



جامعة المنصورة  
كلية التربية



**An Online English Language Newspapers-Based  
Program to Enhance EFL Writing Skills and  
Self-Efficacy of Secondary Stage Students**

*By*

**Marwa Abdel-Fattah Hammad**

*Supervisors*

**Dr. Aly Abdul Samea Qoura**  
*Faculty of Education, Mansoura  
University, Egypt*

**Dr. Rehab Hamadtuh Gohar**  
*Faculty of Education, Mansoura  
University, Egypt*

*Journal of The Faculty of Education- Mansoura University*  
*No. 124 – Oct . 2023*

---

---

## An Online English Language Newspapers-Based Program to Enhance EFL Writing Skills and Self-Efficacy of Secondary Stage Students

Marwa Abdel-Fattah Hammad

### Abstract

This research investigated the effectiveness of using an online newspapers-based program to develop first year secondary stage students' EFL critical reading. The participants of the research were (60) first year Al-Azhar secondary stage students at Bahwash Secondary Institutes for Girls, Menofia, Egypt. To collect data, the researcher used three instruments: an EFL critical writing skills test, an EFL critical writing skills scoring rubric, and a self-efficacy scale. The researcher taught both groups: the experimental group was taught through the online newspapers program, while the control group was taught through the regular method of teaching. Research results revealed that there were statistically significant differences between the mean score of the experimental group and the control group students in the EFL critical writing skills test; in addition to the self-efficacy scale in favor of the experimental group. Moreover, the effect size of the online newspapers program was found to be high. Therefore, this research recommended using online newspapers in teaching the four skills of the English language at different educational stages.

**Key words:** Online newspapers- EFL Critical Writing Skills- Self-efficacy.

((الخلاصة))

لقد أجريت هذه الدراسة بهدف تحديد مدى فاعلية استخدام الصحف الالكترونية الانجليزية لتطوير مهارة لكتابة الناقد والكفاءة الذاتية لدى طلاب المرحلة الثانوية. اعتمدت هذه الدراسة على التصميم التجريبي لتحقيق هذا الهدف، تم استخدام أداتين : (١) قائمة مهارات الكتابة الناقد (٢) اختبار مهارات الكتابة الناقد (٣) مقياس الكفاءة الذاتية. وقد كانت عينة الدراسة تتكون من ٦٠ طالبة من الصف الأول الثانوي بمعهد فتيات بهواش الثانوي والاثنى تم تقسيمها إلى مجموعتين احدهما هما المجموعة التجريبية (٣٠) طالبة يتم تدريبهم من خلال أنشطة الصحف الالكترونية عبر الانترنت والمجموعة الأخرى المجموعة الضابطة (٣٠) طالبة يتم تدريبهم بالطريقة التقليدية (تدريس وجها لوجه) . أشارت النتائج إلى وجود فروق ذو دلالة إحصائية بين متوسط درجات الاختبار البعدين المجموعتين لصالح المجموعة التجريبية. بالإضافة إلى وجود فروق ذات دلالة إحصائية بين متوسط الدرجات الاختبار القبلي والبعدي للمجموعة التجريبية لصالح الاختبار البعدي. قدمت الدراسة الحالية دليلا واضحا على أن استخدام

### **Introduction**

Writing is considered the fundamental component of language teaching. Since through writing, students can communicate with all types of readers by delivering an unlimited number of messages and a clear meaningful representation of ideas. Therefore, writing cannot be naturally acquired like speaking, so it should be learned (Harmer, 2004). Students probably knowledgeable about a given subject or domain, but have difficulties applying their knowledge to the writing process (Hyland, 2013; Kellogg, 2008).

Ferrett (1997) stressed that a good writer is a good critical thinker, and a good thinker has to be a good writer. The outcome of the critical thinking process is a good piece of writing, just as this process starts by understanding, analyzing, and evaluating ideas before coming up with any conclusion in a written form.

In order to prepare students for a complex world as more as scientifically and technologically, the best education applications are required. Students need to learn how to think critically, accurately integrate knowledge, and solve problems in novel contexts beginning in preschool (Center for Science, Mathematics, and Engineering Education, 1998). While students evaluate what they learned and their learning methods, they manifest their critical thinking abilities (Emir, 2009).

Newspapers as authentic texts expose students to real language and encourage them to practice and promote reading and writing skills. According to Tamo (2009) authentic texts are texts that involve the natural use of language for communication in the native speaker context. Moreover, online newspapers provide students with a chance to exchange and express ideas on a wide variety of topics and activate their critical thinking skills (Babalola, 2002; Bankol & Babalola, 2011; Elmadwi, 2014; Riaz, 2015; & Worthy, et al, 2001). Reading newspapers aloud in the classroom can contribute to and improve students' phonemic awareness, fluency and enrich their vocabulary bank (Bernadowski, 2011). On the other hand, students acquire useful study skills such as how to do brain-storming, take notes, summarize essential information, organize ideas, and use abbreviations in their notes (Riaz, 2015; & Ping, 2011). Students would gather different structures and vocabulary and implement them in their writing.

---

---

## **Review of Literature and Related Studies**

### **Critical Writing Skills**

In the 21st century, global competition and collaboration are prevalent. Therefore, any individual should start preparing as soon as possible to maximize their capacity for competing in the global era. One of them is optimizing the ability to communicate in writing which is considered a fundamental ability for students' education (Trilling & Fadel, 2009, p. 54). In developing the ability to communicate, critical thinking skills are also very crucial.

