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An Emphasis on the Critical Roles of Academic Simplified Material and its Influences on Learners' Boredom in Online Instruction, Attitudes to Electronic Learning, Self-regulated Online Learning, and Language Achievement

Goodarz Shakibaei^{1*}, Arash Hashemifardnia², Maryam Amini³

^{1*}(Corresponding author) Assistant Professor, Department of English, Faculty of Humanities, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran. g.shakibaei@yahoo.com

²PhD in Applied Linguistics (TEFL); Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran. arashhashemi1184@gmail.com

³MA Student, Department of English, Faculty of Humanities, Ahvaz Branch, Islamic Azad University, Ahvaz, Iran. maryam.amini2727@gmail.com

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Abstract

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As education is remodeled to online solutions, instructors and students must adapt their teaching and learning materials. This study inspected how Iranian EFL learners' attitudes toward electronic learning, self-regulated online learning (OL), boredom, and English language achievement were affected by academic simplified materials. To do this, 70 intermediate volunteers were chosen using a quasi-experimental design based on a convenience sampling method. Two experimental groups (EGs) (one for simplified texts and the other for authentic texts) were selected. Next, both groups took the pretests on general English, boredom, and self-regulated learning (SRL). Then, one group was trained in 12 simplified reading texts through online instruction, while the other group was trained in 12 authentic texts without using online teaching. After the treatment sessions, both groups took the general English, boredom, and SRL post-tests. Finally, a questionnaire was administered to the participants of the simplified group to explore their general viewpoints about applying simplification and simplified materials. The analyses showed substantial differences amongst the posttests of the groups in favor of the simplified group. The outcomes suggested that the simplified group considerably outflanked the authentic group on the posttests. Besides, the analyses showed that Iranian EFL learners had positive attitudes toward teaching simplified texts via online instruction.

Keywords: attitudes, authentic materials, boredom, language achievement, self-regulated online learning, simplified materials

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1. Introduction

For the past three decades, using more straightforward materials or simplification has been a top priority. Most experts consider linguistic simplification to enhance language learning for L2 learners. Simplification is thought to be the most fundamental input modification technique, requiring the text adaptor to reduce the degree of linguistic complexity. Simplification is comparable to natural adaptation processes like interlanguage conversation and caregiver speech, based on the research discussed in *Second Language Acquisition* (Gass, 2003; Gass & Selinker, 2008). Typical tactics include limiting the vocabulary, texts with a low type-token ratio, and lowering the mean length index, or the number of words per sentence.

Providing pre-modified language input is one way to improve comprehension of language input. By altering the syntax and vocabulary of a particular written or spoken language input, text comprehensibility may be increased. Less complicated vocabulary and grammatical structures can be used to simplify or modify any written or spoken language input so that readers can grasp it more easily. This can be achieved through improving semantic aspects, clarifying complicated terms, and paraphrasing intricate grammatical patterns.

Siddharthan (2014) states that increasing the readability and accessibility of information is the principal objective of text simplification (TS). He gave both a strict and comprehensive definition of TS. TS can be defined narrowly as decreasing a text's linguistic complexity without sacrificing its original meaning or content. The broad definition of TS encompasses additional manipulations, such as conceptual simplification (i.e., omitting unnecessary or improper information) and elaborative modification (i.e., emphasizing critical points with explicitness and redundancy). However, the findings on listening comprehension have been equivocal (Saggion, 2017). Furthermore, based on Allen (2019), modified texts are probably intended to teach specific language traits as part of their educational goal. The sense of achievement students have when they finish reading books utilizing adapted materials is another advantage of adopting them. Various researchers have asserted the effectiveness of text modifications. For instance, Crossely and Mcnamara (2016) claimed that streamlined readings significantly improve comprehension. They believe that simplified materials in EFL classes can reduce the negative emotions, such as boredom, of EFL learners. According to Westgate and Wilson (2018), boredom is a sign of not engaging in activities that lead to a goal. Similarly, Coşkun (2023) states that boredom can also be explained as a dynamic passing state considered by a lack of momentum, arousal, stimulation, or psychological participation in the intended setting. Bored people tend to stop participating in enjoyable activities, perceive time as moving slowly, and find it difficult to focus when working on a task.

