

The Effectiveness of Web-Quest in Enhancing the Attitude towards EFL Critical Reading Skill among Higher Studies Students “Faculty of Graduate Studies for Education Students as a Model”

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Abstract

The current study aimed to develop the critical reading skill using Web-Quest for special diploma students at Faculty of Graduate Studies for Education, Cairo University, Egypt. The sample consisted of thirty students of the special diploma of the faculty that were randomly selected. The study was conducted through the quasi- experimental method using Web-Quest strategy. The researcher used an attitude scale to determine what students improved in and a scoring rubric for assessing the attitude. The study indicated that there is a statistically significant difference between the mean score of the experimental group students in the pre-post attitude on behalf of the post attitude at significance level (0.01) which is $< (0.05)$. The results proved the effectiveness of using Web-Quest in enhancing the critical reading attitude for special

diploma students at Faculty of Graduate Studies for Education.

Key words: critical reading skills – Web-Quest- critical reading attitude

1.1 Introduction

Reading is a vital skill needed in the culture of the age with its vast amount of information that has made the written material more available through various media; especially we live in the age of digital transformation and knowledge economy. Basic skills of reading are now critical to our daily existence to process information. Proficient critical reading skills are characterized as a valuable component of advanced opportunities including postsecondary education and acquiring the latest scientific knowledge.

Reading has the liability to revolutionize human styles of thinking and living. It supports individuals to think critically and creatively. One who reads can lead himself and others to enlightenment. People who read critically are considered free because they are banished from ignorance and superstition. Thus, the students of our contemporary age have the chance to critically achieve the cognitive aspect from reading and join the present literate society. Reading is a complex cognitive and critical activity that is essential for the kind of knowledge the society looks forward to. (Rexlin& Raja, 2011). Reading comprehension, in general, is the process of acquiring and constructing meaning from written text (Kintsch, 2012). Two fundamental processes are necessary for comprehending what you read: First, translating the text into linguistic concepts, and second, associating them with the meaning at

the higher level (Kendeou, van den Broek, Helder, & Karlsson, 2014).

It is supposed that all kinds of reading are emphasized , especially critical reading. Critical reading exceeds just reading on the lines and goes to reading between and beyond the lines. The author's assumptions, inferences, and conclusions are challenged through the critical eye of the reader. In the same time, the accuracy, reliability, quality and value of the reading material are judged on sound criteria and standards developed in the light of previous experiences (Rexlin & Raja, 2011). Thus, students can get better critical and comprehensive abilities through Web-Quest and other activities such as planning a task, getting resources, making evaluation and drawing conclusions. Students with positive reading attitudes had a positive way of thinking. Only topics that caught their interest could make them enjoy the critical reading. (Dreina & Teda 2022).

According to Hancock (1972), attitudes can be changed by meaningful practices and experiences. Therefore, teachers are suggested to engage students to have a positive attitude toward critical reading by giving motivation, creative activities, and promoting the value and benefits of critical reading. The participants of the study could be varied according to different batches or levels. Kocaarslan (2016) noted that people with a more positive reading attitude will have better engagement in reading activities. According to the constructivist approach, reading is an active process in which the individual creates new meanings by combining his/her prior knowledge with the information in the text General reading attitude is readings which

enhance personal growth and self-fulfillment. It has been emphasized that there is a relationship between students' attitudes towards reading and their reading achievement (Vatansever & Acikses, 2020).

1.2 Context of the Problem:

The researcher noticed the absence of clear effective reading strategies that can be used in enhancing critical reading attitude of EFL for the higher studies for education students especially and students generally; poor critical reading performance and their weak attitude towards it. It is noticeable that critical reading is in an area that is underexplored in most academic contexts. This was deduced from the researcher long experience of teaching English and the recommendations of some related studies such as Mohammad & Qoura (2022), Suleiman (2023) and Abu Ghiasi (2022). Most students have passive attitude towards critical reading skills. This absence may be due to the real means of teaching reading which mostly ignore critical reading skills that can be enhanced through utilizing Web-Quests. The researcher conducted a pilot study to identify the special diploma students' present attitude towards critical reading skills. So, a critical reading skill attitude scale was designed for administering it to twenty six participants of the special diploma at Faculty of Graduate Studies for Education. The results reported showed that the mean score of the sample is 22.15 (34.82%) which indicated that most students had low performance in their attitude towards critical reading skills. So, there is a need for enhancing special diploma students' attitude towards EFL critical reading skills.

