	9.700	2.215		

Table 1 shows that there is a statistically significant variance between the mean score of pre-test summarizing and post-test summarizing because its p-value (0.001) is less than the significant level $\alpha=0.05$.

The mean score of pretest-summary writing was 6.433 while the mean score after eight weeks of study in posttest-summary writing were 9.7. Furthermore, the mean score of post-summary writing (9.7) was almost twice the mean score of pre-summary writing (6.43), which means that the knowledge of students for summary writing were increased after they were taught 8 weeks of teaching vocabulary. Hence, the results show that there is an impact of teaching vocabulary knowledge on summarizing reading texts among Kurdish high school students. Similarly, vocabulary knowledge influences the summarizing skill ability the reading texts among Kurdish high school students.

The pretest and posttest for summary writing show that there is a major and positive difference among the scores of students before and after the intervention. The mean and standard deviation of the pretest is 6.433 and 2.112 respectively while in the 10th week, the mean and standard deviation of the posttest in the summary writing of the students after the intervention are 9.700 and 2.215 respectively as illustrated in Table 1.

The findings of this research are consistent with those of a previous study done by Olinghouse and Wilson (2013) that analyzed the role of vocabulary in writing in three different genres. Students in twelfth grade completed three types of essays: a story, a persuasive essay,

and an informational essay. Students' vocabulary usage varies by genre, according to the findings. When compared to persuasive text, story material showed more diversity and maturity than informative text. The persuasive text has more variety than informative text, as well as a greater register than the other kinds. The informative text has more content words and expansion than other text types, as well as a higher level of maturity than persuasive writing. The lexical constructs connected to writing quality differed by genre, according to commonality analysis. Vocabulary diversity was a one-of-a-kind predictor of story text, whereas topic words and register were one-of-a-kind predictors of persuasive text. Finally, the most significant unique predictor for informative text content was words, which explained nearly all of the entire difference in the five component model, while adulthood was indeed a major indicator.

This section is the most significant section as writing is one of the most crucial abilities in language education since it allows the writer to communicate his or her knowledge to the audience. It's also well acknowledged that writing is difficult and a time-consuming process. The ability to write properly does not come naturally; it must be learned through practice and experience. The study conducted by Saadian and Bagheri (2014) illustrated similar results with the current study findings. The researchers explored the link amongst grammar and knowledge of vocabulary and the writing ability of English as foreign language (EFL) students. The current study, which was done at Shiraz Azad University in Shiraz, Iran, involved 53 candidates, the 'REA TOEFL –PBT' test is a test that assesses your ability to communicate in English. Each participant returned the answer sheet and the written text to the researcher after marking the answers on the answer sheet and completing the writing task. The comparison between the mean score of the pre-test and post-test analyzed through a dependent sample t-test was used to evaluate the data in this study to determine the degree of the link between variables. The results demonstrated that there is a strong and significant link between learners' grammar and vocabulary knowledge and their writing ability. In other words, writing scores

can be evaluated based on grammar and vocabulary understanding. Furthermore, the data revealed that grammar, rather than vocabulary knowledge, might be used to assess a learner's writing ability (Schmitt, 2014).

The results of the current study are aligned with the existing literature provide a reference. One of the most important abilities for secondary level students to succeed in their academic endeavors is the ability to summarize and paraphrase textual material. It entails translating a document and afterwards re-phrasing it with a change in the construction and language of the actual text whereas keeping the content intact. The study conducted by Ashrafzadeh and Nimehchisalem (2015) examined a group of secondary students' written samples to determine their key areas of difficulty in producing business report summaries. According to the findings, the vast majority of learners (about 70%) obtained 'excellent to very good' scores for the 'substance' of their written samples. However, when it comes to the 'structure' and 'vocabulary' of their written compositions, they fall short: 75% and 97% of pupils obtained a 'Fair to terrible' mark, respectively. The bulk of the pupils' 'language use' and 'mechanics' skills obtained 'good to average' marks. The findings of this study highlight the urgent need for remedial classes to assistance these pupils develop their ESL organizing writing and vocabulary.