Simplified materials can be delivered to EFL learners using OL. Owing to the advancement of technology like the Internet and the growing acceptance of remote education, OL has grown in importance as a means of education in the digital era (Yu, 2023). Compared to in-person classes, online language learning has a far higher dropout rate and is a very autonomous learning style. The incapability of online pupils to self-regulate their learning is one of the leading causes (Kulusaklı, 2022). SRL in the setting of OL needs to be examined individually because there are distinctions between traditional in-class learning and online language learning (Hemmati et al., 2018; Wang & Zhan, 2020). The success of online language learning for students is primarily related to SRL (Lin et al., 2021). A fundamental conceptual basis for comprehending the emotional, cognitive, and motivational components of learning, SRL is a crucial idea in studying learning psychology, particularly in learning strategy research (Farzaneh et al., 2024; Rose et al., 2018). The process by which students convert their mental aptitudes into academic capabilities is known as SRL. To put it another way, SRL is the process of assisting pupils in controlling their feelings, ideas, and actions so they may effectively guide their educational experience (An et al., 2021).

SRL is connected to attitudes towards English language learning. One of the most crucial concerns in education nowadays is believed to be students' attitudes toward learning. A learner's attitude is a conglomeration of sentiments about language use and its social standing. They can either support or obstruct learning. Positive and negative attitudes are the two categories into which Stark et al. (2013) divide them. Acceptance is the decision to adopt a positive outlook. Attitude is what makes the benefits of embracing the subject clear.

Conversely, a negative attitude highlights the subject's shortcomings to minimize and undermine its strong attitude. Getie (2020) claims that positive attitudes toward a subject impact learning. In contrast, students stated, in Mahfouz and Salam's (2021) study, that they favor in-person classroom training over OL since it allows them to interact directly with the teachers. Furthermore, a survey by Akcil and Bastas (2020) found a direct association between pupils' attitudes about e-learning and their digital citizenship. It is generally acknowledged that students' attitudes toward a foreign language significantly predict their performance in it (Getie, 2020). Students' learning attitudes define their aptitude and openness to learning. It is doubtful that a student will continue his study past what is necessary if negative attitudes are not changed. Furthermore, modifying students' unfavorable attitudes toward learning necessitates identifying the causes of the attitude and applying this knowledge to alter it. Learning how students feel about language will benefit the learning-teaching procedure for both teachers and students.

Regarding the crucial role the above variables play in language teaching and learning, the present research intended to examine how Iranian

EFL learners' attitudes toward electronic learning, OL, boredom, and English language achievement were influenced by academic simplified materials. The results are expected to bring about some positive implications for EFL teachers and learners.

2. Literature Review

2.1. Simplification

A primary topic of argument in language learning, in general, and language learning/teaching materials creation, in particular, has long been considered to be the debate over the use of simplified vs authentic texts (Zahedi & Sabzalipour, 2022). While some academics contend that TS can promote learning, others worry it may rob language learners of unstructured, spontaneous learning opportunities (Tomlinson, 2013). TS proponents contend that authentic texts do not give language learners easily assimilated content or intelligible input because they are dense with unfamiliar terminology and complex grammatical structures.

Furthermore, many texts in textbooks for EFL or ESL learners are simplified, defying the trend toward favoring authentic texts. Most teacher educators, practitioners, and material developers see the significance and value of simplified passages and their effectiveness, especially for students at the intermediate and elementary levels. TS has long been used in second/foreign language education to produce comprehensible input, and many EFL textbooks and learning resources have undergone significant linguistic modification and simplification (Tomlinson & Masuhara, 2013). As pointed out by Crossley and McNamara (2016), TS is a valuable tool for EFL students to increase their language comprehension.

TS aims to make texts simpler for readers to read and comprehend. Either authentic texts are modified to simplify them or produced explicitly for readers of second languages. Their vocabulary is more straightforward, their grammatical structure is simpler, and their coherence is higher (Crossley & McNamara, 2016). As stated by Crossley and McNamara (2016), the goal of TS is to give the student more available and understandable input. Notably, most research examining how TS affects students' performance has found a markedly favorable influence. Crossley and McNamara (2016) found that when EFL learners are asked to read authentic materials against simplified texts, the simplified texts result in higher comprehension improvements. According to McDonough et al. (2013), texts can be made simpler by taking into account:

1. Sentence structure, such as breaking up lengthy sentences into smaller ones or simplifying complicated sentences into simpler ones.

2. Lexical content is lowering the quantity of challenging words and substituting them with the straightforward terms that students are already familiar with.
3. Grammatical structures or using less sophisticated and more uncomplicated structures.