Since the early 1980s, a number of alternative methods for studying humanity have been emerged. Some of these methods include critical psychology, discursive psychology, discourse analysis, deconstruction, and post-structuralism. The concept that we need to adopt a "critical stance towards our taken-for-granted ways of understanding the world and ourselves" is what many of these methodologies have in common (Burr, 2015, p. 2). This concept, which opposes positivism and empiricism, is now frequently referred to as social constructionism (Abegglen et al., 2016). It opposes assumptions that "the nature of the world can be revealed by observation and that what exists is what we perceive to exist" (Burr, 2015, p. 2).

Critical writing includes all features of persuasive writing from two perspectives. An author argues for evaluating its merits and provides an alternative interpretation of the text. It includes critique, debate, disagreement, and evaluation. Critical writing requires authors to cultivate academic voices that include a healthy scepticism, confidence, critical judgment, opinions, and a rigorous and fair assessment of a subject (AtaÇ, 2015). However, critical writing does not tolerate cynicism, cockiness, arrogance, dismissiveness, opinionatedness, randomness, prejudice, or unsupported assertions (Wellington et al., 2005, p. 84).

### **The Importance of Critical Writing:**

Today's English teaching and learning focus on students-centered activities, where students engage in learning, explore the knowledge, develop communication, perform collaboration, and critical thinking skills in order to survive in a competitive era (Jumiarti, 2017). In educational contexts, critical thinking is a trend that has been widely investigated in various educational institutions (Rashtchi & Khoshnevisan, 2020; Klimova, 2013). According to Lin (2018, p. 11), 'Combining the teaching of critical thinking with the teaching of language can facilitate meaningful communication in the target language.' Therefore, writing well demands not

---

only good language proficiency but also the capacity for critical thinking as the writer evaluates arguments, facts, and opinions while synthesizing the language. According to Langan (2008), writing is more than just a means of communication. It is also a method of thinking (p. 10). Critical writing depends on critical thinking (Lane, 2021).

Critical writing is an important academic tool that allows your knowledge to develop because, rather than being a personal opinion a critical essay requires an in-depth analysis of a topic (Morley-Warner, 2009). It is described by Liu (2006) as the vehicle that students use to express their critical thinking. That is to say, it allows writers to use logical and critical analysis, interpretation, inferences, induction, deduction, and evaluation in their writing. Both critical thinking and critical writing attract tutors' positive comments and enable students to get higher marks (Academic Skills Centre, 2015).

**Features of critical writing:**

To be critical does not mean to criticise in an exclusively negative manner. Actually, to be critical of a text means to question the information and opinions in text, in an attempt to evaluate or judge its overall worth. Practicing critical writing does not simply mean transforming a writer's knowledge in a way that involves general or specific view points; rather, it means going beyond generalizations towards conveying writers' critical thinking. It requires the writers to analyze, interpret, and evaluate information to take a stand or position, give evidence, and make a reasonable judgment in their writing (Carroll & Wilson, 2014).

**Skills of Critical Writing:**

Developing critical writing skills not only enhances students' thinking skills but also leads students to write better essays. Critical writing includes the higher levels of Bloom's taxonomy (Bloom, et al., 1956). Critical writing depends on a variety of specialized skills, some of which are directly related to critical thinking, such as:

- Identifying issues and assumptions
- Recognizing important relationships
- Making correct inferences
- Evaluating evidence or authority
- Deducing conclusions (Abbeglen et al., 2016).

**Teaching critical writing:**

Creating an appropriate environment in which students write critically is crucial. Process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text

---

---

through the various stages of generating ideas. In accordance with Alfaki (2015) teaching writing consisted of five stages: planning, drafting, revising, editing and publishing. Each stage comprises various activities that are associated with effective writing and the recursive nature of the writing process.

The prewriting stage has several different activities that may assist writers in developing ideas, such as discussion, talk-writing, free writing, journaling and metaphor building. At the drafting stage, student gathers their ideas and subsequently select and outline them to write the first draft.

Revising is part of the writing process which involves evaluating what has already been written and is a significant way to learn (Hedge, 2005). In this stage, teachers have the chance to work face to face with individual students, as everyone is busy doing something. Editing becomes the last stage of the writing process dealing with the continuing process of revising. It concerns the correctness of grammar, punctuation, spelling, capitalization, and writing styles.

**Assessment of Critical Writing:**

Evaluation of written products is a complex process in which many variables must be considered. It is essential to conduct this assessment using methods that enable evaluation of both the written expression product's content and the operation of the writing process across various aspects. According to Demir & Yildirm (2019), it would be the best strategy to employ rubrics, which are a tool used to define the standards and definitions for students' work and to measure their performance levels through scoring (p. 461). Rubrics are a kind of scoring tools that shows the dimensions of the feature to be measured in the evaluation of students' performance in different fields and consists of evaluation criteria, criterion definitions and a scoring strategy (Popham, 1997).

**Self-Efficacy:**

Education at this time should prioritize efforts to build self-efficacy in students. The great influence of the environment will, of course, have an impact on the student's personality. Good self-efficacy is crucial for students today. Self-efficacy beliefs influence motivational and self-regulatory processes in a variety of ways. They influence the decisions people make and the actions they take. Self-efficacy also plays a role in determining how much effort individuals intend to put forth, how long they will persevere when facing difficulties, and how resilient they will prove when faced with challenging circumstances. The higher one's sense of efficacy, the greater the effort, perseverance, and resilience.

