

## **THE IMPACT OF TYPE OF TEXT AND INTONATIONAL CLUES ON IRANIAN STUDENTS SCHEMATIC KNOWLEDGE**

**Leila Barati**

MA in Linguistics, Department of English Language  
Azad University, Khorasgan Branch, Isfahan, **IRAN**

**Azadeh Morovati**

MA in Translation, Department of English Language  
Azad University, Central Branch, Tehran, **IRAN**

**Morteza Bakhtiarvand**

MA in Educational Technology  
Department of Educational Science and Psychology  
Allame Tabatabai, Tehran, **IRAN**

### **ABSTRACT**

Naturally, language carries knowledge and information. Language comprehension is an interactive process consisting of background knowledge, real inferencing, cognitive tasks and conceptual abilities. Successful comprehension, however, is actually the result of a complex cognitive process. According to the previous research when listeners are exposed to utterances, they can establish schemas generalizing over the sounds they hear or pronounce. Listeners in a communicational context use different cognitive strategies as mental knowledge and linguistic features according to the type of text for inferencing and comprehending. The purpose of the present study was to investigate the impact of different fiction and non-fiction passages on participants' schematic knowledge. In this study for 60 male and female teenagers (13-19) and 60 male and female young adults (20-26) two fiction and non-fiction passages were read. The results showed that participant in these two age groups use different schematic knowledge for making inferencing and this also differed from fiction to non-fiction text.

**Keywords:** Comprehension, Inferencing, Schematic Knowledge, Fiction, Non-fiction.