2.2. Boredom

Boredom is one of the deactivating feelings that learners often experience. It is reported throughout nearly half of each class time (Goetz et al., 2014). Feelings are considered as mental actions influencing the teaching and learning procedures. Boredom is commonly defined in psychology as a dislike of routine and is recognized as a severe issue in contemporary society. It manifests itself when there is a deficiency of novelty and stimulation in one's surroundings (Harasymchuk & Fehr, 2010). According to some researchers, it's an affective disorder characterized by unpleasant feelings (Pekrun et al., 2009), difficulty deciding what to wish for, a sense that time is moving gradually, and adverse emotions that keep people from completing tasks and paying attention to what needs to be done (Eastwood et al., 2012). According to Nett et al. (2016), boredom is a complex feeling that can lead to verbal expression of weariness and the desire to escape the boredom-inducing environment.

Not much research in the psychology field has considered boredom, mainly because it is seen to be a less obvious feeling than other more observable emotions (like worry) (Goetz et al., 2014). In the same vein, regardless of the point that boredom and academic success are highly related, education researchers hardly ever study the idea of boredom. The field of language learning also neglects the concept of boredom, even though it is one of the most prevalent emotions that can be readily seen in the classes via concentrating on learners' behaviors, including staring at the clock, yawning, and speaking with classmates (Dumančić, 2018).

More precisely, Daschmann (2013) argued that bored pupils are neither very successful nor eager to expose their cognitive capacity in the classroom. Furthermore, according to Nett et al. (2016), boredom is a complicated and multifaceted sensation linked to unpleasant feelings, decreased arousal, and the desire to either entirely abandon the learning setting or engage in another activity. Based on psychological theory, under or over-challenged students tend to exhibit boredom in classrooms. Additional elements that may cause pupils to become bored in the classroom include meaningless activities, teachers some students dislike, a dull classroom atmosphere, a lack of interest in classwork, and students' innate propensity to quickly become bored (Daschmann, 2013). Academic boredom can also be caused by the topics taught in the lessons, the instructor's methods of instruction, the pupils'

assessment of the subjects, the class's resources, and even the personalities of the teachers and students (Nett et al., 2016). Boredom in the classroom may occasionally be brought on by the belief that education is repetitive in general, and it can also occasionally be brought on by social variables like family and friends (Goetz & Hall, 2014).

2.3. Self-Regulation

Bandura's (1997) representation of the social cognitive theory is the foundation of self-regulation research. Zimmerman (2008) initially presented the idea of SRL. Researchers in educational psychology have since clarified this idea in several ways. Researchers have defined SRL as a procedure in which students use creativity to establish learning objectives and then monitor, modify, and assess their motivation, behavior, emotions, and surroundings to ensure they are met (Zimmerman & Schunk, 2012).

In keeping with Zimmerman and Forlizzi (2017), SRL is the process by which students engage in and maintain actions, emotions, and cognition that are methodically focused on achieving their objectives. SRL refers to the motivational, metacognitive, and cognitive techniques students use to control their learning. Moreover, according to Kizilcec et al. (2017), learners' SRL becomes essential to their academic achievement. Regrettably, many students find it hard to use their SRL when learning online (Jansen et al., 2020). As a result, they are unable to fruitfully self-regulate. Consequently, for students to complete their learning objectives in OL situations, it is imperative to support their SRL (Garcia et al., 2018).

Effective SRL is necessary for pupils to meet their learning objectives in OL. Previous studies have looked into how psychological factors affect SRL in OL. The importance of individual characteristics that affect SRL assistance in OL was investigated by Wong et al. (2019). Littlejohn et al. (2016) examined the connection between a learner's self-regulation capability, motivation, and commitment to the subject matter. Kizilcec et al. (2017) also noted that highly motivated pupils demonstrate more self-regulated learning practices to complete a course. Additionally, self-efficacy is essential to conceiving and advancing SRL (Zimmerman, 2008). While learners with little self-efficacy may rely on outside forces to keep on their learning, those with solid self-efficacy are more likely to use SRL methods to accomplish their objectives. Bannert and Reimann (2012) discovered they did not help learners who lacked prior knowledge and could not respond appropriately to prompts. They propose that real-time behavioral data combined with understanding individual variances in widely available learner characteristics—like gender, self-efficacy, education level, and course intentions—could offer learners adaptive scaffolding.

