



Using Critical Literacy Approach for Developing Some EFL Persuasive Writing Skills among Student Teachers at Faculty of Education

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Abstract:

The present study was an attempt to investigate the effectiveness of critical literacy approach for developing EFL persuasive writing skills among student teachers at Faculty of Education. The design of the study was pre - post experimental group. The participants of the study consisted of 30 students of one group and was selected randomly from third year English section student teachers at Faculty of Education. The instruments and materials of the study were: An EFL persuasive writing skills checklist which was divided into 7 main skills , 25 sub-skills , and an EFL persuasive writing test which was designed and validated to be used as a pre-posttest and a rubric for assessing EFL persuasive writing skills. The experimental group students were taught by using critical literacy approach program as the new treatment. The implementation of the study was in the second term of the academic year 2021-2022. The researcher applied the test, then the participants taught with the approach, the researcher re-administrated the test to the experimental group. The findings of the study revealed that EFL persuasive writing skills were developed as a result of teaching with critical literacy approach. The findings confirmed the effectiveness of critical Literacy approach for developing EFL persuasive writing skills among student teachers at Faculty of Education

Key words: critical literacy approach- EFL persuasive writing skills- student teachers at the Faculty of Education

1. Introduction and Review of Literature:

The most practical form of writing is persuasive writing because it gets the reader what the writer wants. EFL Persuasive writing is defined as a form of written communication where the student makes a claim about a particular topic and provides support for the claim with various forms of evidence. This evidence could be in the form of facts (appealing to logos), personal experiences that are relevant (appealing to ethos), statement of how the writer will feel if the reader does not agree (appealing to pathos), or some combination of all three. The

intent of EFL persuasive writing is to persuade the reader to agree with the writer' claim (Baird, 2006; McCraw, 2011).

Critical literacy (CL) is a perspective toward literacy that is established in lines of thinking to be literate in our relation with human beings and the earth. CL is an approach that shows how to teach Critical perspective concerning with the impact of humanity on environment and multiculturalism. CL asserts on how teachers can use themes in books relate to the environment to do critical dialogues. In addition to, learners can explore ideas about important issues (Gove & Still , 2014).

1-A Definition of critical literacy:

Critical literacy is effective practice in 21 St. critical literacy permits learners engaging in discussions as well in literacy experiences (Lawrence, 2014). Molek-Kozakowska (2014) defined critical literacy as a set of skills to interrogate the social, institutional and ideological aspects of academic discourse.

CL is defined as the ability to engage analytically and critically in ways that knowledge and thinking are constructed in and through written texts. CL is an important aspect of literacy instruction. It means the ability to question, examine and comprehend text. It focuses on perceiving text construction in its particular culture and political content. The meaning of the text is constructed by interaction between text and reader; the reader is going back to text while reading, questioning in the text , analyzing the text, examining and explaining how texts express values and beliefs of the individuals (Lohrey, 1998; Hammond et al., 1999; Curdt-christionstiansen 2010).

Critical literacy is one of literacies that involves not only reading and writing but also reading, writing, thinking and reacting (Kilinc & Potur, 2014). Critical literacy is approach of viewing language, texts and discourses as principle means for representing and reshaping possible worlds. critical literacy is the core of relationship between discourse representation and reality as packing of theory and practice (Luke, 2012).

1.B Importance of critical literacy approach

Critical literacy helps students and teachers to re-read and ultimately re-write the world (Morrell et al., 2013, 5). Critical literacy achieves desired outcomes that students engage in discussions about international current events; Students analyze the reliability of sources, analyze content from multiple perspectives, analyze the agenda behind media messages, construct claims based on primary sources Kerkhoff(2018).

CL is important because of enabling the reader to question beyond written words on the text, see the text from all sides, understand the motivation the author had for writing the text, see how the author uses the text and makes us understand in particular way, become active users of information in texts to develop perspective and be active reproducers of ideas in texts (Molden, 2007). CL also engages learners in activities as rewriting texts and debates from another perspective. It encourages teachers to select texts for group environments and social justice theme, use open-ended and provoke questions posed by students, practice open situation, encourage students to make dialogues, acknowledge that learning about world as well as enhances students to read (Haydey et al., 2007; Gove & Still, 2014).

