



The Impact of Roth Kopf's Method on Achievement and Learning Motivation among Ninth-Grade Students in English Language

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Abstract

The purpose of this study is to examine the influence of written texts according to Roth Kopf's method compared to traditional texting on the achievement and motivation of ninth graders. A total of 66 students were randomly selected for the study and divided into two groups (experimental and control). In the first group of students, they studied using written texts, while in the second group, they used traditional methods. After ensuring equality between the two groups, the researcher applied the written texts to the experimental group. There was a statistically significant difference between the two groups in achievement and motivation in favor of the experimental group.

Keywords: Roth Kopf's method, Achievement, Learning motivation, Ninth-grade, Textbooks

INTRODUCTION

The process of learning and education needs to be developed and improved in the light of tremendous scientific and technological progress in various walks of life; in order to build a person who is sensitive to the environment and able to deal with it positively; This requires the search for modern teaching methods that are far from indoctrination and memorization, and that can foster thinking; allowing students to keep up with scientific and technological developments; This may be achieved by focusing on the learner through self-reliance, and focusing on individual learning in acquiring knowledge and skills; Therefore, psychologists and educators have tried to develop teaching methods that are suitable to the spirit of the modern era, with the speed and precision required for delivery; Roth Kopf's text-based teaching model may contribute to improved knowledge acquisition and learning achievement, and help to develop students' learning motivation at different levels of schooling; In doing so, the researcher attempted to study this educational pattern and apply it in the field of EFL; hoping to address poor academic achievement, lack of learning motivation in traditional teaching methods, and the difficulty of textbooks

(Burak,2004).

The use of written teaching material (texts) in education is made through the preparation of teaching materials that are appropriate to the planned objectives and the needs of the learners; The texts prepared should therefore include the objectives planned in a manner consistent with the content, written in a manner appropriate to the target group in terms of the vocabulary and language combinations, taking into account that these materials are identical in content, the way they are presented to the intended ends, the target group, in addition to the use of certain educational means that stimulate the activities generated by students and increase their interaction with the written material (Al-Khataybeh, 2020).

This educational pattern focuses on the investment of written teaching material by stimulating the learner's self-active activity, which provides opportunities to achieve planned goals; By interacting with available teaching materials; This means that education plays a certain role in the learning process, but what the student actually learns is what he earns in the final analysis through his activity and effort, which Roth Kopf calls the activity that generates learning (Roth Kopf, 1966).

Roth Kopf points out that the use of text in education is a self-learning approach; using written materials (texts) in education; is done by providing short texts linked to the subject of the study, with specific goals that are appropriate to the level of learners and their needs; The student interacts with the texts after they are studied and absorbed; So he analyses it, and then answers the thought-provoking questions that follow (Petri, 2004) (Govern, 2004).

The way texts are taught is the methodology used by the learner in order to achieve the desired goal. It requires organization, coordination, sequence, initiative, curiosity, thought, and analysis; it contains a set of behaviors and procedures that require regulation; the learner, therefore, applies all of his or her experience and knowledge to scientific techniques; to access required competencies (Ertem, 2013).

(Al-Khataybeh, 2022) explained that text-based teaching is a structured methodology with specific procedures, based on communication and communication between the teacher and the learner; The introduction of the text, the explanation, the discussion, and these steps include listening to students' answers, encouraging dialog, discussion, and opinion; if applied effectively; A number of diverse skills are worked out, ultimately within the frame of mental practice and the objective, critical analytical method of comprehension; Teaching with texts develops a love for reading and reading, and opens up horizons for students to wonder more about the subject in which they read; And that leads him to research.

Therefore, the use of the text is a means of reflection, leading to the building of an integrated system characterized by careful thought, expression, sequence of ideas, reasoning results, and good use of thought processes; This corresponds to the overall objectives of education, knowledge acquisition and skills; In this sense, the text has a function to promote and enrich ideas (Guthrie, 2011).