---

---

**Studies Related to Using Online newspapers in Enhancing Critical Writing skills and Self-efficacy.**

The study by Trang & Linh (2018) aimed at exploring the impact of online newspapers on improving students' writing skills. Participants of the study were 20 student members of The SFlook at a public university in Vietnam. The instruments of the study were first, a pre-posttest to assess their writing performance. Besides, a questionnaire was delivered to investigate their attitudes towards different aspects of working for the newspapers. The findings indicated that the school newspaper has reinforced students' writing skills and their motivations for writing are bound to external factors.

Eldydamouny (2022) investigated the effect of newspaper-based activities on enhancing secondary stage students' EFL writing skills and their motivation towards writing. The participants were forty first secondary students at Manzala Secondary School, EL-Dakahlia Directorate. The instruments were an EFL writing skills checklist, an EFL pre-posttest, an EFL writing scoring rubric, and an EFL writing motivation scale. The results of the study revealed that the experimental group students outperformed their peers in the control group in their writing performance, as validated by the post-test scores. Also, their motivation toward writing improved considerably.

**Pilot Study:**

In order to provide evidence for the problem of the research, the researcher conducted a pilot study to identify the first-year secondary stage students' current level of EFL critical writing skills and their self-efficacy. The research was applied to thirty students at Fatiat Bahwash Institute in Menofia Governorate. The following tables show the results of this pilot study.

**Table (1): Results of the EFL critical Writing Skills Test**

Critical writing Sub-skills	Total score	N	Mean	St.Deviation	The percentage of skill competence
Providing contrastive views with rationale	5		1.9	0.47	38%
Making cause and effect relationship	5		1.85	0.54	37%
Arranging argument to reflect actual findings	5		1.815	0.48	36.3%
Making judgments	5		1.835	0.51	36.7%
Presenting evidence to persuade ideas	5		1.75	0.47	35%
<b>Total</b>	<b>25</b>		<b>9.15</b>	<b>2.41</b>	<b>36.6%</b>

Table (1) shows the statistical results of the students' critical writing test. The results indicate the students' poor level in critical writing, so their critical writing needs much improvement.

**Table (2): Self-Efficacy scale Results**

Sub-skills	Total score	N	Mean	St.Deviation	The percentage of skill competence
<b>Writing Self-Efficacy Scale</b>	15		8.05	2.57	53.67%

Results of the pilot study as shown in table (2) asserted that EFL secondary stage students' self-efficacy were not highly in learning EFL writing skills. It is shown in the mean scores of their responses.

#### **Statement of the Problem**

Based on the review of the literature, the results of the pilot study, and the researcher's experience, the problem of the study could be stated as follows: First-year secondary school students have difficulties with critical writing skills (such as providing contrastive views with rational, making cause and effect relationships, arranging arguments to actual findings, making judgments, presenting evidence to persuade ideas and giving appropriate solutions for a problem). Furthermore, the students' low level in these two skills makes them lose interest in practicing them.



---

---

### **Research Questions**

This research attempted to answer the following questions:

- 1- What are the features of an online English language newspapers-based program in enhancing critical reading and writing skills of second year secondary stage students?
- 2- What is the effectiveness of an online newspapers-based program in improving critical writing skills of second year secondary stage students?
- 3- What is the effectiveness of using an online newspapers-based program as a means to improve first year secondary stage students' writing self- efficacy level?

### **Hypotheses**

The research attempted to verify the following hypotheses:

- 1- There is a statistically significant difference at the  $\leq .05$  level between the mean score of the experimental group and that of the control group on the post administration of the critical writing skills test in favor of the experimental group.
- 2- There is a statistically significant difference at the  $\leq .05$  level between the mean score of experimental group on the pre and post administration of the critical writing skills test in favor of the post administration.
- 3- There is a statistically significant difference at the  $\leq .05$  level between the mean score of the experimental group and that of the control group on the post administration of the writing self-efficacy scale in favor of the experimental group.
- 4- There is a statistically significant difference at the  $\leq .05$  level between the mean score of experimental group on the pre and post administration of the writing self-efficacy scale in favor of the post administration.

### **Purpose**

The present research aimed at:

- 1- Determining the effectiveness of using an online newspapers-based program in enhancing critical writing skills of first year secondary stage students.
- 2- Determining the effectiveness of using an online newspapers-based program in improving first year secondary stage students' self- efficacy.

---

---

### **Significance**

The present research would contribute to:

- 1- Enriching literature with this research concerning using online newspapers in enhancing first year secondary stage students' critical writing skills and self-efficacy.
- 2- Providing EFL teachers with a teacher guide on how to teach critical writing skills through using online newspapers.
- 3- Providing EFL curriculum designers with a new approach to teach critical writing skills.
- 4- Paving the way for other researchers to do more studies on the effectiveness of using online newspapers to improve the other English language skills.
- 5- Drawing the EFL teachers' attention to the importance of creating a learning experience to increase their students' self-efficacy with different level of proficiency.

### **Delimitations**

This research was delimited to:

- 1- A sample of first year secondary stage Al-Azhar students.
- 2- Some critical writing skills that will be identified through the checklist of critical writing skills questionnaire (such as providing contrastive views with rational, making cause and effect relationships, making judgments, arranging argument to actual findings, presenting evidence to persuade ideas, and giving appropriate solutions for a problem) ).
- 3- Online newspapers articles to improve critical writing skills and suit to students' level.