Taylor(2006) highlighted that critical literacy achieves an effective practices in reading and writing to name and interrogate oppressive, discourses and structures. As affirmations, critical literacy is the core to affirm identities, subjugated knowledge, and cultural practices. Critical literacy encourages exploratory and collaborative conversations of texts and recognizing the equally important issue of student choice. Lewison (2002) implemented the program of CL. Ten teachers joined the study and three more joined at a later date. During the first eight months, the professional development opportunities included five study group meetings. The study focused on social issues provided additional support for teachers to examine assumptions regarding critical literacy. The learners make regular observations as the implementation of critical literacy in classrooms.

1.C Dimensions of critical literacy

Critical literacy has been described in many different ways by numerous literacy educators, theorists and linguists. The reviewed a

range of definitions that appeared in the research and professional literature over the last 30 years and synthesized these into four dimensions: disrupting the commonplace, interrogating multiple viewpoints, focusing on sociopolitical issues , taking action and promoting social justice. These four dimensions, which guided this study and the interpretation of data, are interrelated—none stand-alone (Lewison,2002).

Disrupting the Commonplace: In this dimension, critical literacy is conceptualized as seeing the “everyday” through new lenses. Learners use language and other sign systems to recognize implicit modes of perception and to consider new frames from which to understand experience. *Interrogating multiple viewpoints:* Authors who describe the multiple viewpoints dimension of critical literacy ask learners to imagine , understand experience and texts from own perspectives and the viewpoints of others as well to consider these various perspectives concurrently (Lewison,2002).

Focusing on Sociopolitical Issues: Teaching is not a neutral form of social practice. critical literacy often takes place with no attention given to how sociopolitical systems, power understandings and perspectives gained from the other three dimensions. Learners use critical literacy to achieve social justice. *Taking Action and Promoting Social Justice:* This dimension is often perceived as the definition of critical literacy—yet one cannot take informed action against oppression. This dimension promotes social justice without expanded understandings and perspectives gained from the other three dimensions(Lewison,2002).

Hsieh(2017:294) mentioned in the study that the activities were designed to disrupt commonplace related to: readings of the texts because learners rarely read word problems and non-fiction texts on careers with a critical lens, looking at portrayals of race and gender.The researcher used texts which would raise discussion in terms of societal unconscious views of women and males of color in relation to STEM careers and prompt students to take action by more critically thinking about how race and gender were portrayed in the standard written texts used in field

Amgott(2018) enlisted that there are four dimensions of critical literacy by: “disrupting the commonplace” through crowdsourcing to uncover important community injustices; “interrogating multiple viewpoints” by the reading texts and news “focusing on sociopolitical issues” through social media and “taking action to promote social justice” through the quick dispersal of information reshape local and global perspectives.

Embracing complexity:

The students participated in a debate bringing the complexities of life during the time of the Spanish colonization and missions in Texas. Teacher also had students create a companion reader's theater that students performed in both languages. These activities helped the students articulate the various perspectives students had studied and helped to see the multiple points of view their classmates researched (Lopez,2020).

Praxis is related to understanding multiple viewpoints and how to use language in powerful ways . These are both important aspects of critical literacy. However, the difficult aspect of critical literacy is to engage in action to promote social justice. Many teachers' opinioned that critical literacy social action or praxis was less evident than the other aspects of critical literacy. The big idea of teaching critical literacy is to help students become aware of world issues, discuss them, and have them come up with some kind of plan of how students can make a difference. There are many benefits these types of praxis lessons could give students (Lopez,2020).

Discussion: looking back and forward, The teachers reflected on learning and to describe how community mapping and how critical literacy changed their teaching. Teachers had broader views of literacy through the benefit of community mapping for bringing community literacy into classroom literacy instruction. Teachers talked about how community mapping expanded views of what counts as literacy. Teachers described how learning more about the community that students lived in. This was eye-opening for a variety of reasons, including seeing new challenges in the community such as the invisibility of particular linguistic and ethnic groups (Lopez,2020)

1. D Features of critical literacy

Critical literacy originated from the constructivist theory which roots in philosophy and psychology. It explains how knowledge is constructed in human being when information is contacting with existing knowledge that had been developed by experiences (Kaur & Sidhu,2014).

The notion of being "critical" have become significant in learning with moving from teacher centered to student centered forms of learning(Iyer,2010). Critical literacy is explained through exploring sociopolitical, personal, economics and intellectual border identities (Bishop,2014). In critical literacy, there are ways helping students to become critically aware: the rationale for reading from critical stance and the ideas that foster learner's engagement(Kaur & Sidhu, 2014).Critical literacy promotes social justice through collaborative choice and action (Amgott,2018).