Roth Kopf emphasized the importance of the role of the learner in studying the texts themselves, but did not diminish the importance of the texts themselves; in terms of their internal features on the learning process; Thus, the texts are selected through the development of teaching materials that are tailored to the needs of the target audience and the planned targets, or through the selection of teaching materials from among the options available in the books, bearing in mind that the content of the materials, the presentation of the materials, and the target groups are identical. Rothko's script method is based on the derivation of texts from the teaching material; Scripts are short, concise, and free of difficult phrases, arranged in the light of planned goals, and the text usually ends with a number of specific questions and short activities, which help to develop the thinking (Marie et al, 2007).

It may be important to mention the multiplicity of teaching steps through the texts; Zidan explained (2009) the stages

of the teaching method in the following texts:

Preparatory stage: It is the introduction phase, the introduction phase, the placement of the text within the context required for the beginning of the study, and the completion of the study depends on attention to the subject matter and an investigation of the topic's wording may entail; to capture the meaning contained therein.

The stage of explaining the text: This is the stage at which the learner is able to conduct relationships between concepts, distinguish between them and avoid misunderstanding the text resulting from a lack of representation of the interrelationships between the concepts contained therein.

The teaching phase of texts: This stage sets the concept against criticism, comparison, and analysis to correct and process it; in light of multiple theories that are both approved and dissenting.

The present study adopted the stages of the Roth Kopf pattern of instruction through the texts, which consists of the following phases: (Marie et al., 2007).

Educational goal setting phase: They include identifying the relevant needs of learners, identifying the tribal learning available to learners, and determining their quality learning needs.

Learning environment provisioning phase: These include selecting appropriate texts to meet the needs of learners, organizing the texts in a way that suits the needs of learners, their abilities and capabilities, and ensuring that the content and level are appropriate to the needs of students and their tribal learning.

Enrichment and enhancement phase: They include the reshaping, enrichment, or enhancement of written material with text, questions, or additional training to make it more capable of arousing the interest of students, and the provision of teaching aids, such as images and formats, questions and training, films, guides, that facilitate the interaction of students with written material.

Calendar phase: It involves ensuring that the learner has interacted with the available text, using available aids, questions, or training, and conducting the necessary oral and written tests to ascertain the limits of the intended learning.

In contrast, the traditional method of teaching: communities that have known and maintained stability for long periods; This method was strengthened in ancient times; Because it was the best way for a teacher to transmit an accumulated cultural heritage without helping to build critical thinking, and the traditional way of life took the form of verbal communication that presented information that was easy to manipulate without the trouble of discovery; The difficulties are manifest in the form of exhaustion, weight, and boredom, which seem like external pressure on the student's mind without familiarity with his judgment and

personal thinking; The concept of participation in the educational process is denied (Bani Amer & Al-Khataybeh, 2022).

Thus, the traditional method of teaching presents the subject of learning, as if it were a ready fact, prepared in advance from the teacher to the student; Speech-based education empowers the teacher to command and perform and imposes on the student the static situation; This means that the knowledge acquired by delivery will be stiff and perhaps even fatal in his mind, especially when he is surprised by new situations in his life, and then unable to adopt a position on them; Because of the mental exercise method, the student is accustomed to has been conducted far from realism, and critical mental exercise (Bani Amer, 2022) (Al-Khataybeh, 2022).

when talking about teaching styles, and teaching methods; Many psychologists and educators have linked it to motivation; It is one of the most important educational goals that educators, teachers, and parents seek to promote and develop; Because of its relevance to the learning and teaching process, teaching methods and school success; Motivation directs behavior to achieve the desired goals and increases individual effort and energy, performance, capabilities, and perseverance; to maximize the achievement of the Goals; This requires teachers to encourage students to complete the tasks required of them; We use multiple methods.

The motivation to learn is thus an important variable that influences a student's mind-set, transforming him from an aimless learner to an active, meaningful learner who always strives to achieve a state of the cognitive balance; for adaptation and better achievement (Biehler, 1955) (Snowman, 1995). It should be noted that the motivation of learning is subject to conditionality, some of which are related to the learner's internal aspects and others to external factors, which affect the learner's educational position; Therefore, the learning process is subject to several distinct conditions that effectively influence the individual's behavior in the educational situation (Dornyei, 2001); Thus, the educational situation needs to be planned in terms of the need to know the learner's potential, tendencies, and interests, the methods of activating his motivation, the basic conditions for learning knowledge, or acquiring skills, especially in school learning situations (Bani Amer, 2021) (Baarah, 2021).