### **Methodology**

The research adopted the quasi experimental design to apply the online English newspaper based-program. The experimental group was taught through an online newspaper program to develop the critical writing and their self-efficacy. On the other hand, the control group continued to study through the regular methods specified in their text book and teacher's guide from the Ministry of Education. The pre-post EFL critical writing test and self-efficacy scale were administered to both groups before and after the program. The results of the pre-post EFL critical reading and writing skills and the self-efficacy scale were analyzed by t-test for independent samples. This was to reveal whether there was any significant difference between the mean score of the two groups after the implementation of the online newspaper program.

---



---

**Results and Statistical Analysis:**

**Testing the First Hypothesis:**

This hypothesis stated that: "There is a statistically significant difference at  $\leq (0.05)$  level between the mean scores of the control group and that of the experimental one on the post administration of the critical writing skills test favoring the experimental group". In order to test this hypothesis, the researcher used t-test (see table 1)

***Comparing the Control and the Experimental Groups on the Post Administration of the EFL Critical writing Skills Test***

Skill	Groups	N.of cases	Means	S.D	t.Value	Df	Sig.																																																																																
<b>Organizing claims and evidences</b>	Control	30	1.43	0.50	6.465	58	0.001																																																																																
	Experimental	30	2.57	0.81				<b>Comparing and contrasting</b>	Control	30	1.43	0.50	6.79	58	0.001	Experimental	30	2.53	0.73	<b>Making judgments and giving opinions</b>	Control	30	1.43	0.50	8.76	58	0.001	Experimental	30	2.63	0.56	<b>Using cause and effect relationships</b>	Control	30	1.43	0.50	11.02	58	0.001	Experimental	30	2.77	0.43	<b>Presenting evidences to persuade ideas</b>	Control	30	1.43	0.50	6.579	58	0.001	Experimental	30	2.50	0.73	<b>Suggesting solutions to problems</b>	Control	30	1.43	0.50	5.53	58	0.001	Experimental	30	2.40	0.81	<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001	Experimental	30	2.86	0.43	<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001
<b>Comparing and contrasting</b>	Control	30	1.43	0.50	6.79	58	0.001																																																																																
	Experimental	30	2.53	0.73				<b>Making judgments and giving opinions</b>	Control	30	1.43	0.50	8.76	58	0.001	Experimental	30	2.63	0.56	<b>Using cause and effect relationships</b>	Control	30	1.43	0.50	11.02	58	0.001	Experimental	30	2.77	0.43	<b>Presenting evidences to persuade ideas</b>	Control	30	1.43	0.50	6.579	58	0.001	Experimental	30	2.50	0.73	<b>Suggesting solutions to problems</b>	Control	30	1.43	0.50	5.53	58	0.001	Experimental	30	2.40	0.81	<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001	Experimental	30	2.86	0.43	<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001	Experimental	30	18.26	3.46								
<b>Making judgments and giving opinions</b>	Control	30	1.43	0.50	8.76	58	0.001																																																																																
	Experimental	30	2.63	0.56				<b>Using cause and effect relationships</b>	Control	30	1.43	0.50	11.02	58	0.001	Experimental	30	2.77	0.43	<b>Presenting evidences to persuade ideas</b>	Control	30	1.43	0.50	6.579	58	0.001	Experimental	30	2.50	0.73	<b>Suggesting solutions to problems</b>	Control	30	1.43	0.50	5.53	58	0.001	Experimental	30	2.40	0.81	<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001	Experimental	30	2.86	0.43	<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001	Experimental	30	18.26	3.46																				
<b>Using cause and effect relationships</b>	Control	30	1.43	0.50	11.02	58	0.001																																																																																
	Experimental	30	2.77	0.43				<b>Presenting evidences to persuade ideas</b>	Control	30	1.43	0.50	6.579	58	0.001	Experimental	30	2.50	0.73	<b>Suggesting solutions to problems</b>	Control	30	1.43	0.50	5.53	58	0.001	Experimental	30	2.40	0.81	<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001	Experimental	30	2.86	0.43	<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001	Experimental	30	18.26	3.46																																
<b>Presenting evidences to persuade ideas</b>	Control	30	1.43	0.50	6.579	58	0.001																																																																																
	Experimental	30	2.50	0.73				<b>Suggesting solutions to problems</b>	Control	30	1.43	0.50	5.53	58	0.001	Experimental	30	2.40	0.81	<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001	Experimental	30	2.86	0.43	<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001	Experimental	30	18.26	3.46																																												
<b>Suggesting solutions to problems</b>	Control	30	1.43	0.50	5.53	58	0.001																																																																																
	Experimental	30	2.40	0.81				<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001	Experimental	30	2.86	0.43	<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001	Experimental	30	18.26	3.46																																																								
<b>Making predictions based on evidence</b>	Control	30	1.43	0.50	11.801	58	0.001																																																																																
	Experimental	30	2.86	0.43				<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001	Experimental	30	18.26	3.46																																																																				
<b>Total</b>	Control	30	10.03	3.32	9.404	58	0.001																																																																																
	Experimental	30	18.26	3.46																																																																																			

