

The Impact of Text Modifications on Ethiopian Students' Reading Comprehension and Motivation

Authors : Asefa Kenefergib, Dawit Amogne, Yinager Teklesellassie

Abstract : A study investigated the effects of text modifications on reading comprehension and motivation among Ethiopian secondary school students. A total of 120 students participated, initially taking a reading comprehension pretest and completing a reading motivation questionnaire. Afterward, they were divided into three groups: control, simplified, and elaborated. Each group then took part in a reading comprehension posttest and another reading motivation questionnaire following an eight-week instructional intervention. Despite initial differences, both the simplified and elaborated text groups showed comparable levels of reading motivation and comprehension. The data were analyzed using SPSS version 25, with a one-way ANOVA used to assess the effectiveness of the modified texts in enhancing reading comprehension. The results indicated that the experimental groups performed significantly better on the posttest compared to the control group, suggesting that text modifications can positively influence students' comprehension skills. Furthermore, the impact of text modifications on student reading motivation was assessed using a one-way ANOVA. The findings revealed that both the elaborated and simplified text groups scored higher than the control group in various dimensions of reading motivation, including reading efficacy, curiosity, challenge, compliance, and reading work avoidance. However, the control and simplified groups had nearly similar mean scores in the dimension of reading competition. These results clearly demonstrate that modifying texts can enhance EFL learners' reading motivation and comprehension.

Keywords : simplification, elaboration, reading motivation, reading comprehension

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