

The Impact of Simplified vs. Original Text Practice on Pre-Intermediate Iranian EFL Learners' Reading Comprehension Ability

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Abstract The present study was an attempt to compare the effects of using simplified reading passages versus original reading passages on Iranian intermediate EFL reading comprehension ability. To achieve this purpose, a total of 60 female Iranian EFL learners whose age ranged 18 to 25 years old were selected through convenience sampling. Afterwards, the participants were randomly divided into two groups, group A: experimental group (simplified text) and group B: control group (original text). As data analysis indicated, the difference between group 1 and group 2 in the post-test was meaningful ($t = -3.79$, $df = 48$, $p = .000$, p

Keywords : Adjustment of

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