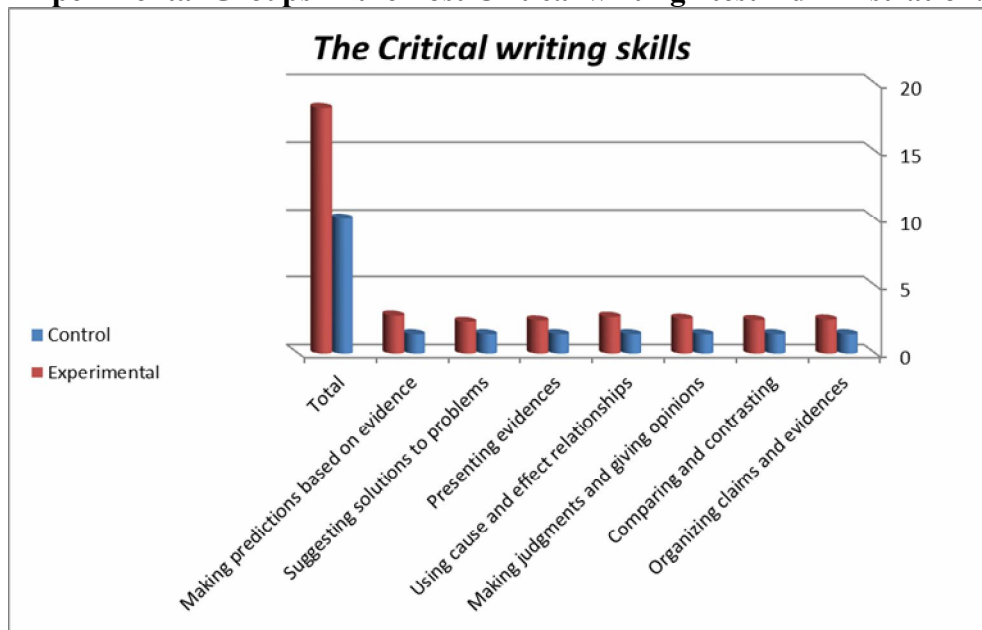
Based on Table (1), the value of the critical writing skills mean score of the experimental group was (18.26) which is higher than that of the control group which was (10.03). It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades

---

of the control group due to the application of the online English language newspapers-based program.

Differences between the mean scores of experimental group and the control group mean score in all sub skills of the post administration of the post critical writing test are presented in figure (1).

**Fig. (1): Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post Critical writing test Administration.**



**Results of the Second Hypothesis:**

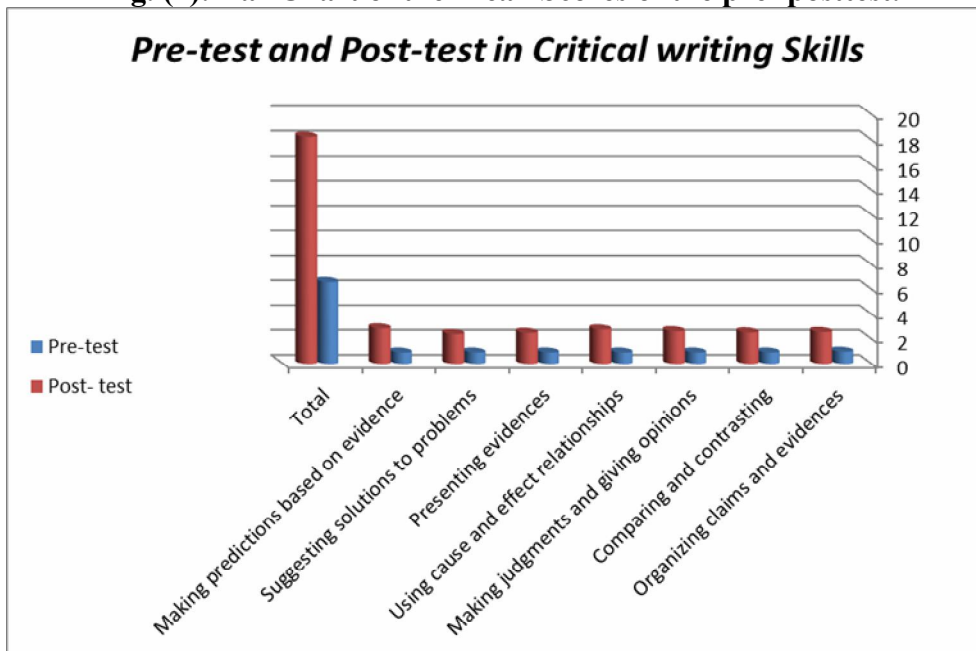
The second hypothesis stated that: “There is a statistically significant difference at  $\leq (0.05)$  level between the mean scores of the experimental group on the pre- and post-administrations of the critical writing skills test favoring the post-administration ". In order to test this hypothesis, the researcher used t-test (see table 2)

*Results of Comparing the Pre and Post-test Administration of the EFL  
Critical Writing Skills Test of the Experimental Group (n=30)*