Motivation is a prerequisite for achieving the goal of learning in any of its many areas, whether it is learning to think, creating attitudes and values, collecting information, or solving problems (Siah, 2010) (Kwok, 2010); We may find that the behavior of an individual is characterized by energy and the desire for certain attitudes and not others; This may be due solely to the level of motivation of the individual to practice behavior in these situations; Motivation is, therefore, an emerging situation in an individual in a given situation as a result of some internal factors, or the

presence of some external stimuli in that situation (Petri, 2004) (Govern, 2004).

Motivation is oriented towards the goal; individual behavior tends to satisfy motivation; they, therefore, include expected target responses, or expected target responses that reduce the state of tension created by the existence of the motivation (Bani Amer, 2021). The motivation usually arises as a result of a particular need in the living organism; The individual seeks to satisfy certain specific needs that gave rise to this need such as the need for food, the need to drink, the need for sleep, or as occurs in the area of acquired social needs, such as the need to appreciate others, or the need for self-fulfilment (Rahman, 2005); Therefore, the existence of a certain need in an individual explains his relatively persistent tendency to behave in a certain way (Baker, 1977) (Mackler, 1997).

Many psychologists have dealt with the classification of needs in different categories, although there is a range of needs that are considered common to all individuals; The difference between them may be in the number, type, or definition of needs, arising from the fact that each is concerned with certain aspects of behavior than with others, and these needs are most closely related to learning attitudes; They are sources of positive motivation (Barolli et al, 2006).

In this light, reference may be made to certain principles that stimulate the motivation of individuals, especially in the field of school education, which benefit the teacher in achieving educational goals. In the light of these principles, the teacher may develop methods of behavior that are appropriate to the educational situation and the needs of students. Perhaps the most important of these principles is to focus the teacher's attention on the subjects to be learned, to achieve the need for achievement, to identify and clarify the goals, to develop the inclinations to achieve the goals, to determine the level of work to be learned, in addition to the use of rewards and punishment (Al-Khataybeh, 2022) (Wigfield et.al, 2008).

Weiner (1992) also emphasized the relationship between the experience of success, failure, and motivation; attribution of success or failure to internal factors; success leads to increased motivation. failure leads to a feeling of powerlessness, and if one interprets his success, or his failure to act; It expects success or failure in the future, and if the interpretation is based on uncertain factors: like luck, cheating, for example; it's closer to failing; These factors cannot be replicated again; So it's important to control for success factors, or failure; attributing failure to uncontrollable causes is one of the most difficult problems students face; Failure leads to neglect and boredom, and failure is manageable; leads to feelings of shame and guilt. Students who attribute their failure to their low abilities are likely to feel inadequate, and students who feel highly self-sufficient have the ability to cope with difficult tasks, exert

effort, persevere, and continue to succeed (Schiefele et al, 2012).

to increase the motivation and continuity of learning among students; The teacher can use many methods, techniques, and methods, diversify teaching models and methods, with the importance of content aligning with the values and goals of the students, helping the students to achieve the goals, persuading the students to learn, establishing a positive relationship with the students, rewarding the students for their achievements and efforts, developing the self-efficacy of learning, in addition to using the feedback of the motivation (Al-Khataybeh, 2022) (Schutte, 2007) (Malouff, 2007).

learning motivation is an important issue in classroom situations; low achievement, accumulation of net problems, and negative trends towards learning; can mostly be the result of reduced motivation to learn; Therefore, understanding the role of motivation towards the learning process in students; can contribute to an exciting and exciting classroom environment; It makes the classroom and school an interesting environment, where most students get involved; The school, with its activities, experiences, and attitudes, becomes a pleasant and enjoyable place for students, attracting them to spend most of their time in it (Good, 1990) (Prophy, 1990).