1.3 Statement of the Problem:

The problem of the present study is the remarkable weakness of the higher studies for education students' EFL critical reading attitude which is necessary for them as English is a requirement for academic levels. It is apparent from the experience of the researcher and the recommendations of the related studies literature. To overcome the problem, the present study suggests a strategy based on Web-Quest to enhance students' EFL critical reading attitude.

1.4 Research Questions:

-The main question of the study is:

What is the effectiveness of using Web-Quest to enhance EFL critical reading attitude among higher studies for education students?

-The main question necessitates other sub-questions

- What are the EFL critical reading attitude dimensions necessary for higher studies for education students?
- What are EFL the critical reading attitude dimensions that higher studies for education students already have?
- What are the characteristics of Web-Quest to enhance higher studies for education students' attitude towards EFL critical reading skills?
- What are the effects of using Web-Quest on enhancing higher studies for education students' EFL critical reading skills attitude?

1.5 Aims of the Study:

The study aimed at achieving the following objectives:

1. To determine the EFL critical reading skills attitude dimensions necessary for higher studies for education students.
2. To determine the EFL critical reading skills attitude dimensions that higher studies for education students already have.
3. To enhance the EFL critical reading skills attitude among higher studies for education students through Web-Quests.

1.6 Hypotheses of the Study:

The study tried to test the following hypothesis:

-There is a statistically significant difference in the attitude of the experimental group towards critical reading skills after implementing the Web-Quest strategy in the post implementation.

1.7 Significance of the Study:

This study is expected to be of importance to TEFL as:

1. It can make a link between the external and internal aspects (community and psychological aspects) of the students' learning.
2. It can help to enhance critical reading skills attitude for higher studies for education students.
3. To give a practical model to come over English critical reading teaching problems teachers face in the classroom.
4. To provide the learner with a group of methods, styles and a strategy for improving critical reading skills attitude.

1.8 Definitions of Terms:

A Web-Quest (Operational Definition):

In this study, the term Web Quest is operationally used to mean the internet-based technological applications

in which students follow steps to complete a task on a specific subject or multi-disciplinary subject (Dodge, 2005; 2006).

Critical Reading (Operational Definition):

- Critical reading is operationally defined in the present study as a technique for evaluating what is read. It involves the ability to identify the author's opinion, identify relationships, draw conclusions, make inferences and comparisons.

Critical Reading attitude (Operational Definition):

- Critical Reading attitude is operationally defined in the present study as the feeling about critical reading that results in the adoption or avoidance of positive critical reading skills habits (Martinez, 2008).

2. Review of Literature & Related Studies

A- Review of Literature

Reviewing literature showed students' lack of curiosity, relevant habits of mind and factual tasks which hinder the development of the readers' critical attitude to information. The students assured the importance of critical reading; however they couldn't identify the essence of these skills (Hromova, 2021).

2.1 The Components of the Attitude

There are three components of attitudes:

1. Cognitive component is attributed to thought and beliefs about the way things ought to be. Cognitive competence of an attitude depends on beliefs, knowledge, information, and perception.
2. Affective component concerns the individual's evaluation or emotional feelings towards the attitude object.
3. Co-native component, action-intention component or

behavioral component concerns a readiness for action.

2.1.1 Several examples of attitudes components towards reading as follow:

How much the students' look forward to read; The extent to which the student is prepared to share his reading experiences;

- a. The students' preferences for types of reading material;
- b. The pleasure which the students derive from reading;
- c. How relevant the students' feel a reading task to be.

This affects reaction to reading or involvement with reading.

2.1.2 The Dimensions of the Attitude

There are four dimensions of the attitude as follow:

1. Tendency or direction: It may tend to be positive, negative or neither positive nor negative (neutral attitude);
2. Intensity: positive and strongly positive or negative and strongly negative;
3. Width. An attitude has width, which means the whole aspects or only to some specific aspects of that object;
4. Consistency. An attitude has a consistency, between one's attitude and his or her behavior.