2.4. Empirical Background

Shirzadi (2014) investigated how lexical and syntactic simplification affected students' listening comprehension. In this study, 180 females Iranian EFL students took part. They were randomly assigned to three groups (one CG and two EGs). An excerpt was prepared in two different language proficiency levels. A t-test was employed to decide if there were any substantial differences between the groups. The groups exposed to lexically and syntactically shortened versions accomplished better than the other groups, according to the t-test results.

The question of whether elaborative text alteration enhances male and female EFL students' reading skills was examined by Esfandiari Asl and Mahmoudi (2017). Sixty pre-intermediate students were selected to do this. To determine their homogeneity, the participants were also given a pretest of reading skill items created by the researcher. Next, the individuals were split into two equal groups, one for the EG and the other for the CG. Male and female groupings were created by further subdividing each group. The respondents were given five passages in two formats during the course, followed by a posttest. The expanded texts were given to the EG, and the original baseline texts were given to the CG. The outcomes revealed no substantial impact for gender, but the CG and EG reading comprehension differed significantly. The conclusions imply that elaborative text alteration is functional for EFL reading instruction.

Bakhshizadeh (2018) examined how advanced EFL students in Iran understood reading comprehension of real and simplified literary works. Thirty-five advanced Iranian EFL learners made up the sample. They were split up into three groups at random, and each group was given a different kind of text: the CG received regular academic writings, the EGs received authentic literary works, and the other EG received simplified literary texts. The results demonstrated that advanced Iranian EFL learners' reading comprehension improved when authentic literary materials and simplified literary texts were substituted for general academic texts. Besides, there was no noticeable difference in the efficacy of simplified literary pieces versus those of authentic texts.

Zahedi and Sabzalipour (2022) looked into how intermediate EFL learners' listening comprehension was affected by lexical and syntactic simplification of materials, as well as whether there was a discernible difference between learners who listened to genuine audio files and those who listened to simplified audio files. A comparison between the lexically and syntactically simplified material groups was also planned to determine whether the simplification improves listening comprehension. Three groups were selected to do this: one CG and two EGs. A listening pretest was given to evaluate the participants' starting state. After that, the intervention was

provided for ten sessions, two hours each. While the two EGs listened to items that were simplified lexically and syntactically, respectively, the CG was exposed to authentic materials. Using ANOVA, the three groups' scores were examined. According to the findings, the CG and the two EGs differed significantly. Furthermore, the group exposed to lexically simplified texts did not perform as well as those exposed to syntactically simplified items.

Kenefergib et al.'s (2024) research aimed to examine how text change affects secondary school students' reading motivation and understanding. The chosen respondents were asked to complete a test and a questionnaire to provide data. The EG was asked to rate their motivation for reading using a questionnaire. The textbook reading materials were altered to meet the pupils' requirements better. While the CG was trained utilizing standard instructional materials that were used in classrooms, the EG was taught using texts that had been modified. The results showed that teaching students by changing the text could significantly alter their drive to read and their reading comprehension level.

After reviewing the related literature, two questions were raised in this survey:

RQ1. Does integrating simplified academic materials positively influence Iranian EFL students' boredom, self-regulated OL, and language achievement?
RQ2. Do Iranian EFL students have positive attitudes toward the efficacy of teaching simplified materials using OL?

3. Methodology

3.1. Research Design

Using a quasi-experimental research method, one set of participants got intervention based on simplified texts, while the other group got instruction based on original texts. The researchers employed this design since it prevents participants from being arbitrarily chosen or split into two groups (Creswell, 2012).

3.2. Participants

Based on the Preliminary English Test (PET) outcomes administered to 139 Iranian EFL students, 70 intermediate-level participants were selected for this survey. The students were all male, and their ages ranged from 18 to 26. The participants were selected based on convenience sampling, which is a non-probability sampling method. This research used two EGs (one for simplified text and the other for real text).

3.3. Instruments

PET was utilized to evaluate the participants' proficiency levels while accounting for the homogeneity of the initial pool of 133 individuals. PET consists of four primary skills. The PET is a Cambridge qualifying test to evaluate students' first ability levels. The participants in the study were those whose test scores were between 35 to 45. As a result, 70 students were chosen to represent the intermediate level and serve as study participants.

