

**The Effect of Using a Text-structure ‘Approach’ on the Reading  
Comprehension and Motivation of EFL Private**

**University Students**

**in Jordan**

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**Abstract**

A large number of university students in Jordan suffer from apparent difficulties in comprehending English texts. They fail to deal with the whole text as a cohesive unit. This weakness impairs their utilization of texts within and outside the academic context.

This study sought to investigate the effect of a text-structure ‘approach’ on the reading comprehension and motivation of EFL private university students in Jordan.

The study essentially aimed to provide answers to the following questions:

1. What is the effect of using a text-structure ‘approach’ on the reading comprehension of EFL private university students in Jordan?
2. What is the effect of using a text-structure ‘approach’ on the motivation of EFL private university students in Jordan?

To answer these questions, sixty-five students majoring in English at Petra University were selected. They were randomly assigned into two groups: the experimental one which received reading instruction by using the text structure 'approach' and the control group, which was taught in the traditional way. The researcher developed a multiple-choice reading comprehension test and adopted a reading motivation questionnaire specifically designed to be used in an EFL context. The experiment lasted for the duration of six weeks, with a total of three hours per week. Validity and reliability of both instruments were verified.

The study came out with the following findings:

1. There was a statistically significant difference at ( $\alpha = 0.05$ ) in reading comprehension between the experimental group and the control group in favor of the experimental group.
2. There was no statistically significant difference at ( $\alpha = 0.05$ ) in motivation between the experimental group and the control group, which means that the text – structure approach had no effect on the motivation of the students.

In light of these findings, the main recommendations were:

1. The text structure 'approach' should be used in teaching reading at the tertiary level in order to improve comprehension.
2. Research should be carried out to investigate the motivation of students and ways of improving it.