Motivation problems must be solved when designing learning materials; Teachers are able to restrict students' motivation in different ways, such as the use of classroom materials, the use of audio-visual presentations, and computerized activities, which preserve students' activities and give them an incentive to continue their classes actively (Zimmerman& Martinez-Pons, 1990). Improving students' motivation to learn is also an educational goal in itself, pursued by educators, psychologists, and teachers in the field; Motivation is a means of developing the learner, improving his or her competency, and improving and developing his or her skills (Camiciottoli, 2001).

A competent teacher is one who observes the behavior of learners and the motivation behind their behavior; to reduce the stress the learner feels, helps the learner, and directs them to practice different behavior patterns; satisfies his motives (Siah& Kwok, 2010). The best teaching attitudes are those that stimulate the learners' motivation, stimulate the learning process, and lead to better results for them, and the types of motivation we develop for ourselves influence our level of motivation towards achieving goals.

Previous studies

The researcher investigated studies related to the subject of the study, including the study conducted by Ertem (2013) to find out the role of written texts on the Internet in the reading comprehension and motivation among students in the basic stage. The study sample was 47 students, selected from a primary school in Florida; the study was divided into

a pilot group and an officer. In applying the experiment, the results showed that the experimental group excelled in the reading understanding of the texts, and there was a higher level of motivation than the control group.

(Brophy, 2011) conducted a study to examine the effectiveness of a teaching model based on the strategy of summarizing texts based on achievement in physics and learning motivation among teaching students. The study sample consisted of 75 students of teachers who were enrolled in the Junior High School Physics Course in Virginia. A quasi-experimental (pre-post) design was used for the pilot group, as well as a comparison between the pilot and control study groups. After application, the data was collected through a physics test and a learning motivation metric; the results of the study show, using analysis of variation that the strategy of summarizing texts was more effective than traditional collection-style instruction and the motivation to learn in physics.

In a study conducted by (Kim, 2011) (Frick, 2011), to investigate the impact of self-learning through text on students' motivation in basic classes and to identify factors associated with motivation level through teaching courses, the study found that students' motivation increases in direct self-learning when texts are relevant to the learner's life, and when reinforcement and support are provided at the beginning and during the course of the course.

Ainsworth & Burcham (2007) conducted a study aimed at identifying the impact of the harmonized text on the self-understanding of university students. The study sample consisted of 48 undergraduate students, half of whom received self-explanatory training. The results showed that students who were trained through the harmonized text had a higher self-perception compared with students who studied through unstructured texts.

Hancock (2002) conducted a comparative study of learner-centered and teacher-centered education; Using texts designed to teach computer technology, the sample consisted of (70) students, after exposing the study groups: empirical and controlled teaching through prepared texts; the results of the study demonstrated the superiority of the experimental group in both achievement and motivation.

In view of these studies, we note that some of them have used the Roth kopf model in education through written texts written on the Internet, such as Ertem' s study (2013), computerized texts and such as the Corio and Doppler (2007). The study content (text) and stage in these studies varied; In the Brophy study (2011) the study content was physics. The achievement was a dependent variable in some studies such as Ainsworth & Bergen study, or collections and motivation together as the Brophy study (2011) and the Hancock study (2002). The teaching method is through written texts, observation, computerization, and the Internet; has excelled in both academic achievement and the motivation to learn; what distinguishes this study

is that it studied the Roth Kopf pattern in comparison with the traditional method of achieving and motivating the upper basic stage of the ninth grade. The researcher also built an educational model according to the Roth Kopf style literature in teaching texts, in addition to building a biology test and extracting its situational characteristics; This allows their use in both theoretical and applied fields, and the results of this study correspond to all the results of previous studies; The experimental group studied from the texts excelled the control group, which studied in the traditional way, in both academic achievement and motivation.

Study problem

Students often suffer from poor academic achievement and low motivation; This may be due, in part, to teaching methods and teaching patterns used in the education process; Most of them are ancient and do not correspond to the spirit of the times and the explosion of knowledge in all scientific fields, including intellectual, cognitive and technological changes; The effort of educators and researchers in psychology led to the diligent building of new teaching patterns and methods.