An adapted form of the Online SRL Questionnaire was utilized to determine students' SRL strategies online. The questionnaire covered six dimensions: goal setting (5 items), situation structuring (4 items), time management (3 items), looking for assistance (4 items), task strategies (4 items), and self-evaluation (4 items). "I have criteria for my assignments in my online classes" is an example goal statement. The statement "I picked my study spot so I wouldn't be overly distracted" exemplifies an environment structuring item. "To avoid distractions, I read aloud teaching materials that are available online" is an example of a task strategy. "To fully comprehend the material in my online classes, I complete additional tasks beyond those offered" is an example of a time management strategy. "I locate an expert in the subject matter of the course so that I may consult with them when I need assistance" is an example of a help-seeking statement. Lastly, "When I am studying for an online course, I question the course content a lot" is an example of a self-evaluation item. There are twenty-four questions on the scale. Using a 6-point Likert scale, students indicated how frequently teachers provided each piece of feedback (1 being never and five being always).

This survey exploited the Boredom Scale created and verified by Li et al. (2021). One of its highly reliable subscales ($\text{Alpha} = .94$) is the boredom scale, which was used in this investigation to measure Iranian EFL learners' levels of boredom. The eight items of the FLCBS were scored using the conventional 5-point Likert scale, which goes from 1 (intensely disagree) to 5 (intensely agree). "I'm just in the classroom physically, but my thoughts aren't in the English lesson" is an example of an item.

A general English exam including thirty objective items that measured the participants' ability in vocabulary, grammar, and reading skills was the third tool. It was created using the participants' course materials. A panel of experts in the English language learning field certified the validity of the exam, and the test reliability was $r = .85$.

In this study, a questionnaire was utilized to investigate the overall attitudes of the simplified group members about the usage of simplified materials and simplification. The current researchers reviewed relevant literature to create the questionnaire. This survey had fifteen questions regarding the participants' opinions regarding using simplified materials and simplification. The questionnaire used a Likert scale with five points— from

significantly disagree to extremely agree to express the degree of disagreement and agreement. Using Cronbach's alpha, the questionnaire's reliability was determined ($r = .83$).

It is imperative to say that all of the tools mentioned above, such as the pre-and posttests and the questionnaires, were tested on a different group of students who shared the same age, gender, and language proficiency as the target group to guarantee that the instruments would work as intended with the intended audience. It is imperative to highlight that the general English exam and the previously stated questionnaires served as the study's pre-and post-tests.

3.4. Procedure

The 70 participants were randomly divided into two groups using the PET (authentic text group and simplified text group). Before beginning teaching, both groups completed a pretest measuring general English proficiency, boredom, and SRL satisfaction. The intervention then began. Throughout 12 sessions, one group was trained to read 12 texts that had been simplified, while the other group was instructed to read 12 authentic texts that had not been modified. The sentences were simpler using standard lexical simplification techniques, including superordinate words, approximations, synonyms, transfers, circumlocutions, and paraphrases.

Furthermore, the texts were reduced by using syntactic simplification, which involves eliminating or substituting difficult constructs like coordinate and relative clauses to reduce the complexity of syntactic structures. After the treatment sessions, both groups took the general English, boredom, and SRL post-tests. Lastly, a questionnaire was sent to the members of the simplified group to learn more about their general opinions on the use of simplified materials and simplicity.

3.5. Data Analysis

SPSS software, version 26, was used to analyze the collected data. The quality of data normality was assessed using the Kolmogorov-Smirnov test. To analyze the effect of simplified academic materials on students' boredom, self-regulated OL, and language achievement, One-way MANOVA was used. Moreover, the researchers run a one-sample test to analyze the students' attitudes toward the efficacy of teaching simplified materials using OL.

4. Results and Discussion

4.1. Results

The outcomes are presented in the tables below:

Table 1
Pretests Descriptive Statistics

	Groups	N	Means	Std. Deviations	Std. Error Means
Boredom	CG	35	17.00	4.10	.69
	EG	35	17.94	6.04	1.02
SRL	CG	35	45.37	9.07	1.53
	EG	35	46.37	8.35	1.41
Language achievement	CG	35	14.17	2.47	.41
	EG	35	14.28	3.59	.60

The table above displays the descriptive statistics for the dependent variables (means, standard deviations, and number of participants). The mean scores of the two groups on the pretest for every variable are almost the same, as can be observed. The average scores imply no appreciable differences in the groups' pretest outcomes.

To see if there were meaningful differences between the two groups' pretest scores, Table 2 shows the result of an independent samples t-test. Since all of the Sig values were higher than .05, it is clear that there were no statistically substantial differences between the two groups.