Curdt-christiansen(2010)added that reading and writing are transactional and interactional practices. The beliefs about teaching critical literacy include critical, analytical and evaluative aspects of texts in reading and writing. CL concentrates on issues of power relationship portrayed and reflected through the use of language.

CL helps to achieve essential goals of language, enables learners to develop critical consciousness and community agency(Myer & Beach, 2004). Abednia (2015) illustrated that the most effective ways in teaching critical literacy are to involve learners in the process of selecting passages, ask learners to write list of topics they are interested in and do analysis of frequency that helps teacher to find out what topics learners are interested in. Consequently, Govender (2019) lighted that critical literacy open spaces for resistance and a space for contradiction. critical literacy helped reveal the internal conflicts and contradictions that come with transformation.

Critical literacy involves specific cognitive strategies of information processing, requires overcoming affective filters and cultural habits that

constitute obstacles to criticality. This study illustrated critical literacy at university by reviewing the contents of the current English for Academic Purposes (EAP) curriculum, consulting student-reported problems connected with writing research, reviewing some approaches to criticism, such as those derived from Critical Discourse Analysis and Critical Language Awareness, and suggesting an intervention in the form of an elective subject called Critical Literacy for Academic Purposes (CLAP) (Molek-Kozakowska, 2014).

In consequence, critical literacy shapes particular practices, claims and empowerment that make broad assumptions about political and cultural efficacy of specific textual practices. Most models of critical literacy make the case that the acquisition of basic skills generates improved pathways to employment. Similarly, models of critical literacy are predicated the assumption of particular approaches related to reading as identifying social class ideologies underlying text messages; critiquing the economic or political motives of authors of particular texts or writing as developing online digital art, digitally archiving community elders' stories which can generate both individual as identity, affiliation, agency and collective effects as participation in larger social movements (Luke, 2012).

1.E Kinds of literacy

In consequence, critical literacy shapes particular practices, claims and empowerment that make broad assumptions about political and cultural efficacy of specific textual practices. The most models of critical literacy make the case that the acquisition of basic skills generates improved pathways to employment. Similarly, models of critical literacy are predicated the assumption of particular approaches related to reading as identifying social class ideologies underlying text messages; critiquing the economic or political motives of authors of particular texts or writing as developing online digital art, digitally archiving community elders' stories which can generate both individual as identity, affiliation, agency and collective effects as participation in larger social movements (Luke, 2012).

There are various literacies have been coined to capture this transformation including established literacies like computer literacy,

information literacy, digital literacy, media literacy and internet literacy, to newer conceptions like trans literacy, met literacy and multimodal literacy(Stordy,2014).

Information literacy:

Information literacy (IL) goes beyond the ability of finding information as it includes communication skills. information literacy is viewed as a complex phenomenon that is much more than acquiring the skills needed for using computers and the Internet, and it should be stressed that it goes beyond the abilities of finding information. Information literacy requires communication skills. Information literacy is an important constituent of abstracting which is a professional writing activity based on analysis and synthesis(Koltay, 2008).

Information literacy is a systematic way of deploying bibliographic instruction. Information literacy is not just another form of library orientation or instruction. information literacy involves restructuring or adapting the curricula. Information literacy incorporated in the curriculum in a way that encourage students to see the value of using information literacy in academic studies. It is important to keep in mind that information literacy is effective for the students(Hooks & Corbett, 2004).

Tiller(2004) mentioned that information literacy reinforces the topics presented for the reading and writing competency because the material was closely related. The theme for all topics was interested in helping students improve research skills leading to better papers and assignments Teachers guide students to the resources learners need to build into opportunities and time for students to master the new skills.

Moreover, O'Farrill(2010) stated that the concept of information literacy (IL) has been developed mainly by librarians, researched mainly within educational contexts and focused on individual competence in information use. The history of information literacy research can be divided into four phases: the precursor period, the experimental period, the exploring period; and the evolving period(Bhardwaj,2017).

The critical component of information literacy seems to be different from critical reading in abstracting that (original) texts have gone through a number of quality filtering by published in scholarly journals and selected by the abstracting service in its editor and the abstractor(Koltay,2008).

Digital literacy

Digital literacy described as a practical framework .The study took place over several weeks of a university course planned and facilitated. Teaching about critical literacy by “walking the walk” through agitation and action was both a practical and strategic way for the class to conduct its own participatory action project while also learning the concepts of critical literacy. Consequently, Digital literacy and digital activism can be used in tandem with critical literacy to save teachers time, address standards and illustrate alternative teacher-student power structures. This study argued that digital literacy is the natural partner to pedagogical approaches informed by critical literacy, which attempts to uncover, address, question and solve social problems(Amgott,2018).

