This study investigates the effects of input modification (i.e., simplification and elaboration) on L2 Korean reading comprehension. A total of 160 participants were randomly assigned to one of five conditions: baseline (B), simplified (SP), lexically elaborated (LE), structurally elaborated (SE), or lexically & structurally elaborated (LSE) version of texts. Comprehension was assessed by a 21-item multiple-choice test of seven passages with three question types in each: synthesis (general comprehension), replication (specific comprehension), and inference (inferential comprehension) questions. In addition, a questionnaire for background, prior learning experience, and another questionnaire for perceptive comprehension were administered. The test data were analyzed by a multivariate analysis of variance (MANOVA) and analysis of variance (ANOVA) with a least significant difference (LSD) test used in post-hoc analyses.

The results were as follows: (a) simplified input promoted KSL students’ reading comprehension, although the results were not statistically significant; (b) elaborated input enhanced the reading comprehension with degrees of difference among elaboration types; (c) the effects of simplification were not significantly different from those of elaboration; (d) different text modification types assisted students’ degree of comprehension processing differently measured by the scores of reading comprehension on different item types; (e) students’ perceived comprehension was well reflected on their total scores of reading comprehension. The perceived comprehension of all the modification type groups (LSE, SE, LE, and SP) was significantly higher than those of the B version group.