

# The Effect of Schematic Knowledge on Iranian Intermediate EFL Learners' Comprehension of Adapted Journalistic Texts

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**Abstract** This study intended to investigate how schematic knowledge of target language affects the Iranian intermediate EFL learners' reading comprehension of adapted journalistic texts. To achieve the objective, 40 male learners in the age range of 13 to 17 who were studying at Tehran Oxford Language Centre in Talesh, Iran were ed based on their results on QPT. The participants were assigned randomly to two groups, the control and the experimental. At the beginning of the course, the participants took the same pretest. Then both groups attended in a course in two terms (30 sessions in 90 days) by the same teacher. The control group just had linguistic skills treatment, but the experimental group had both linguistic skills and metalinguistic skills treatment during the course. A posttest was then administered to both groups. The analysis of the results of the posttest showed that the experimental group had 22.7% better reading comprehension compared to the control group. This indicates that schematic knowledge and its applications is in direct relation to the extent of learners' ability in reading comprehension of adapted journalistic texts. Pedagogically, the current research may have implications for teachers, learners, curriculum developers and syllabus designers.

**Keywords :** Linguistics

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