Digital literacy enhances interactive and participatory classroom learning. Digital literacy provides students with the opportunity to use the technology effectively and knowing how to use technology. Digital literacy also involves critical thinking on how to use these technology to identify relevant sources which will enhance quality access to information resources and other social activities. Digital literacy improves the knowledge of undergraduate, enhances the level of communication and enables to identify different sources of information. The advantages of digital literacy include increased learner’s effectiveness ,performance gain, increased learner efficiency, greater learner engagement ,satisfaction and more positive students’ attitudes to learning(Ukwoma& Iwundu, 2016). Digital literacy is simplified way to skills-based approaches and related to accessing and using digital tools(Feerrar,2019).

Visual literacy:

Visual literacy is a set of abilities that enables an individual to find, interpret, evaluate, use, and create images and visual media. Visual literacy equip a learners to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visual literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture(Koltay,2015).

Data literacy

Data literacy is an evolving concept. Data literacy is an emerging field which has a dual nature as its target is both potential data literate researchers and data specialists. data literacy has different supporting functions in data related research processes. Data literacy is a kind of information literacy, while sharing a number of features with several other literacies. One Features of data literacy is that data literacy borrowed from information literacy. So, to be able to teach data literacy or be involved in any data-related research, data literacy requires professional information to be data-literate (Koltay,2015).

2.1 Definition of Persuasive writing skills

Persuasive writing is an important prerequisite for undergraduates in for their endeavor in academic life, persuasive writing can be composed effectively as learners understand and employ meta discourse in persuasive writing appropriately (Korau& Aliyu, 2020).

Persuasive writing is a type of writing in which the author takes an opinion, provides a cohesive summary of the opinion as well as involving students in identifying an opinion, giving reasons, examples and summarizing the identified opinion (Good,2019).Consequently, persuasive writing continues to be a skill that is often tested in written segments of standardized testing (Lenox,2015).

Persuasive writing is also defined as a form of written communication that requires the writer to make a claim about a particular topic and provide support for the claim with various forms of evidence. This evidence must be in the form of facts (appealing to *logos*), personal experiences that are relevant (appealing to *ethos*), statement of the feeling of the writer if the reader does not agree (appealing to *pathos*), or

combinations of all The writer perhaps includes the alternative view of the claim and provides support against this view(McCraw, 2011)

Hitchcock and Verheij (2006) assured that persuasive writing is a genre of writing wherein the author makes a claim, develops the argument through the warrant, evidence, rebuttal to alternative opinions, and draws a conclusion. Good(2019) concentrated on that persuasive writing is a type of writing in which the author takes an opinion, provides reasons for that opinion, elaborates on those reasons with examples, and provides a cohesive summary of the opinion.

Anderson(2010) explained that persuasive writing is the process of stating a claim clearly, developing an effective argument with data, elaboration, and backing, rebutting counterclaims, and drawing a conclusion from all of the evidence. Anderson's study assured that persuasive writing related to gifted students' ability to expand their learning opportunities by effectively communicating their needs for meaningful content and challenging learning options. coupled with the skills of effective argumentation learned through persuasive writing .

2.2 Importance of EFL Persuasive Writing Skills

Mccabe (1997) pointed out that persuasive writing is important to convince the reader of an idea, persuade the reader to take an action, or to change the reader's mind. In a persuasion , the writer attempts to influence action, behavior, or attitude, so that the writer will adopt the opinion of the writer. Beyreli and Konuk(2018) are actually stress that the important thing is to convince. It depends on individual person and the feelings of the person. So, Persuasion is the most difficult thing in the writing skills.

See(2006)strengthened that persuasive writing involved students in activities which provide first-hand experience in the exploration of perspective and point of view in a situation guided by a model of writing and in which students first work together and then independently to practice the task of writing to persuade.

Moreover, The intent of persuasive writing for the writer is to persuade the reader to agree with his or her claim. There are different ways that persuasive writing might be used in schools include persuading a teacher to extend the amount of time for recess, persuading community members to contribute funds for school events, or even persuading other students to read a particular book(McCraw, 2011).

A significant importance in persuasive writing is that writing persuasive essays involves developing a stance, includes supporting ideas, and potentially affects the overall persuasiveness of their compositions. Missing this step in essays hinders ELLs from arguing their point of views (Novero, 2015). So, Novero's study focused on assisting ELLs throughout the persuasive writing process and explored the positive effects that planning and collaboration have on persuasive writing.