<b>Skill</b>	<b>Application</b>	<b>N.of cases</b>	<b>Means</b>	<b>S.D</b>	<b>t.Value</b>	<b>Df</b>	<b>Sig.</b>
Organizing claims and evidences	<b>Pre-test</b>	30	1.00	0.26	10.5	29	0.001
	<b>Post- test</b>	30	2.57	0.81			
Comparing and contrasting	<b>Pre-test</b>	30	0.93	0.25	14.102	29	0.001
	<b>Post- test</b>	30	2.53	0.73			
Making judgments and giving opinions	<b>Pre-test</b>	30	0.93	0.25	17.405	29	0.001
	<b>Post- test</b>	30	2.63	0.56			
Using cause and effect relationships	<b>Pre-test</b>	30	0.93	0.25	21.776	29	0.001
	<b>Post- test</b>	30	2.77	0.43			
Presenting evidences to persuade ideas	<b>Pre-test</b>	30	0.93	0.25	11.78	29	0.001
	<b>Post- test</b>	30	2.50	0.73			
Suggesting solutions to problems	<b>Pre-test</b>	30	0.93	0.25	11	29	0.001
	<b>Post- test</b>	30	2.40	0.81			
Making predictions based on evidence	<b>Pre-test</b>	30	0.93	0.25	20.33	29	0.001
	<b>Post- test</b>	30	2.86	0.43			
<b>Total</b>	<b>Pre-test</b>	30	6.60	1.19	22.85	29	0.001
	<b>Post- test</b>	30	18.26	3.46			

Table (2) shows that the value of critical writing skills mean score of the post test was (18.26) which is higher than that of the pretest which was (6.60). As Table (2) shows the posttest's scores were higher than those of the pretest in the critical writing skills test. It also indicated a higher homogeneity (=Std. Deviation /Mean) of the posttest's grades than the grades of the pretest due to the application of the online English language newspapers-based program. Differences between the experimental group scores in the pre- post administration of the critical writing test in all the sub skills of the test can be clarified in the following figure.

**Fig. (2): Bar Chart of the Mean Scores of the pre- posttest.**



**Determining the Effect Size:**

To investigate the effect and educational importance of the online English language newspapers-based program concerning the difference between the experimental group's pre- and post- administrations of the critical writing test, the value of eta squared ( $\eta^2$ ) and the effect size (d) were calculated.

**Table (3)** Values of ( $^2\eta$ ) and the Effect Size of the Treatment on Improving the Critical Writing Skills of the Experimental Group

Skill	t-value	d.f	Sig	$^2\eta$	d	Effect size
Organizing claims and evidences	10.5	29	<b>Significant at (0.01)</b>	0.79	1.95	<b>Large</b>
Comparing and contrasting	14.102	29	<b>Significant at (0.01)</b>	0.87	2.62	<b>Large</b>
Making judgments and giving opinions	17.405	29	<b>Significant at (0.01)</b>	0.91	3.23	<b>Large</b>
Using cause and effect relationships	21.776	29	<b>Significant at (0.01)</b>	0.94	4.04	<b>Large</b>
Presenting evidences to persuade idea	11.78	29	<b>Significant at (0.01)</b>	0.83	2.19	<b>Large</b>
Suggesting solutions to problems	11	29	<b>Significant at (0.01)</b>	0.81	2.04	<b>Large</b>
Making predictions based on evidence	20.33	29	<b>Significant at (0.01)</b>	0.93	3.78	<b>Large</b>
<b>Total</b>	22.8	29	<b>Significant at (0.01)</b>	0.94	4.24	<b>Large</b>

A closer look at Table (3) reveals that eta squared  $^2\eta$  was 0.94 reflecting its practical significance. And in the light of this, it can be said that 94% of the variations between the scores of students in the critical writing skills could be due to the online English language newspapers-based program, and the effect size (d) = 4.24 and that there was a high effect and educational importance for improving and developing critical writing .

**Testing the Third Hypothesis:**

The third hypothesis stated that: “There is a statistically significant difference at  $\leq (0.05)$  level between the mean scores of the control group and that of the experimental one on the post administration of the writing self-efficacy scale favoring the experimental group". Table (4) displays the results.

*Comparing the Control and the Experimental Groups on the Writing self-efficacy scale Test*

Skill	Groups	N.of cases	Means	S.D	Df	t.Value	Sig.
Writing self-efficacy scale	Control	30	49.70	10.89	11.422	58	0.001
	Experimental	30	83.60	12.07			

Table (4) shows that the value of the writing self-efficacy scale mean score of the experimental group was (83.6) which is higher than that of the mean score of the control group which was (49.7). It also indicated a higher homogeneity (=Std. Deviation /Mean) of the experimental group's grades than the grades of the control group due to the application of using the online English language newspapers-based program. Differences between the experimental group and the control group mean scores in all sub skills of the post administration of the self-efficacy scale towards learning writing are delivered in figure (3).

**Fig. (3): Bar Chart of the Mean Scores of the Control and the Experimental Groups in the Post Writing Self-efficacy Scale Test Administration.**



**Testing the Fourth Hypothesis:**

The fourth hypothesis stated that “There is a statistically significant difference at  $\leq (0.05)$  level between the mean scores of the experimental



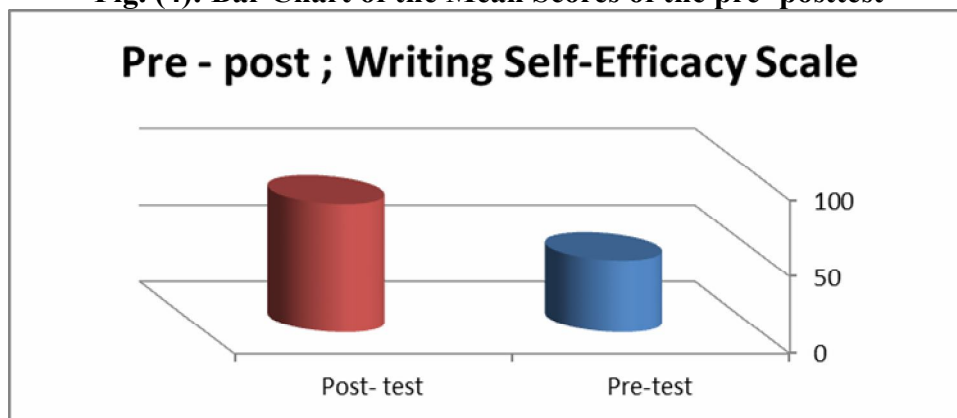
group on the pre- and post-administrations of the Writing self-efficacy scale favoring the post-administration ". Table (5) displays the results.