In addition, the findings are similar with the study that was undertaken by Kaivanpanah and Parvin (2019) that investigated whether there is a link between vocabulary breadth and depth and EFL learners' success in summary writing. In this study, the English proficiency level, writing competence, and English vocabulary knowledge of 80 upper intermediate learners majoring in English translation were evaluated. While both breadth and depth of vocabulary knowledge are associated to major concept identification, use of summarizing procedures, and good writing indices in so-called text summaries, statistical research shows that the influence of depth is significantly larger than the effect of size. Similarly, the analysis revealed that the breadth of vocabulary knowledge is a stronger predictor of students' summary

writing success than the breadth. According to the findings, language teachers should place a higher focus on their students' vocabulary breadth and acquaint them with summarizing conventions. Similarly, the impact of teaching vocabulary knowledge on summary writing was also determined using a dependent sample T-test. T-test was conducted using SPSS to analyze if there is any significant alteration between the mean scores of pre-test and post-test of summary writing. The result of the t-test is illustrated in Table 1.

The perceptions of the Kurdish students about vocabulary teaching and their summarizing abilities based on the interviews, the qualitative dimension of the study's results were determined. Among those 30 participants, a systematic random selection technique was used to select seven students from a single group. Students' opinions taken with 5 open-ended questions were evaluated separately. These questions and the answers given by the students to these questions are shown below.

The answers given to the question “How do you think vocabulary and summarizing skills are related to each other?” To what extend do you think two are related?” The responses given by the participants to this Question are presented. All of the students in this interview said that there is a high relationship between vocabulary and summarizing. If you know more vocabulary you can easily summarize your paragraph. While P1 expressed “They are related directly as if you have good vocabulary items you can summarize easily”, P3 expressed “I think they are related to each other good vocabulary knowledge students know and understand the texts very well and they are able to good summarize”. The answers given to the question “How do you think a teacher can improve the necessary vocabulary items?”

The responses given by the participants to these questions are presented below. Two of the students think that teachers can improve their student’s vocabulary level by providing them synonym and antonyms of the keywords of the reading texts of the English course book. The majority of the students said teachers can give some important and new vocabulary of each reading text in every lesson and then students can use these new words in the future. These

four students also said that their teachers can give them different activities to memorize these new words such as fill the blanks, matching list of A and B, definition, and sentences. On the other hand, one of the students said that teachers should give the relevant vocabulary to the students otherwise it will be difficult to remember these new vocabularies. Some of the participants' views on this question are P3 responded as “A teacher can give some important vocabulary items of each reading text every lesson, to the students so as to be used later by them” and P7 expressed “Sometimes a teacher can improve students’ vocabulary level by providing synonyms and antonyms of the keywords of the reading texts of the English course book”. The answers given to the question “What do you think your teacher can do to improve vocabulary necessary for summarization tasks?” The responses given by the participants to this question are presented. The majority of students said that teachers can give them writing activities in every lesson for expanding their vocabulary knowledge and these new vocabularies will help them for summarization tasks in the future. On the other hand, one of the students said that teachers should evaluate student ability and then decide which of the vocabularies is the best form for them to teach them. Also, he or she said that his or her teacher can find efficient methods of teaching to deliver his lesson plan. Some of the participants' views on this question are: P5 expressed opinion as “I like my teacher to help us by providing guided writing activities, so as to improve our vocabulary in practice”, P2 expressed “I prefer the gradual method, I mean a teacher give us important vocabulary items every lesson and asks us to prepare/ memorize them in the next lesson”. The answers given to the question “What activities do you find the most effective in learning about learning and summarization?” The responses given by the participants to this question are presented. The majority of the students think that reading and writing activities are the best effective way for students in learning about vocabulary and summarization while two of the students said that speaking and writing activities would be the best solution for students to learn new vocabulary and summarization tasks in the future. Some of the participants' views on this question are P6 expressed “Guided