Consequently, effective persuasive writing states a clear opinion that uses reasons and examples to support the argument. Persuasive writing presents the author with a clear **opinion** about an issue. The **purpose** is to win the reader's agreement and **convince** his/her audience, the writer provides clear evidence and support for this opinion. an opinion statement has two parts:

- A sentence that states the issue or concern and
- A sentence that tells exactly what the author is arguing for or against.

So, students try to convince their audience to agree and take action in writing persuasively (Gardner,2015) .Persuasive writing is important for both teachers and students in planning , implementing writing lessons and understanding the vocabulary (The National Center and State Collaborative (NCSC), 2013).

2.3 Features and characteristics of Persuasive writing skills

Richards(2013)suggested that certain features of persuasive writing have a stronger impact on the overall writing quality of undergraduate students than other features. More specifically some features in writing persuasively are the areas of logical Reasoning, organization, spelling/percentage of word that were misspelled, percentages of sentences with other punctuation errors, and sentence Soundness/percentages of sentences that were sound seemed to best distinguish between participants with high and low holistic scores.

An inherent characteristic of persuasive writing, therefore, is the influence or effect on the reader. or the ability to convince a reader of an idea, to persuade the reader to take an action, or to change the reader's mind are characteristics of the writing task which must be borne in mind at all times as well as to change or influence the thought or action of the reader/audience. Students tend to perform better at persuasive tasks when they write for real audiences and for relevant purposes. Mccabe

(1997) examined the role of gender in persuasive writing needs further examination, and through these characteristics and study gender. The findings indicated that girls tend to write better than boys. Overall, further studies on research exists that factors in the area of persuasive writing influencing achievement in this mode of discourse would be beneficial(Mccabe, 1997).

Basically, one important characteristic in writing persuasively is that persuasive essay has been practiced in all subjects especially in academic writing. Moreover, There are many strategies in writing persuasively, each strategy has been making persuasive essay promotes the applicable stages of finding the relevant topic, thesis statement, paragraphs, and conclusion. In addition to, the students are asked to make a good writing which has the criteria of sentence coherence, related and logical findings. The conclusion in this study, students can organize ideas and sentences in paragraph into chronological order (Wahyuni,2017).

Consequently , its main fundamental characteristic is not to inform, but to persuade; influence the reader to believe a specific idea or take a particular action. It is marked by the following features: claim/clear position- reasons supporting the claim or the position-opposing viewpoints or reasons against the claim or the position-fluency-organization-writing conventions that can be by learners and reflected in a specific situation or purpose. Another persuasive writing feature is that persuasive writing may contain factual information, such as reasons, examples, or comparisons. Moreover, persuasive writing performance refers to correct lexical items and structural patterns of English writing assignment e.g. persuasive letters, advertisements, newspaper editorials (AbdelHalim ,2016).

3. Problem of the study

The researcher conducted a pilot study to investigate the lack of EFL persuasive writing among student teachers' at Faculty of Education, Benha University. The researcher used an EFL persuasive writing test and a rubric to score the test. The EFL persuasive writing test was applied at the first term 2020-2021. The participants consisted of 20 third year students .The findings of the study showed that there is a lack in

students' EFL persuasive writing among student teachers' at the Faculty of Education.

Based on the findings of the pilot study, we can say that EFL third year student teachers at the Faculty of Education lacked EFL persuasive writing skills, the current study tried to develop persuasive writing skills through critical literacy approach.

The study tried to answer the following questions:

1. What are EFL persuasive writing skills required for student teachers at Faculty of Education?
2. What are the features of critical literacy approach for developing EFL persuasive writing skills of student teachers at Faculty of Education?
3. To what extent is using critical literacy approach effective in developing EFL persuasive writing skills for student teachers at Faculty of Education?

4. Hypotheses of the study

The research hypotheses have been formulated as follows:

- 1- There is a statistically significant difference between the mean scores of the participants in using claim/clear position in the pre-posttest in favour of posttest.
- 2- There is statistically significant difference between the mean score of the participants in stating opinions in the pre-posttest in favour of posttest.
- 3- There is a statistically significant difference between the mean scores of the participants in logic, ethos and reasons in the pre-posttest in favour of posttest.