It is therefore necessary to plan teaching and learning attitudes and basic conditions for the education process; In terms of the need to know students' possibilities, tendencies and interests, and methods to stimulate their motivation. Jang (Jang, 2008) pointed out that the teaching method with written texts affects the learning process, enriches the learning attitude, increases the motivation of learning, indulges in the learning attitude, helps with accuracy in achievement, and flexibility in adapting methods of acquiring knowledge. Teaching strategies and teaching patterns, which focus on texts, have also been linked to achieving goals with mastery, acquiring knowledge in depth, and completing tasks with ease.

Many correlated and empirical studies indicate that the motivation of learning works to achieve a better level of achievement, effective and competent completion of study tasks, and achievement of set goals (Ryan, et al., 2009). There is also a correlation between the design of learning materials and motivation; it is possible, therefore, that teaching through the texts will contribute to improving academic achievement and increase the motivation of learning among students in the basic stage. Specifically, this study was conducted to determine the effectiveness of the teaching style through the written materials (texts) of Roth Kopf in achievement and the motivation of learning among students in the ninth basic grade in life EFLs research.

Study questions

The study attempted to answer the following questions

Are there statistically significant differences at the indicator level (≤ 0.05) between the two study groups' averages in achievement attributable to the use of the written material (text) education pattern compared to the usual method?

Are there statistically significant differences at the level (≤ 0.05) between the mean of the two study groups in the motivation of learning due to the use of the teaching pattern by written materials (texts) compared to the usual method?

Importance of the Study

Address the low academic achievement and the lack of motivation to learn among the ninth-grade students; through written text teaching.

Applying the teaching pattern through texts prepared by the researcher in the teaching of life EFLs, as well as other similar detectors.

Application of the Codified Achievement Test of the Life EFLs Researcher in school examinations.

To open the horizon for researchers to learn about modern teaching methods and conduct more studies related to academic achievement and the motivation to learn.

Study limitations

The parameters of the study may be limited to:

The study sample was limited to the ninth-grade students of the Qusabat Al-Karak Educational and Scientific Brigade during the first semester of the academic year 2021/2022.

The study used an achievement test by the same researcher, and a Koziki and Antozil scale in the motivation to learn; this will determine the results of the study based on the consistency of their psychological characteristics.

The pattern of teaching through written materials (texts) was limited to the ninth basic grade of EFL; this will determine the results in the academic year.

Study terminology and definitions

Roth Kopf's' style: A plan in teaching that consists of presenting short texts linked to the subject of the lesson and with specific goals that are appropriate to the student's level of knowledge, their needs, and their inclinations; they interact with the text to study, assimilate, analyse and then answer the following questions; to achieve the goals to be achieved. Procedural: The student's lesson plan consists of: goals, teaching aids, text, lesson steps, calendar questions, training materials, and finally homework.

Achievement: The abilities, knowledge, and skills possessed by the student in all the scholastic research, are represented by his performance on school tests. Procedural: The total score obtained by a student in a qualifying score test conducted by a biological EFLs researcher.

Learning motivation: An internal sensory state in the student that arouses attention to the teaching situation, follows up on it, and continues with its activities; to achieve the goal to be learned. Procedural: is the total score that the student gets on the Learning Motivation Scale.

Traditional method: This is how the subject of instruction is presented as a ready fact, prepared in advance by the teacher to the future student only, not the actor; with a style of delivery and information filling without a specific curriculum.

METHOD

Study Society

The researcher selected the ninth grade because it represents the highest grade in the senior basic stage; the school community thus consists of all the 4,361 students enrolled in the 9th grade of the Education Directorate in Al-Karak. They study in 40 schools; according to the Directorate's statistical booklet for the 2021/2022 school year.

Study sample

The researcher selected two schools in a random manner, and in the same way a division of the ninth grade was selected in each of the two selected schools; Thus, Division (a) (34) became representative of the pilot group, and Division (b) (32) represented the control group; The experimental group was taught in the style of teaching by means of written materials (texts) and the control group in the traditional method of the Infectious Diseases Unit for a whole month, with two classes per week.