writing activities”, P4 expressed opinion as “Oral presentation about course book reading texts”. The answers given to the question “What are the advantages and disadvantages of learning about vocabulary and summarization?” The responses given by the participants to this question are presented. Five of the students, majority of the students said there is a lot of advantages of learning vocabularies summarization such as improving their both English Skills (Reading and Writing) while two of them said it will be improved all English Competences like ((Reading, Writing, Listening, and Speaking). On the other hand, five of the students said there is a grammar mistake as a disadvantage of learning vocabularies summarization while two of them said there is no disadvantage of learning vocabularies summarization. Some of the participants' views on this question are P7 responded as “The benefit of summarization and vocabulary is facilitating communication skills and improving speaking, reading and writing skills. I think they don't have disadvantages”, P5 expressed “Vocabulary and summarization lead to improve writing and speaking. The disadvantage of summarization is grammatical mistakes”.

The results were examined in order to provide answers to the second research questions that had been raised. In other words, in order to respond to the second research question stated. The findings gained from the interviews with the students regarding the students' opinions of the impact of their vocabulary knowledge on their summarizing skills, A result of the interviews when the answers were given by the pupils to the interview questions in general, it can be said that all pupils find the supported method useful.

CHAPTER V

Conclusion and Recommendations

This chapter presents the conclusions and recommendations based on the findings and discussions. The chapter is distributed into three parts. The first part is a summary of the research topic and the reasons why this topic is research as well as its contribution to the existing literature. The second part describes the conclusions based on the findings and the last part suggests recommendations for future research.

Summary of Findings

The significance of knowledge of vocabulary in the procedure of language learning/acquisition cannot be overstated in second or foreign language research. Students of English as a second language are well aware that their inadequate vocabulary knowledge can cause major communication challenges. This lexical constraint prevents both language understanding and production. Success in an academic environment and language proficiency are highly related to vocabulary knowledge. To improve competency in the four language skills, lexical knowledge is crucial. Reading and vocabulary knowledge are inextricably linked because vocabulary knowledge can aid foreign language students in comprehending the meaning of materials in writing. Reading can also help students develop their lexicons. The ability to read English paragraphs successfully relies heavily on vocabulary knowledge. Vocabulary knowledge is essential for properly reading English paragraphs and writings.

For second language learners, one of the most significant and crucial academic skills is summary writing. This talent appears to be a complex process involving certain cognitive and metacognitive functions. Comprehension of the original text, condensation of the concepts and ideas in the original text, and creation of the ideas in one's own words were the three processes involved in the process. It is thought that learners' language knowledge is crucial in summarizing reading materials. Learners must have a sufficient vocabulary to comprehend

written text in a foreign language. It is commonly assumed that vocabulary knowledge and summarizing reading texts have a strong relationship. This talent appears to be a complex process involving certain cognitive and metacognitive purposes.

Conversely, because of their poor vocabulary knowledge, Kurdish students and teachers have yet to recognize the importance of reading texts and summarizing them. There has been research that looked into Kurdish learners' vocabulary learning practices and how they might affect their ability to summarize reading texts (Brime & Bajalan, 2017). As a result, it's critical to comprehend the relationship. Thus, it is very essential to understand the impact knowledge of vocabulary on summarizing reading texts.

Conclusion

Based on the study's findings, it is obvious that there is a significant and positive influence of vocabulary knowledge on the summarizing abilities of the Kurdish students. The participants received the lowest marks for their usage of language in their pretest according to data collected. This implies that these students require treatments that concentrate on improving their language knowledge and abilities. Vocabulary improvement is a continuous procedure that occurs slowly in a larger learning context, according to extensive research in the field of vocabulary education. Choosing the main ideas of a text, thinking on the ideas, decision-making, and narrowing the material in a text are all part of summary writing. As a result, it can be stated that students must work hard and practice frequently in order to acquire summary writing skills. Donohue (2000) emphasizes gaining vocabulary in the context of the subject matter, saying that doing so will help the learner have a better knowledge of the subject matter as well as the capacity to employ new terms. Stahl (1986), "Vocabulary training enhances understanding only when both meanings and contexts are offered, and it has the best benefit when a range of exercises or examples employing the term in the context is employed."