- 4- There is a statistically significant difference between the mean scores of the participants in attention to audience in the pre-posttest in favour of posttest.
- 5- There is a statistically significant difference between the mean scores of the participants in Conclusion, Recommendation ,findings and solutions) in the pre-posttest in favour of posttest.
- 6- There is a statistically significant difference between the mean scores of the participants in Language use(vocabulary , sentence), words and phrases in the pre-posttest in favour of posttest.
- 7- There is a statistically significant difference between the mean scores of the participants in Mechanics and Conventions in the pre-posttest in favour of posttest.

5. Research Method

To fulfill the objectives of the study, the critical literacy approach was used to determine its effectiveness for developing EFL persuasive writing skills at Faculty of Education. The participants were (n=30), they were one group. The researcher used persuasive writing checklist. The checklist consisted of 7 main skills: claim/clear position, stating opinions, logic, ethos and reasons, attention to audience, conclusion, recommendation (findings and solutions), language use (vocabulary, sentence), words and phrases, mechanics and conventions skills. The sub-skills were 25 persuasive writing skills. Three degrees of importance on each item: important, important to some extent and less important were assigned for the jury members to identify the importance of each sub-skill to the participant. The researcher used EFL persuasive writing test. The EFL persuasive writing checklist and test were validated by specialist jury members in curriculum. The test was applied as pre-test and post-test in the experimental group. The test applied as piloting on another sample of participants in third year. Critical literacy approach was used For developing EFL persuasive writing skills

The critical literacy approach was developed in 19 sessions. Each session took from 60-75 minutes, and the tasks were varied according to the technique, strategy and the skill in each session at developing the sample persuasive writing. Critical literacy approach took seven weeks, then the post-test re-administrated.

6. Study Findings

In order to test the hypotheses of the study, data were collected from pre-test and post-test and were treated statistically using standard deviations and t-test. The findings are showed as follows:

➤ Finding (1):

The first main hypothesis states that " there is a statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL persuasive writing skills in favor of post assessment:

To verify the first main hypothesis, paired t-test sample was used for the participants' mean scores , standard deviations (S.D), t-value, and level of significance in the pre-post assessment of the EFL persuasive writing skills. The Eta square formula (η^2) was calculated to estimate the effect size of the experimental treatment in the overall EFL persuasive writing skills.

Table (1): The Findings of the t-test and (η^2) differences between the mean scores of the study participants in the pre-post assessment of the overall EFL persuasive writing skills

| Test | No. | Mean | Std. Deviation | t-value | DF | α Sig | η^2 |
|------|-----|-------|----------------|---------|----|--------------|----------|
| Pre | 30 | 40.87 | 9.55 | 37.329 | 29 | 0.01 | 0.980 |

| | | | | | | | |
|------|----|--------|------|--|--|--|--|
| Post | 30 | 128.43 | 6.28 | | | | |
|------|----|--------|------|--|--|--|--|

Table (1) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL persuasive writing skills test in favor of the post assessment. The t-value was (37.329) which is significant at the (0.01) level of significance. The effect size of the treatment (η^2) on the overall EFL persuasive writing skills was (0.980). Consequently, the first hypothesis was accepted.

➤ **Finding (2):**

" There is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL (claim/ clear position) persuasive writing sub skills in favor of post assessment:

Table (2): The Findings of the t-test and (η^2) differences between the mean scores of the study participants in the pre-post assessment of the overall EFL claim/ clear position persuasive writing sub skills

| Skill | Assessment | Mean | N | S.D. | t | Df | Sig. |
|---------|------------|--------|----|-------|--------|----|------|
| Skill1 | Pre | 2.100 | 30 | 1.125 | 25.588 | 29 | 0.01 |
| | Post | 7.767 | 30 | 0.504 | | | |
| Skill 2 | Pre | 2.200 | 30 | 1.243 | 20.330 | 29 | 0.01 |
| | Post | 7.333 | 30 | 0.661 | | | |
| Skill 3 | Pre | 1.333 | 30 | 0.606 | 18.500 | 29 | 0.01 |
| | Post | 3.800 | 30 | 0.407 | | | |
| Total | Pre | 5.633 | 30 | 1.991 | 33.821 | 29 | 0.01 |
| | Post | 18.900 | 30 | 0.923 | | | |

Table(2) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL (claim/clear position) persuasive writing sub skills test in favor of the post assessment.

Finding (3):

There is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL (stating opinions) persuasive writing sub skills in favor of post assessment: .