2.1.3 The Characteristics of the Attitude:

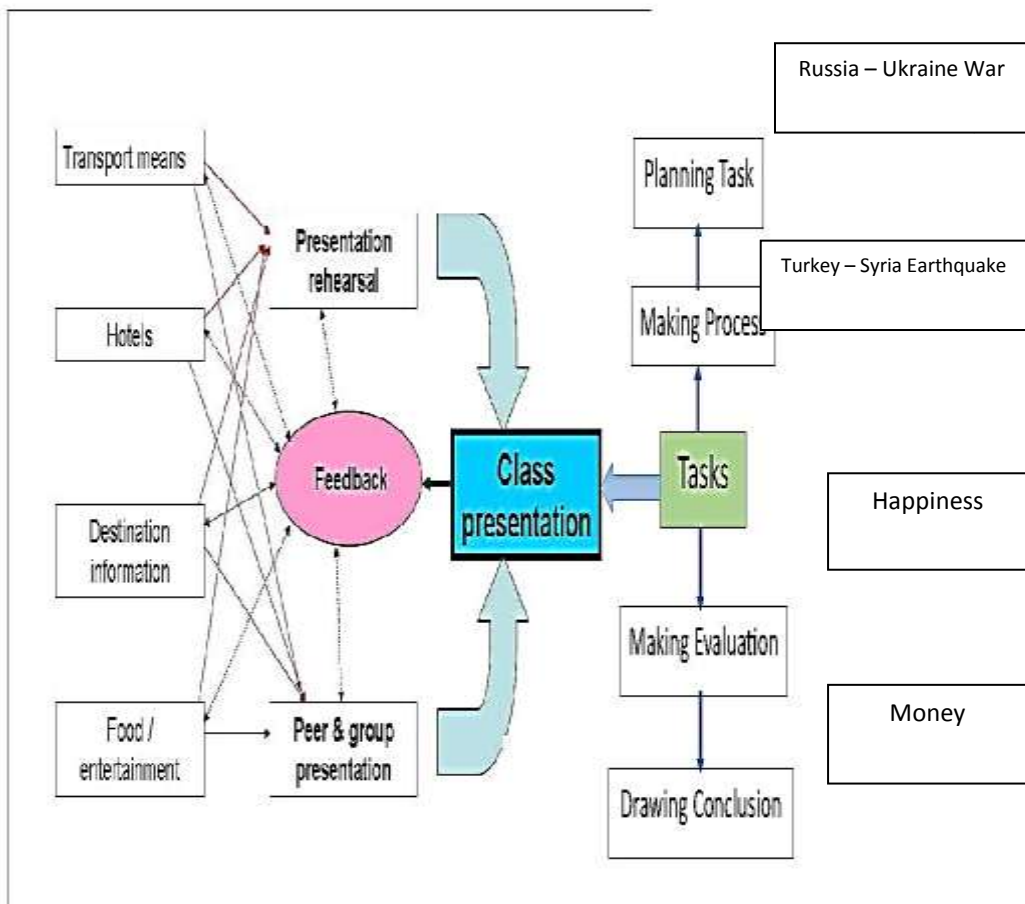
Several important characteristics of attitude are as follow:

- 1-An attitude has an object; that is it is tied to something (because of a set of beliefs).
- 2- An attitude has direction, degree, and commitment.
- 3- An attitude is like belief ; learned through direct or indirect experience (Naely, 2015).

Students can successfully interact online individually and collaboratively when building up the Web- Quest model and carrying out the tasks of it. Feedback surely improves the performance of the students when dealing

with the topic. Collaboration among students reinforces students' critical readings as feedback helps them upgrade their skills and achieve better level of English learning (Laborda, 2016) (See Figure 1).

Figure (1) Students' Critical Reading Interaction Based on Web-Quests



looking for effective reading strategies may help learners to be eager readers and improve their reading abilities. Many researchers think of Web-Quests as a strategy of significance in helping learners succeed in their academic achievement and they can play an essential role in the

process of improving critical reading ability (Chhouk& Chusanachoti, 2021; Samiei &Ebadi, 2021; Sedik 2020; Romero, 2018; Setter& Hughes, 2017). Through looking at reading as a process, critical reading skills can develop learners' ability to be critical thinkers (AbdKadir, 2014). To get positive effects on students' reading ability in grasping the reading texts, teaching reading is in need of new effective strategies to develop critical reading skills.