(p. 663). It might also be believed that having students participate in guided summary writing tasks gives a useful chance for them to actively seek for, utilize, and acquire new words.

The findings suggest that there is a strong impact of teaching vocabulary knowledge on summarizing skills. There was a statistically significant difference between the mean score of pre-summary writing and post-summary writing, which was a major discovery. Students' understanding of summary writing improved after they were taught teaching vocabulary for 8 weeks, as the mean score of post-summary writing was nearly twice that of pre-summary writing. Students' scores on the pretest and posttest for summary writing reveal a substantial and significant difference between before and after the intervention. The pretest mean and standard deviation are 6.433 and 2.112, respectively, whereas the posttest mean and standard deviation in the students' summary writing after the intervention are 9.700 and 2.215, respectively, in the 10th week.

This study concluded that there is a significant and positive difference between the scores of students before and after the intervention: there was a significant increase in the vocabulary knowledge of the students after the intervention. The findings demonstrated that there is a strong and significant link between learners' grammar and vocabulary knowledge and their writing ability. In other words, writing scores can be evaluated based on grammar and vocabulary understanding. This means that there was a significant increase in the summary writing of the students after the intervention. Hence, the results of the present research are aligned with existing studies. The findings are supported by existing knowledge that outlines the significance of vocabulary knowledge for summary writing. Also one of the other findings from this study was that interview questions. The interviewees' responses showed that in this interview, all of the students stated that there is a strong link between vocabulary and summary. Teachers may offer some crucial and new vocabulary of each reading material in every class, according to the majority of students and students can utilize these new terms in the future. The majority of students believe that teachers should include writing exercises in

every session to assist them to extend their vocabulary and that these new vocabularies will aid them in future summary assignments. Reading and writing activities, according to the majority of students are the most effective technique for learners to learn vocabulary and summary. Five of the students, the majority of the students stated that studying vocabulary summarizing has several benefits, including boosting both English skills (reading and writing), while two of them stated that it will increase all English abilities, comprising (Reading, Writing, Listening, and Speaking). Furthermore, since there were limited numbers of participants in this study the results were limited.

Recommendations for Further Research

Based on the findings and conclusions, the following recommendations can be made for future research:

1. Impact of reading comprehension on writing academic summary: case study.
2. Importance of vocabulary knowledge on reading comprehension and summary writing.
3. Students' difficulties in writing summary In Kurdistan region high schools.

Furthermore, teachers and students should be aware of some major aspects of learning vocabulary such as the definitions of words, antonyms, synonyms, word collocations, and semantic and pragmatic characteristics. The use of various methods of teaching are highly recommended for assisting EFL students in enlarging their lexical knowledge. Teachers should increase their awareness of the practice of words in the class. They also should show students how to use corpus techniques in the classroom to their advantage. Accordingly, Students' lexical knowledge can be strengthened, which may lead to improved summarizing skills. The participants of the present study included male students from one school only.

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Appendices**Appendix A****Participant Consent Form**

Dear Participant,

The aim of this research is to collect data about your views towards the Impact of Vocabulary Knowledge on Summarizing Reading texts. The Case Of High School Students Learning English In Iraq. In any part of the experiment, you are entitled to abandon to participate in this research. If you decide to withdraw from the experiment your results and evaluations will not be included anymore.