Study Procedure

The study commenced with a qualitative test of both achievement and learning motivation, which shows the descriptive statistics and the results of the selection (T-test).

Looking at the **Table 1**, we note that there are small apparent differences in the arithmetical averages between the two study groups, both in educational achievement and in the motivation for learning; To reveal the significance of these differences, a test (t) was used; The results showed no statistically significant differences; The value of T in achievement was 3.01 and at an indicative level (0.092), while the value of T in the motivation of learning was 2.22 and at a significant level (0.072); This indicates the equality of the two pilot study groups, the officer in both achievement and the tribal motivation for learning.

Preparation of teaching plans through Roth Kopf's written materials (texts): He developed an infectious diseases module from the 9th-grade EFL book; according

to Roth Kopf's teaching style literature; By dividing the educational subject into a number of class periods, each class has a number of selected texts, followed by self-evaluation questions, training, and appropriate activities; To ascertain the sincerity of the construction of the plans, their clarity, their suitability, the extent to which they take into account the characteristics of the students and the appropriate time for their implementation; He showed it to a group of adjudicators in the fields of EFL, education and psychology, curricula and teaching methods; Based on their observations and suggestions, the researcher made the necessary modifications to the proposed plans by deleting, modifying, or adding; The module is divided into eight classes, with being the first lesson; It was implemented by the EFL teacher at both schools over a month and under the direct supervision of the researcher.

Applying teaching by type of teaching through Rothkopf's written material(s) to the experimental group and according to the scheduled program by two sessions per week for a whole month; In contrast, the control group was taught according to the traditional method, also at two weekly classes during the same period of application.

The preparation of the achievement test and the measure of learning motivation, and its application to both study groups.

Data collection, statistical analysis, discharges into tables, and then inspection.

Study Variables

Independent variables: The teaching method has two levels: The pattern of instruction through Rothkopf's written material (texts) and the traditional method.

Dependent variables: Student performance on both the achievement test and the learning motivation scale.

Study Tools

The achievement test: The researcher built an achievement test of a type of multiple choices; In order to measure the achievement of the ninth-grade students in life EFLs, this required analysing the content of the module to be implemented and writing a list of the goals to be achieved. The test may be initially 35 items. To ascertain the veracity of the test items, their suitability for content and the criteria for test-building were presented to a group of EFL teachers in public schools, teachers specializing in educational

Table 1. Mean, standard deviations, and (t-test) results for the performance of the two study groups in achievement and pre-motivation to learn.

Pretest	Method	No.	Mean	Standard Deviation	Value (T)	Significance Level
Academic Achievement	Education Style	34	10.01	4.77	3.01	0.091
	The Usual Way	32	11.99	4.55		
Learning Motivation	Education Style	34	100	12.01	2.22	0.072
	The Usual Way	32	102.3	11.09		

psychology, teaching methods, measurement, and evaluation; Their opinions and observations were followed, the researcher modified (5) items, deleted (5) items, and then the test was applied to a non-sample survey; to calculate persistence coefficient, difficulty coefficients, and discrimination; Five other items were deleted from those with a coefficient of less than 0.20, a high difficulty coefficient or a low ease coefficient. The test stability factor as a whole (0.88); The final test will thus be 25 items (4); where correction is made for the achievement test with a score of 1 for each correct answer; Test scores range from 0 to 25.