Table (3): The Findings of the t-test and (η^2)differences between the mean scores of the study participants in the pre-post assessment of the overall EFL(stating opinions) persuasive writing sub skills.

| Skill | Assessment | Mean | N | S.D. | T | df | Sig. |
|---------|------------|--------|----|-------|--------|----|------|
| Skill1 | Pre | 2.000 | 30 | 0.947 | 19.409 | 29 | 0.01 |
| | Post | 6.967 | 30 | 0.928 | | | |
| Skill 2 | Pre | 2.167 | 30 | 1.085 | 14.231 | 29 | 0.01 |
| | Post | 6.500 | 30 | 0.820 | | | |
| Skill 3 | Pre | 2.100 | 30 | 1.106 | 14.590 | 29 | 0.01 |
| | Post | 6.233 | 30 | 0.774 | | | |
| Skill 4 | Pre | 1.233 | 30 | 0.430 | 18.137 | 29 | 0.01 |
| | Post | 3.433 | 30 | 0.568 | | | |
| Total | Pre | 7.533 | 30 | 3.014 | 20.290 | 29 | 0.01 |
| | Post | 23.200 | 30 | 2.024 | | | |

Table(3) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL (stating opinions) persuasive writing sub skills test in favor of the post assessment.

➤ Finding (4):

there is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL logic, ethos and reasons persuasive writing sub skills in favor of post assessment: .

Table (4): The Findings of the t-test and (η^2)differences between the mean scores of the study participants in the pre-post assessment of the overall EFL(logic, ethos and reasons) persuasive writing sub skills

| Skill | Assessment | Mean | N | S.D. | T | Df | Sig. |
|---------|------------|-------|----|-------|--------|----|------|
| Skill1 | Pre | 1.667 | 30 | 0.802 | 10.114 | 29 | 0.01 |
| | Post | 3.567 | 30 | 0.568 | | | |
| Skill 2 | Pre | 2.067 | 30 | 0.944 | 21.376 | 29 | 0.01 |
| | Post | 7.033 | 30 | 0.765 | | | |
| Skill 3 | Pre | 1.467 | 30 | 0.730 | 24.149 | 29 | 0.01 |
| | Post | 6.833 | 30 | 0.834 | | | |

| | | | | | | | |
|---------|------|--------|----|-------|--------|----|------|
| Skill 4 | Pre | 1.233 | 30 | 0.504 | 21.486 | 29 | 0.01 |
| | Post | 3.700 | 30 | 0.466 | | | |
| Total | Pre | 6.433 | 30 | 2.239 | 28.823 | 29 | 0.01 |
| | Post | 21.133 | 30 | 1.432 | | | |

Table(4) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL (logic, ethos and reasons) persuasive writing sub skills test in favor of the post assessment.

Finding (5)

there is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL attention to audience persuasive writing sub skills in favor of post assessment:

Table (5): The Findings of the t-test and (η^2) differences between the mean scores of the study participants in the pre-post assessment of the overall EFL (attention to audience) persuasive writing sub skills

| Skill | Assessment | Mean | N | S.D. | T | df | Sig. |
|---------|------------|--------|----|-------|--------|----|------|
| Skill1 | Pre | 1.733 | 30 | 0.944 | 20.633 | 29 | 0.01 |
| | Post | 6.100 | 30 | 0.803 | | | |
| Skill 2 | Pre | 2.233 | 30 | 0.971 | 20.898 | 29 | 0.01 |
| | Post | 7.567 | 30 | 0.817 | | | |
| Skill 3 | Pre | 2.167 | 30 | 0.986 | 19.631 | 29 | 0.01 |
| | Post | 7.033 | 30 | 1.033 | | | |
| Total | Pre | 6.133 | 30 | 2.543 | 23.893 | 29 | 0.01 |
| | Post | 20.700 | 30 | 2.152 | | | |

Table(5) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL (attention to audience) persuasive writing sub skills test in favor of the post assessment.

➤ Finding (6)

there is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL Conclusion

(Recommendation findings and solutions) persuasive writing sub skills in favor of post assessment: .

Table (6): The Findings of the t-test and (η^2) differences between the mean scores of the study participants in the pre-post assessment of the overall EFL (Conclusion: Recommendation findings and solutions) persuasive writing sub skills

| Skill | Assessment | Mean | N | S.D. | T | df | Sig. |
|---------|------------|--------|----|-------|--------|----|------|
| Skill1 | Pre | 1.333 | 30 | 0.479 | 15.056 | 29 | 0.01 |
| | Post | 3.467 | 30 | 0.571 | | | |
| Skill 2 | Pre | 2.567 | 30 | 1.357 | 15.245 | 29 | 0.01 |
| | Post | 7.300 | 30 | 0.952 | | | |
| Skill 3 | Pre | 2.633 | 30 | 1.189 | 15.704 | 29 | 0.01 |
| | Post | 7.533 | 30 | 0.937 | | | |
| Total | Pre | 6.533 | 30 | 2.609 | 18.157 | 29 | 0.01 |
| | Post | 18.300 | 30 | 20003 | | | |

Table(6) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL (Conclusion: Recommendation findings and solutions) persuasive writing sub skills test in favor of the post assessment.

