

## An Empirical Study of Schema Theory and Its Application in Improving University Students' Writing Ability

**Sarah Saleh ALYousef**

Majmaah university, Saudi Arabia

**Author:** Sarah Saleh ALYousef

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### Abstract

The present study aimed at enhancing university students' writing ability through using schema theory. The study adopted the quasi-experimental pre-posttest experimental-control group design. The participants consisted of 58 English foreign language (EFL) students and 51 EFL professors who had taught essay writing. The students were divided into two groups: 29 students in a control group and 29 students in an experimental group. To gather the data, the researcher used pre and post- essay writing tests, interviews, and a five-point Likert scale questionnaire. The results of the study showed that there was a statistically significant difference between the performance of the experimental group and the control group on the posttest in favor of the experimental group. This indicated that applying schema theory has a positive effect on improving university students' writing ability. Finally, this study recommended that EFL teachers should encourage EFL students to share their prior experiences, knowledge, and information in the pre- writing phase in order to help them improve their writing skills.

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