Table 2
Pretests Inferential Statistics

	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Boredom	1.60	.21	-.76	68	.44	-.94	1.23
			-.76	59.81	.44	-.94	1.23
SRL	.68	.40	-.48	68	.63	-1.00	2.08
			-.48	67.54	.63	-1.00	2.08
Language achievement	.95	.33	-.15	68	.87	-.11	.73
			-.15	60.38	.87	-.11	.73

The descriptive statistics table is beneficial because it displays the means and standard deviations for each dependent variable divided by the independent variable. This table shows that the EG outperformed the CG in mean scores on the three posttests.

Table 3
Posttests Descriptive Statistics

	Groups	Mean	Std. Deviation	N
Boredom	CG	19.48	5.81	35
	EG	22.14	9.71	35
	CG	20.81	8.05	70
SRL	EG	48.22	6.13	35
	CG	51.62	8.89	35
	EG	49.92	7.77	70
Language Achievement	CG	15.20	1.93	35
	EG	18.80	.99	35

To find out if there was a difference between EG and CG on the three posttest scores—boredom, SRL, and language achievement—a One-way MANOVA was performed. Based on Wilk's Lambda, there was a statistically significant difference between the two groups' post-test outcomes.

Table 4
Posttests Inferential Statistics (One-way MANOVA)

	Effect	Values	F	Hypotheses df	Errors df	Sig.
Groups	Pillai's Traces	.99	4051.92	3.00	66.00	.00
	Wilks' Lambda	.00	4051.92	3.00	66.00	.00
	Hotelling's Traces	184.17	4051.92	3.00	66.00	.00
	Roy's Largest Root	184.17	4051.92	3.00	66.00	.00
	Pillai's Traces	.59	32.67	3.00	66.00	.00
	Wilks' Lambda	.40	32.67	3.00	66.00	.00
	Hotelling's Traces	1.48	32.67	3.00	66.00	.00
	Roy's Largest Roots	1.48	32.67	3.00	66.00	.00

Researchers must examine the Tests of Between-Subjects Effects table to ascertain how the dependent variables differ from the independent variable.

Table 5
Tests of Between-Subjects Effects

Source	Dependent Variables	Type III Sum of Squares	df	Mean Squares	F	Sig.
Corrected Models	Boredom	123.55	1	123.55	1.92	.16
	SRL	202.30	1	202.30	3.46	.06
	LA	226.80	1	226.80	95.67	.00
Intercept	Boredom	30326.41	1	30326.41	473.30	.00
	SRL	174500.35	1	174500.35	2990.17	.00
	LA	20230.00	1	20230.00	8533.74	.00
Groups	Boredom	123.55	1	123.55	1.92	.16
	SRL	202.30	1	202.30	3.46	.06
	LA	226.80	1	226.80	95.67	.00
Errors	Boredom	4357.02	68	64.07		
	SRL	3968.34	68	58.35		
	LA	161.20	68	2.37		
Total	Boredom	34807.00	70			
	SRL	178671.00	70			
	LA	20618.00	70			
Corrected Total	Boredom	4480.58	69			
	SRL	4170.64	69			
	LA	388.00	69			

Table 5 shows that LA was statistically more impacted by the treatment than the other two variables, F (95.67) and Sig (.00). To put it another way, the treatment impacted the LA of EFL learners—teaching simplified texts online— more than SRL and boredom.

Table 6
Descriptive Statistics of the Students' Attitude Questionnaire

N	Means	Std. Deviations	Std. Error Means
15	4.44	.29	.07

The descriptive data are shown in the table above. This table shows their uniform attitudes with a mean of 4.44 and a standard deviation of 0.29.

Table 7 shows that the statistical T-value is 57.96 ($t=57.96$), and the significance level is 0.00, less than 0.05. This suggests that Iranian students had positive opinions about the efficacy of teaching simplified materials using OL. The difference between the options' average value and the questionnaire questions' overall mean score was judged statistically significant when the p-value under the Sig. (2-tailed) column was found to be lower than the 0.05 threshold of significance. Put differently, the participants demonstrated favorable perspectives toward using OL to teach simpler materials.

Table 7*One-Sample Test of the Students' Attitude Questionnaire*

T	Df	Sig. (2-tailed)	Mean Differences	95% Confidence Interval of the Difference	
				Lower	Upper
57.96	14	.00	4.44	4.28	4.61

In short, the results indicate a significant difference amongst the posttests of the groups in favor of the simplified group. The outcomes suggested that the simplified group significantly outdid the authentic group on the posttests of this research. Moreover, the findings confirm that Iranian EFL learners held positive attitudes toward teaching simplified texts via online instruction.