➤ **Finding (7):**

there is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL Language use (vocabulary and sentence), words and phrases persuasive writing sub skills in favor of post assessment: .

Table (7): The Findings of the t-test and (η^2) differences between the mean scores of the study participants in the pre-post assessment of the overall EFL Language use (vocabulary and sentence), words and phrases) persuasive writing sub skills

| Skill | Assessment | Mean | N | S.D. | T | df | Sig. |
|---------|------------|-------|----|-------|--------|----|------|
| Skill1 | Pre | 1.333 | 30 | 0.661 | 12.245 | 29 | 0.01 |
| | Post | 3.133 | 30 | 0.507 | | | |
| Skill 2 | Pre | 1.333 | 30 | 0.547 | 13.491 | 29 | 0.01 |
| | Post | 3.267 | 30 | 0.583 | | | |
| Skill 3 | Pre | 1.367 | 30 | 0.615 | 13.098 | 29 | 0.01 |
| | Post | 3.400 | 30 | 0.724 | | | |
| Skill 4 | Pre | 1.333 | 30 | 0.479 | 16.784 | 29 | 0.01 |

| | | | | | | | |
|-------|------|--------|----|-------|--------|----|------|
| | Post | 3.600 | 30 | 0.621 | | | |
| Total | Pre | 5.367 | 30 | 1.847 | 18.561 | 29 | 0.01 |
| | Post | 13.400 | 30 | 1.545 | | | |

Table(7) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL Language use (vocabulary and sentence), words and phrases) persuasive writing sub skills test in favor of the post assessment.

➤ Finding (8)

there is statistically significance difference between the mean scores of the participants in the pre- post assessment of EFL Mechanics and conventions persuasive writing sub skills in favor of post assessment

Table (8): The Findings of the t-test and (η^2) differences between the mean scores of the study participants in the pre-post assessment of the overall EFL Mechanics and conventions persuasive writing sub skills.

| Skill | Assessment | Mean | N | S.D. | T | df | Sig. |
|---------|------------|--------|----|-------|--------|----|------|
| Skill1 | Pre | 1.267 | 30 | 0.521 | 11.000 | 29 | 0.01 |
| | Post | 3.100 | 30 | 0.759 | | | |
| Skill 2 | Pre | 1.233 | 30 | 0.430 | 13.581 | 29 | 0.01 |
| | Post | 3.367 | 30 | 0.615 | | | |
| Skill 3 | Pre | 1.367 | 30 | 0.556 | 11.841 | 29 | 0.01 |
| | Post | 3.133 | 30 | 0.571 | | | |
| Skill 4 | Pre | 1.467 | 30 | 0.730 | 8.351 | 29 | 0.01 |
| | Post | 3.333 | 30 | 0.802 | | | |
| Total | Pre | 5.333 | 30 | 1.583 | 16.936 | 29 | 0.01 |
| | Post | 12.933 | 30 | 1.660 | | | |

Table(8) points out that there is a statistically significant difference between the mean scores of the study participants in the pre and post assessment of the overall EFL Mechanics and conventions persuasive writing sub skills test in favor of the post assessment.

Discussion of the findings

The findings of the study showed that using critical literacy approach is effective for developing EFL persuasive writing skills

The principles of the program suggested based on critical literacy approach showed improvement in writing persuasively.

The use of practical ways in critical literacy proved developing persuasive writing.

The main dimensions of the approach: disrupting the commonplace; interrogating multiple viewpoints; focusing on sociopolitical issues; and taking action and promoting social justice are effective in developing EFL persuasive writing skills.

7- Recommendation

The present study can offer the following recommendation based on the findings:

EFL teachers should train their students on how to use the critical literacy approach to develop EFL persuasive writing.

EFL teachers should train their students on to use critical literacy strategies and techniques.

More attention should be paid to literacies (information, data, visual and digital).

EFL student teachers should be provided with tasks and activities to develop EFL persuasive writing and critical literacy approach

More attention should be paid to all genres of writing especially (persuasive, creative, argumentative, narrative and descriptive)

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