Measure of learning motivation: The first criterion is Kozeki & Entwistle (1984). It can be (60) items, with signs ranging from (0-4) to (8-20) years. Validating the logic, and making sure that the items belong to the dimensions that they measure; 24 items were excluded, and then calculated the reliability of the measure by calculating the stability factor by testing it on a survey sample; The correlation coefficients between the items and the whole score ranged from 0.21-0.63; while its constant factor was 0.72; This suggests that the scale has an appropriate stability factor and acceptable reliability. To verify the accuracy of the test and its persistence, the researcher presented it to a group of arbitrators specialized in education, psychology, and measurement at Mutah University. They pointed to the truthfulness of the representation of the measurement items for the motive of learning, and to the possibility of applying it in determining the level of motivation. The researcher then applied it to a survey sample; the correlation coefficients for items and total score ranged from 0.22 - 0.73; which suggests that the items have an acceptable sense of truth. To calculate the constant factor; the researcher used a Cronbach alpha equation and had a constant coefficient (0.76); the final scale is therefore 36 items. Supplement (5); this indicates the validity of the scale for scientific application. The scores for each paragraph on the scale range from 0 to 4; I strongly agree (4), I agree (3), hesitant (2), I do not agree (1), I do not strongly agree (0), but on the scale as a whole; The scores on the learning motivation scale ranged from 0 to 144 degrees, taking into account negative items when correcting; Their markings are reflected when analysing the results.

Statistical processing

To answer the study questions, the researcher used arithmetic averages and standard deviations to calculate the performance of the study group members; To ascertain the parity of the two study groups, and to disclose the statistical significance of the differences between the averages, the

researcher used a t-test for two independent samples of the tribal and distance tests of achievement and learning motivation.

RESULTS AND DISCUSSION

The results of the first question and its discussion

The first question states: Are there statistically significant differences at the level (≤ 0.05) between the averages of the two study groups in achievement due to the use of Rothkopf's written materials (texts) learning style compared to the usual method? In order to answer this question, the researcher extracted the arithmetic averages and standard deviations of the performance of the two study groups: (experimental and control) on the achievement test and the results were as in **Table 2**.

Table 2 shows that the average performance of the experimental group was higher than the control group; Where it reached (20.74) with a standard deviation of (4.67), while the means of the control group was (14.94) and a standard deviation of (4.14). The results of the t-test showed that there were statistically significant differences between the average performance of the two study groups in the achievement test, where the value of (t) was (3.31), and it was in favour of the experimental group, and perhaps this indicates that the learning style through written materials (texts) Rothkopf's, who is used by the experimental group, proceeds within tight, sequential and interconnected steps, so that each step leads to the next step, which increases the students' understanding and comprehension. The student and the teacher who manages the process of learning and teaching during the class session, and teaching through texts work to stimulate thinking, to try and criticize knowledge, and is characterized by flexibility, ease of application, and focuses on general concepts and terms, and takes into account the psychological characteristics of the learner, in terms of gradualness in the learning process. Starting with the easy and the difficult, with the tangible and the abstract, and from the general to the specific (Baxter & Jack, 2008), additional to that teaching through texts links and comparing the elements of knowledge, increases students' sense of competence, and thus increases their chances of success (Gage & Berliner, 1991) and the pattern of teaching through written materials develops the effectiveness of thinking, and the activities of mental processes among students; Which will increase knowledge, and the ability to achieve and the steps of the teaching style through written materials (texts) of Rothkopf's lead to reaching the goal with accuracy and clarity; This reduces the effort, shortens the time (Biehler & Snowman, 1995), and the teaching

Table 2. Mean, standard deviations, and t-test results on the post-achievement test.

Pretest	Method	No.	Mean	Standard Deviation	Value (T)	Significance Level
Academic Achievement	Education Style	34	20.74	4.67	3.31	0.02
	The Usual Way	32	14.94	4.14		

style focuses on feedback, giving it importance in cognitive enrichment, and increasing the ability to comprehend and understand.

Also, the method of teaching by texts is the most effective method, which achieves the desired goals and competencies; Because it is the way in which the student is immersed in the learning process; He becomes an actual participant in the production of knowledge, and this method also spreads the democratic atmosphere within the classroom, which sets limits to the teacher's unilateral authority in imposing opinions and providing ready-made information, which often carries the teacher's own views.

Teaching with texts gives the learner self-confidence and the ability to form a strong personality; the discussion, and the extraction of concepts and information from the text, becomes a way to transform knowledge into lived experiences that push the student to take the appropriate position on it.