4.2. Discussion

The objective of this research was to see if the use of simplified materials may improve the levels of boredom, attitudes toward electronic learning, self-regulated OL, and language achievement among EFL learners receiving OL. The results support the claim that material simplification had statistically significant effects on EFL students' attitudes, SRL, and language success. According to the current research, TS was easier for EFL learners to understand than original texts. EFL learners will find it easier to understand the text when there is less complexity in the syntactic or lexical domains.

This result is consistent with Maleki and Pazhakh's (2012) finding that pre-modified information helps students understand concepts better. The findings also support the assertion made by the majority of language instructors and material creators that real texts are complex for students to read, particularly for those at lower proficiency levels, since they include more sophisticated vocabulary and structural elements than the average student can comprehend. For this reason, most academics and professionals in language instruction believe that language input needs to be altered in some manner for the learner to understand it. Text modification proponents contend that since adapted texts have fewer difficult linguistic properties, they suggest more understandable input.

Furthermore, our findings are in line with those of most other research projects that found TS significantly improved students' acquisition of the English language (Zi, 2021). When second-language readers were asked to comprehend authentic and simplified writings, Crossley and McNamara (2016) found that comprehension increased with simplified texts. EFL students' reading comprehension scores were compared by Long and Ross (1993), who applied three different forms of the exact text: an embellished, simplified, and authentic version. They discovered that while there were no discernible differences in the scores of learners who read the actual passages

and those who read the simplified materials, the learners who read the linguistically simplified passages scored much higher than those who read the original texts. Iranian EFL learners' reading comprehension was significantly improved by both linguistic simplification and interactional change, according to Zi's (2021) investigation of text modification. Our discoveries concur with Rello et al. (2013), who discovered that lexical simplification helped dyslexic readers read more quickly and comprehend what they read.

Furthermore, these results are corroborated by Shirzadi (2014), who found that students who received simplified texts and recommended utilizing the second one performed significantly differently from those who took original materials. The outcomes also support the outcomes of Crossley and McNamara (2016), who claimed that simplification aims to give learners more accessible, understandable, and learner-friendly input. Their findings demonstrated the beneficial influences of lexical and syntactic simplification on EFL students' listening skills. However, these findings are at odds with those of other researchers and writers (Kim, 2004; Krashen, 2004), who noted that authentic materials had a constructive impact on students' motivation, four language skills and subskills, language awareness, and competencies in a variety of domains, including communicative, linguistic, sociolinguistic, etc., as well as attitudes towards the target culture and language.

Furthermore, our diverge from those expressed by Chalikendy (2015), who advocated teaching English in ESL/EFL classes by using literature as a natural source. He concluded that readers like literature because of its emotional resonance, inventiveness, and creative potency. He also highlights the natural context that literature can offer students, the multifaceted ways in which literature can explore language use, and the academic literature's proven track record in fostering the improvement of a diversity of competencies involving linguistic, communicative, sociolinguistic, and cultural competence. Furthermore, the results of this investigation disagreed with a conclusion from earlier research. Based on an investigation by Alijani et al. (2014), natural language learning materials were more accessible for EFL students to understand and more beneficial than simplified ones.

TS makes real texts simpler to read and understand, contributing to the outcomes obtained. EFL students might be persuaded that learning English is straightforward by teaching them primary texts and vocabulary. Additionally, simpler instructional materials may be easier for EFL learners to understand as they include less complex lexical characteristics. These might explain the current findings.

This study showed the importance and efficacy of TS in supporting EFL students' self-regulated learning and language proficiency. Furthermore, the benefits of TS in lowering EFL learners' levels of boredom were confirmed in this study. It was also shown that EFL students had favorable sentiments

toward TS when learning the language. As a result, the research highlights exposing children to literature with simpler vocabulary and structures and substituting apparent synonyms for complex terms. More precise alternatives were substituted for content terms that were regarded as problematic for EFL students. To make learning easier for EFL learners, it is useful to substitute simpler versions of complicated idioms and vocabularies, phrasal verbs, and phrases. It is advised to replace ambiguous phrases with explicit expressions.