*Results of Pre-test and Post-test in Writing self-efficacy scale of the Experimental Group (n = 30)*

Skill	Application	N.of cases	Means	S.D	t.Value	Df	Sig.
Writing self-efficacy scale	Pre-test	30	46.50	6.13	21.944	29	0.001
	Post- test	30	83.60	12.07			

Table (5) shows that the value of writing self-efficacy scale mean score of the post- test was (83.60) which is higher than that of the pre-test which was (46.50). As Table (5) shows the posttest's scores were higher than those of the pretest on the writing self-efficacy scale. It also indicated a higher homogeneity (=Std. Deviation /Mean) of the posttest's grades than the grades of the pretest due to the application of using the online English language newspapers-based program. Differences between the experimental group scores in the pre- post administration of the self-efficacy scale towards learning writing in all the sub skills of the scale and the total score is shown in figure (4).

**Fig. (4): Bar Chart of the Mean Scores of the pre- posttest**



**Determining the Effect Size:**

To investigate the effect and educational importance of the results, the value of ETA squared ( $\eta^2$ ) and the effect size (d) were calculated. The results are shown in the following table.

**Table (6)** Values of ( $\eta^2$ ) and the Effect Size of the Treatment on Improving the Writing self-efficacy scale of the Experimental Group

Skill	t-value	d.f	Sig	$\eta^2$	d	Effect size
Writing self-efficacy scale	21.944	29	Significant at (0.01)	0.94	4.07	Large

A closer look at Table (6) reveals that eta  $\eta^2$  was 0.94 reflecting its practical significance. And in the light of this, it can be said that 94% of the variations between the scores of students in the writing self-efficacy scale could be due to the online English language newspapers-based program, and the effect size (d) = 4.07 and that there was a high effect and educational importance for improving and developing self-efficacy. This is a high percentage which reflects a high variance.

**Discussion of the Results:**

The experimental group students' posttest results exceeded their pretest results in all the EFL critical writing skills. Additionally, the effect size of the online English language newspapers-based program was significantly high (94%). It was noticed that the most improved skill was "using cause and effect relationships", as this skill was clear to students during the critical reading sessions and they trained well. Moreover, the classroom feedback after each critical writing session and engaging in different critical writing tasks helped to enhance the students' EFL critical writing skills. On the other hand, and to the researcher's surprise, the least improved skill was "organizing claims and evidence ". This is because the students gave much attention to the other critical writing skills, assuming that this skill was not as important as the other skills.

However, all the skills including "organizing claims and evidence" were much improved; compared to the results of the pretest. This indicates that the online English language newspapers-based program was remarkably effective in improving the experimental group students' EFL critical writing skills. The results of this research, concerning improving the EFL critical writing skills, were in line with the studies of Trang & Linh (2018); Setyowati & Sukmawan (2021), and *Eldydamouny (2022)*. Moreover, the statistical analysis of the self-efficacy hypotheses revealed that the experimental group students' self-efficacy state was improved compared to the control group students' in all the scale dimensions and that the t- values were significant at the 0.05 level. Besides, the experimental group's post

---

---

self-efficacy scale results were much better than the pretest results, and the effect size was high (94%). These findings implied that the online English language newspapers-based program was effective in improving the participants' self-efficacy, as they apparently enjoyed the experience of being a part of this online newspapers program. They were enthusiastic and totally involved in the critical written tasks.

#### **Recommendations of the Research**

**Based on the research results, the researcher suggested the following pedagogical recommendations:**

- 1- Teachers can use news articles as supplementary English reading materials and should be included in lesson plans.
- 2- Teachers should emphasize the higher-order thinking skills in the classroom, and students should be given the opportunity to analyze and critique textbook ideas.
- 3- EFL teachers should encourage their students to read newspapers on daily basis to improve their language skills and general knowledge.
- 4- Enriching and developing the teacher's guide with tasks, activities, and modern techniques like online newspapers that increase and activate prior knowledge.

#### **Suggestions for Further Research:**

**The following points are recommended to be considered for further research:**

- 1- Using the online English newspapers based-program in teaching other EFL skills, such as listening and speaking.
- 2- Further study should investigate teachers' attitudes towards the use of online newspapers as supplementary English material in class.
- 3- Conducting studies investigating challenges and difficulties facing teachers and students when teaching and learning by online newspapers.