Ranjdar Tayeb Ahmed

Department of English Language Teaching

Near East University

E-mail: ranjdartayeb1985@gmail.com

Appendix B

Pre-test and Post-test

In the pre-test and the post-test, the researcher used two short informational texts excerpts from (Sunrise-12 Student's book about Literary Reader: Treasure Island) of their textbook (from 250 to 280 words). After reading each text, students wrote a summary. Then researcher evaluated the summaries according to the adapted version of Friend's criteria (2001)

1. Amount of important information in the summary (each text comprised three semantic units, representing important information in the text; the total score for two texts was 11 points).
 2. Coherence of the summary (students connected the sentences in a meaningful way or not) – students do not receive any points if the summary is incoherent; 0.5 points for a partly coherent summary and 1 point for a coherent summary (the total score was 2 points).
 3. Title of the text (0 points for inappropriate; 0.5 points for partly appropriate and 1 point for the appropriate title; the total score is 2 points).
- For Summarizing-1 (pre-test) and For Summarizing-2 (post-test) the total score from both two texts was 15 points.

Read each passage and write a summary and main idea.

1. Create a title for the passage related to the main idea.
2. Accurately summarize the text.
3. Your summary must describe all key ideas from the text.

Pre-test**Reading text 1**

I remember him as if it were yesterday. He came slowly to the door of The Admiral Benbow Inn, his sea-chest following behind him on a hand-cart. He was a strong, heavy man with long hair and an old, blue coat. His hands were rough and black with dirt and he had a long scar from a sword across one cheek. He knocked on the inn door and when my father opened the door, called roughly for a glass of rum. 'This is a pleasant, quiet bay for an inn,' he said and looked slowly round him at the cliffs and our inn. 'Here, mate!' he cried to the man with the hand-cart, 'help me to get my chest inside.' He continued, 'Rum and simple food are what I want. And that cliff up there where I can watch the ships. You can call me Captain. Oh, I see what you want,' he said with a fierce look and threw down three or four gold coins in front of him. All day he was around the bay, or upon the cliffs with his telescope. All evening he sat in the inn by the fire drinking rum. Mostly he did not speak when spoken to, but looked up suddenly and angrily, and we learnt to stay away from him. He was very nervous of other sailors who came to the inn. One day he quietly promised to give me a silver four penny coin every month if I would 'keep an eye open for a seaman with one leg'.

1. Think of an appropriate title for the text.

2. Summarize the text

Post-test**Reading text 2**

This is Bill Bones' account book!' cried the squire. 'The names are the ships that he sank, and the numbers show the money he took from them.' The doctor carefully opened the rolled-up paper and we saw a map of an island, complete with latitude and longitude, names of hills and bays, a large hill in the center named 'The Spy-glass', and every detail that a captain would need to bring a ship in safely. There were three red crosses – one was in the south-west and had these words next to it: 'Bulk of treasure here.' The second red cross showed where some silver was buried, and the third some weapons. There were detailed notes and instructions on the back of the map. I did not understand the map, but the squire and Dr Livesey were very excited. 'By tomorrow evening I shall be in Bristol,' said the squire. 'Then, in three weeks' time, we'll be sailing the best ship, sir, with the most efficient crew in England. Hawkins, you will be a cabin boy, and you, Livesey, the ship's doctor. I will be the admiral! We'll take my men, Redruth, Joyce and Hunter, too. We'll have good winds, a quick voyage, and no difficulty at all in finding the treasure, and more money than we can imagine. Trelawney,' said the doctor. 'I'll go with you, and I think Jim will too. But there's only one man I'm afraid of.' 'And who's that?' asked the squire with a troubled look on his face. 'You' replied the doctor, 'because you can't keep a secret. We're not the only men who know about this document.'

1. Think of an appropriate title for the text.

2. Summarize the text

Appendix C

Interview Questions

Student's name: _____

Grade: _____

Location of Interview: _____

Date: _____

1. How do you think vocabulary and summarizing skills are related to each other?

To what extend do you think two are related?