It also appears in the textual method, the method of dialogue that allows for explanation and discussion, constructive dialogue, open and closed questions, and correcting and enriching the student's ideas; Thus, the method of learning through texts helps the student to impart a personal flavour, explore ideas and invites the mind to be precise in thinking, and the ability to criticize, judge ideas and analyse.

The results of the second question and its discussion

The second question: Are there statistically significant differences at the level of (≤ 0.05). Between the averages of the two study groups in learning motivation attributed to the use of the teaching style through written materials (texts) by Rothkopf's compared to the usual method? To answer this question, the arithmetic means and standard deviations of the performance of the two study groups on the post-learning motivation scale were extracted. The result was as in **Table 3**.

Table 3 shows that the arithmetic mean of the performance of the experimental group members was higher than the control group, and it reached (127.15) with a standard deviation of (14.29). To find out the statistical significance of the differences between the averages of the two groups of the control and experimental study; The researcher used the choice of (t-test), where the t-value was (2.23) and with a statistical significance of (0.029), which indicates the existence of statistically significant differences in learning motivation, and it was in favour of the experimental group; That is, it was in favour of Rothkopf's mode of

education by means of written material (texts) as opposed to the usual method; This may be due to the distinction of this educational style in the logical sequence, and the link between previous and later learning; which aids in comprehension and assimilation; and then continuing the learning process, and being attracted to it; The organized educational situation that focuses on the student, and uses learning tools - such as texts - contributes to effective learning, facilitates the acquisition of knowledge, increases academic achievement, and effective participation in the teaching and learning process (Unrau et.al, 2018); This is because this pattern gives a distinct role to the student; It makes it integrate into the learning and teaching process; This increases the learner's love for the academic content, and increases his enthusiasm for the learning process (Hancock, 2002); And then improve his ability to learn, and acquire knowledge, and the pattern of teaching through texts to provide reinforcement when necessary; Which helps to continue the learning process and increase attention. This educational style helps the student to discover knowledge for himself; sometimes with the help of a teacher; Which enhances self-confidence, improves the ability to learn, and increases motivation towards the learning process, and the application of the teaching style through written materials requires respect for the student's views and points of view, and discussing them without criticism, or reprimand, by providing certain means for the learning process. Books, presentations of transparency and other mean; facilitate the teaching process, and increases students' motivation towards the overall learning and teaching process.

Rothkopf's textual teaching style increases internal motivation and generates more desire for knowledge. which in turn improves performance; Often students believe that they can learn what they need to know through textbooks or written texts (Guthrie, 2011); Highlighting the importance of written texts, the value of the textbook in increasing achievement, and improving motivation to acquire knowledge (Hulleman et al, 2010); Where the value of the text appears to students when they believe that the text is important and that it is relevant to their lives; Which improves achievement, and increases understanding and comprehension (Guthrie & Coddington, 2009); Thus, the teaching method that relies on texts increases achievement, mastery of work, and stimulates motivation; In order to achieve the best results (Guthrie, et.al, 2011), and motivate the individual to make the utmost effort to achieve success in achieving the goals, and excel in accomplishing the tasks required.

This increases the motivation towards learning from self-

Table 3. Mean, standard deviations, and t-test results on the dimension of motivation for learning.

Pretest	Method	No.	Mean	Standard Deviation	Value (T)	Significance Level
Learning Motivation	Education Style	34	127.2	14.29	2.23	0.029
	The Usual Way	32	111.3	14.42		

reliance, self-understanding, reducing psychological stress, continuing to face problems, and immersing themselves in them to find appropriate solutions and the ability to self-control, understand abilities and make maximum efforts. Energies, and focus on accomplishing priority tasks.

RECOMMENDATIONS

Based on the results of the study, the researcher recommends the following:

The importance of applying Rothkopf's written teaching method (texts) in the teaching process for the ninth grade in EFL subjects; In order to improve achievement and develop learning motivation.

Conducting similar studies on the pattern of education through written materials (texts) by Rothkopf's for other educational stages such as secondary stage.

Conducting assessment studies of the learning style through the written materials (texts) of Rothkopf's, and the tools used in it.

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