#### **References**

- ATAÇ, A.B. (2015). From descriptive to critical writing: A study on the effectiveness of advanced reading and writing instruction. *Procedia - Social and Behavioral Sciences* (199). P. 620 – 626. doi: 10.1016/j.sbspro.2015.07.588.
- Academic Skills Centre. (2015). A short guide to critical writing for postgraduate taught students. University of Birmingham. University of Birmingham. Available at:

- 
- <https://intranet.birmingham.ac.uk/as/libraryservices/library/asc/documents/public/pgtcriticalwriting.pdf> (accessed February 2023).
- Alfaki, I. M. (2015). University students' English writing problems. *International Journal of English Language Teaching*. Published by European Centre for Research Training and Development UK (Www.Eajournals.Org), 3(3), 40–52
- Bankole, O. M., & Babalola, S. O. (2011). Use of newspapers by students of Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria. *Library philosophy and practice*, 1.
- Bernadowski, C. (2011). A good read literacy strategies with newspapers. Newspaper association of America) foundation. Senior vice president and secretary/treasurer: Margaret Vassilikos. Arlington.
- Babalola, E. T. (2002). Newspapers as instruments for building literate communities: The Nigerian experience. *Nordic journal of African studies*, 11(3), 403-410.
- Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain*. New York: McKay.
- Burr, V. (2015). *Social constructionism (3rd ed.)*. East Sussex, United Kingdom: Routledge.
- Carroll, J., & Wilson, E. (2014). *The critical writer: Inquiry and the writing process*. Libraries Unlimited.
- Center for Science, Mathematics, and Engineering Education, (1998). *Every child a scientist: Achieving Scientific Literacy for all* Washington: National Academy Press.
- Demir, S. B., & Yıldırım, Ö. (2019). Developing rubrics for the evaluation of written expression skills. *Pamukkale University Faculty of Education Journal*, 47, 457-473.
- Emir, S. (2009). Education Faculty Students' Critical Thinking Disposition According to Academic Achievement. *World Conference Education Science*, 1.
- Eldydamouny, R. A. A. (2022). The effect of newspaper-based activities on enhancing secondary stage students' EFL writing skills and their motivation towards writing. *Journal of the Faculty of Education Mansoura University*, 117(3), 1-18.
- Elmadwi, M. H. (2014). A study of the significance of using newspapers as an instrument to develop reading and comprehension skills for
-

- 
- learning of English as a second language. *International Journal of English language, literature and humanities*, 1, 560-580
- Ferrett, S., 1997. *Peak performance: Success in college and beyond*. 5th ed. Chicago: Irwin Mirror Press.
- Ping, W. (2011). Exploring innovative activities in using news stories to teach advanced Chinese learners English in a multimedia way. *International Journal of English and Literature*, 2(4), 685-696.
- Riaz, M. (2015). Task-based language learning in English for specific purposes: An exploration into the use of newspapers for teaching English as a second language to engineering students in Pakistan. *Journal of Teaching English for Specific and Academic Purposes*, 2(4), 685-696.
- Trilling, B & Fadel, S. (2009). *21st century skills*. America: Jossey Bass A Wiley Imprint.
- Worthy, J., & Broaddus, K. (2001). Fluency beyond the primary grades: From group performance to silent, independent reading. *The reading teacher*, 55(4), 334-343.
- Abegglen, S., Burns, T., & Sinfield, S. (2016). Utilizing critical writing exercises to foster critical thinking in diverse first-year undergraduate students and prepare them for life outside university. *Double Helix*, 4, 266-277.
- Harmer, J. (2004). *How to Teach Writing*. UK: Pearson Education Ltd.
- Hedge, T. (2005) *Writing*. Oxford: Oxford University Press.
- Hyland, K. (2013). Writing in the university: education, knowledge and reputation. *Language teaching*, 46(1), 53-70.
- Jumiarti. (2017). *The Effect of Problem-Based Learning on the Argumentative Writing Skills of Students across Personality Types and English Proficiency Levels*. Doctoral Dissertation, English Language Teaching, Postgraduate Program of State University of Malang.
- Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of writing research*, 1(1), 1-26.
- Stapleton, P. (2001). Assessing critical thinking in the Japanese university students. *Written Communication*, 18 (4), 506-548. doi: 10.1177/0741088301018004004.
- Klimova, B. F. (2013). Developing thinking skills in the course of academic writing. *Procedia-Social and Behavioral Sciences*, 93, 508-511.
- Lane, J. (2021). *Critical thinking for critical writing*. Simon Fraser University. Available at: <https://www.lib.sfu.ca/about/branches->
-

- 
- depts/slc/writing/argumentation/critical-thinkingwriting (accessed February 2023).
- Langan, J. (2008). *College Writing Skills With Readings*, New York, NY: McGraw Hill.
- Lin, Y. (2018). *Developing critical thinking in EFL classes: An infusion approach*. Springer.
- Liu, K. (2006). Annotation as an index to critical writing. *Urban Education*, 41, 192–207.
- Morley-Warner, T. (2009). *Academic writing is...: A guide to writing in a university context*. Sydney, Australia: CREA publications.
- Popham, W. J. (1997). What's wrong- and what's right- with rubrics. *Educational Leadership* 55, 2, 72-75.
- Rashtchi, M., & Khoshnevisan, B. (2020). Lessons from critical thinking: how to promote thinking skills in EFL writing classes. *European Journal of Foreign Language Teaching*, 5(1).
- Tamo, D. (2009). The use of authentic materials in classrooms. *Linguistics and Communicative Performance Journal*, 2, 74-78.
- Trang, L. T., & Linh, L. T. (2018). Improving Students' Writing Skill through the School Online Newspaper at a Public University in Vietnam. *International Journal of Education and Literacy Studies*, 6(2), 47-52.
- Wellington J., Bathmaker A., Hunt C., McCulloch G., & Sikes P. (2005). *Succeeding with your doctorate*. London: Sage.