2. How do you think a teacher can improve the necessary vocabulary items?

3. What do you think your teacher can do to improve vocabulary necessary for summarization tasks?

4. What activities do you find the most effective in learning about learning and summarization?

5. What are the advantages and disadvantages of learning about vocabulary and summarization?

Appendix D
Ethical Approval

20.10.2020

Dear Ranjdar Tayeb Ahmed

Your application titled **“The Effect of Teaching Vocabulary on the Summarization Skills of Iraqi-Kurdistan: A Case Study”** with the application number YDÜ/EB/2020/440 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix E

Permission Letter

To,

Mr. Tahsen Yassen
Dahen High School
Erbil, Northern Iraq
Date: January 19, 2021

Subject: Permission Letter for Teaching in Dahen High School (experiment)

Dear Sir,

I, Ranjdar Tayeb, is an English Language Teacher in your school. I am conducting experimental research. The research aims to investigate whether or not there is a relationship between vocabulary knowledge and the ability to summarize the text. This research is for my Master's Thesis at the Near East University in Cyprus.

I will be conducting a Pre-test and Post-test before and after the experiment. The experiment is about teaching student's vocabulary and exploring their ability to summarize texts based on the extent of their vocabulary knowledge. I request you to grant me permission for conducting this experiment that would also be beneficial for our school.

Your approval to conduct this study will be greatly appreciated.

Thanks and Regards

Yours Sincerely

Ranjdar Tayeb
Signature


 Approved by:
 Mr. Tahsen Yassen salh
 School Manager

Appendix F

Vocabulary Items

Belt	Stroke	Aboard	Passage	Avoid	Heart	Put
Blind	Swearing	Below	Swamp	Burn out	Horrific	Reduce
See-chest	Sword	Called away	Starvation	Care	Import	Relaxed
Court	Tapping	Crutch	Waist	Carry out	Improve	Remaining
Crew	The devil	Docks	Winked	Check in	Immediate	Service
Done for	Cabin-boy	Empty-handed	Bleeding	Close up	Inner	Set
Drunk	Candle	Garrison	Deserted	Complete	Intend	Shape
Fair wind	Eyebrows	Gun powder	Effort	Cooperate	Keep to	Shine
Fierce	Faint	Mutiny	Shot	Cure	Kindly	Short-term
First mate	Folded	Quays	Irons	Dawn	Later on	Slight-seeing
Foggy	Galloping	Rigging	Low tide	Debt	Law	Soil
Fourpenny	Grave	Sealed orders	Mast	Delicious	Load	Solve
Guinea	Gun	Shame	Muskets	Department	Loan	Sort out
Hand-cart	Gentlemen	Stern	Pain	Discuss	Long ago	Speech
Hangings	Handle	Anchor	Stocked	District	Long-term	State
Inn	Hang it	Barrel	Trusted	Export	Make sure	Support
Magistrate	In case	Bow	Beach	Feed	Mayor	Surface
Owe	Latitude	Cage	Booms	Finish off	Mend	Take part
Rum	Longitude	Capstan-bars	Exhausted	Focus	Mention	Time waster
Scar	Nearby	Corrupted	Reckless	Foot	Mound	Transmit
Scoundrel	Pipes	Deck	Torch	Forever	On foot	Treasure
Shipmate	Pirate	Galley	Dig	Forgotten	Opinion	Trouble
Skin	Pistols	Ashore	Hostage	Found	Outer	Turn
Spot	Sails	Bear	Pile	Get	Peace	Turn into
Stick	Screamed	Carelessly	Achieve	Get rid of	Period	Various
Warning	String	Death	Agreement	Give up	Prevent	War
Account	Voyage	Fear	Anxious	Hand in	Provide	Weapon
Banged	Whistle	Furniture	Arrange	Health	Purpose	Woods
Bury	Emotion	Grumbling	Contain	killer	Map	Winds
Protection	Coin	Lonely	Board	living	Excited	Detailed

Appendix G

Turnitin Similarity

Ranjdar-Thesis

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