"Digital reading will completely take over. It’s lightweight and it’s fantastic for sharing. Over time it will take over.”
— Bill Gates

- Text mining is a digital tool that can assist comprehension, vocabulary learning, recall, organization of text and summarization with non-fictional texts in classroom setting (Eydyoun, 2007; Bencanisi & Griffiths, 2012; Cheung & Iwan, 2012; Ben Yehuda & Edelst-Alkabi, 2011).
- TM methods like keyword extraction, summary of the text, vocabulary builder, word meaning assistant, concept maps etc are used as reading assistants (Kostegui et al., 2012; Kostegui et al., 2019; Kostegui et al., 2022).
- Text mining are being implemented with fictional text with no clear reports on impact on comprehension and reading experience.

**TO EVALUATE THE INFLUENCE OF TEXT MINING ON READING COMPREHENSION AND EXPERIENCE**

**AIM**

- Reading time has high standard deviation of 30-40%.
- Fixation duration was significantly smaller with highlighting, demonstrating faster processing of text in both fiction and non-fiction.
- No significant changes in comprehension with significant word recognition differences across fictional text conditions.

**RQ 1:** Can keywords extracted using text mining improve reading comprehension and experience?

**RQ 2:** Can graphic organizers extracted using text mining improve reading comprehension and experience?

**RESULTS**

- Comprehension: No significant differences were noted in comprehension while reading with keywords across fiction and non-fictional text (RQ1).
- Experience: Perception of reading was significantly poorer with keywords in both fiction and non-fictional text reading with obstructive process of reading (RQ1).
- Comprehension: No significant differences were noted in comprehension while reading with graphic organizer across fiction and non-fictional text (RQ2).
- Experience: Perception of reading was significantly poorer for both fiction and non-fictional text with graphic organizers (RQ2).
- Interpretation: Participants reported that their experience was poor due to the restriction of head movements and expected that reading in a relaxed comfortable environment would improve their ratings. Reading perception differences are yet to be evaluated in more natural environment using a e-reader platform.

**REFERENCES**


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