It may also be argued that simplifying difficult sentence structures—for example, turning passive voice into active voice—might help students learn English more quickly. It is also suggested that difficult adverb clauses be rewritten using suitable conjunctions to link two shorter sentences and replace relative pronouns with pronouns, nouns, or verb phrases. Also, pupils can understand English literature more easily by rewriting adverbial or adjective phrases as independent sentences or as clauses. The findings lead us to conclude that language instructors and material creators should consider lexical and syntactic simplifications when creating resources for EFL students, particularly those at the lower and intermediate levels. Furthermore, since simplified texts have been demonstrated to be more effective than authentic texts, it may be said that they merit greater attention than authentic ones.

5. Conclusion and Implications

This research indicates that learners' language acquisition and classroom involvement are considerably impacted by the simplicity of materials. The authors advise language instructors to monitor these elements and their impact on students closely. It will thus be helpful for language educators and instructors.

The grading of the instructional materials for language learners is one of the study's major conclusions. Teachers and materials developers can give their students more appropriate and language-level-appropriate learning materials by considering the advantages of material simplification. This is especially true for intermediate- and elementary-level students learning English for various purposes. When learning a language, they will undoubtedly become overwhelmed by real materials and find them challenging to overcome initially. As a result, creating and utilizing specific streamlined resources appropriate for the learners' proficiency levels can serve as both a language learning facilitator and a requirement for authentic materials, which are best used later once the learners are ready.

As content creators, the necessity of text editing is evident. This study highlights that learners may become overwhelmed by real texts; thus, it is essential to consider how different modification strategies affect understanding. The study recommends combining elaboration and simplicity techniques for the best outcomes, resulting in easily understood materials

promoting learning. Consequently, to effectively handle lexical and syntactic complexity, both strategies should be considered when creating resources for EFL students. The last conclusion of the study emphasizes the connection between learning English and modifying texts. In light of this, text modification should be considered a suitable location in the EFL syllabus and curriculum to promote student participation in reading exercises.

Teachers of languages can benefit from these conclusions. TS is definitely necessary, as language instructors and academics who have worked on materials for language students—particularly those at the intermediate and lower levels—are likely well aware of it. They understand that the grammatical complexity of original literature is typically far higher than what EFL learners can comprehend. However, they need to be aware of how various forms of simplification affect students' comprehension. The materials' lexical and syntactic difficulty levels must be suitable for EFL students. Even if a text is lexically unchanged but syntactically simplified or vice versa, learners will still find it challenging to understand.

Complexity in vocabulary and structure makes it more difficult for students to interact with and understand a book. It follows that for a text to be understandable for an EFL student, it should logically be at an adequate level in terms of lexical and syntactic complexity. Furthermore, a text will be artificial and serve as a false resource for language learning if it is syntactically or lexically simplified. Natural, real writings often include lexical and syntactic elements at the same complexity. The second conclusion suggested that syntactic simplification could be superior to lexical simplification in effectiveness. Therefore, it is advised that material creators limit grammatical complexity and focus more on the syntactic difficulty of reading texts. The outcomes of this study may also be helpful to language instructors who create instructional materials.

Second-language teachers can consider the conclusions when creating resources for their pupils. Appropriately complicated texts, syntactically and lexically, will give learners easier-to-understand input. As a result, educators should use resources that are appropriately complicated both lexically and syntactically. Language instructors can also discover engaging, real materials and simplify them so their pupils can understand them. They can streamline materials for their pupils by using the study's findings. Instructors should use this helpful tool to assist pupils in learning to read and become acquainted with some of the world's greatest literary masterpieces. The other implication is for educators who struggle to inspire their pupils to become proficient readers. For their classroom reading activities, teachers are advised to select visually appealing simplified texts that align with their students' reading levels, interests, and learning preferences. Lastly, the findings of this study can be fruitful to language teaching researchers and used in their research projects.

They can look at subjects not included in the study or conduct a replication of the study.

The present study exhibited significant limitations and could not tackle every associated issue. A small number of respondents were involved in this survey due to the time constraint and inaccessibility of more intermediate learners, which was the initial drawback of the research. The second restriction was that participants were limited to intermediate learners; higher-level students were omitted. More investigations are needed to overcome the shortcomings of the current research and look into the critical elements of TS. Interested researchers can also investigate the effects of text change on other linguistic abilities. More studies are required to determine how various modification types—content simplification, text summaries, paraphrasing, and glossing—influence EFL students' reading motivation and comprehension.

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