Generally, online activities can be either decisive or aimless for young men. So, they can be strengthened or weakened through Web-Quest. This will be through the educational institutions using Web-Quest to urge students to engage effectively and develop their critical reading skills. In the Web-Quests, the role of the teacher is different; in which Web-Quests enable teachers to acquaint to their students very well, supporting them to satisfy their needs and join the learning process. Teachers should highlight activities that enclose various Web-Quests' navigation with and without the students' participation. Students can act out, draw or write down what they read critically in order to enrich their experiences.

2.2 Related Studies:

2.2.1 Web-Quest & Critical Reading

Megala, M. (2016) focused on the effectual ways of using Web-Quest to improve the reading ability of the students in a cooperative learning environment. The study indicated that web-based learning created a positive impact in student's language learning process. But, they failed to predict the ways in which students accomplished the language and to assign the limitations while using it. The study also suggested the need for using Web-Quest to

inbuilt language skill eventually in the content of learning process.

Khodary & Abdallah (2014) study aimed at investigating the effect of using a Web-Quest Model (WM) on developing critical reading achievement among Languages and Translation Department students. The participants were fourth level English Diploma students at Languages and Translation Department at Arar College of Education and Arts in Saudi Arabia. Twenty-five fourth level English diploma students participated as an experimental group. This group was pre-tested by using the Critical Reading Achievement Test (CRT) to assess their critical reading achievement before conducting the experiment. The experimental group was trained on using the WM to develop their critical reading achievement. The experimental group was post-tested by using the CRT. Then, they were tested by using the delayed CRT after one month of the post-CRT. The results revealed that there were statistically significant differences in the mean scores of the experimental group between the pre and post CRT in favor of the post CRT. The results also revealed that there were no statistically significant differences in the mean scores of the experimental group between the post and the delayed CRT. The results indicated the usefulness of using the WM in developing English Diploma students' critical reading achievement.

Marco & Acevedo (2013) main purpose of the research project is to analyze the basis of the implementation of Web-Quests to enhance reading skill and the impact of this tool on the students. The research relied on the study and comparison of several studies, theoretical ones and case studies that show the level of

improvement in the critical reading skill of the students, which is directly related to their performance in the Web-Quest assigned as for the rest of their learning process. This research provides an implication that Web-Quest can promote the teaching of reading. The results of the research show that there are clear grades in the contrastive studies supporting the use of Web-Quest to improve EFL learner's level and motivation.

Hendawi (2019) investigated the Effectiveness of a suggested program in enhancing EFL critical reading skills for the secondary students in the light of connectivism theory. The participants of the study consisted of two groups; experimental and control, of eighty students at the first secondary school year. A pre- post critical reading skills test was used. A t-test was used for detecting the difference between the mean scores of the experimental group and control group. Eta square of the effect size was also used. The results stated that students' critical reading skills were enhanced through utilizing the connectivism-based program.

Anuar & Sidhu (2017) investigated critical academic reading skills for postgraduate students. The sample was thirty of social sciences and humanities background postgraduate students. Using questionnaires, the researcher could collect data. The questionnaire was of three sections; A, B&C. The second section (B) was of 39 items connected to the students' frequency of usage of critical reading skills. The results showed that the postgraduate students had moderate readiness in using critical academic reading skills. It is recommended that innovative approaches must be encouraged and implemented to improve critical reading skills among postgraduate students, more studies

investigate the perspective of a larger sample of postgraduate students and incorporate the Common European Framework of Reference for Languages.

The researcher benefited from related literature and the previous studies in building the program, introducing the models to be followed; the rubrics, attitude scale and tests. For example, the researcher adapted Laborda Web- Quest oral diagram Model (2016) to guide him in critical reading. He adapted more than one diagram adding more one dimension to it to have more integrated diagrams. The researcher intended to suggest with his students current events' topics to let students engage authentic learning situations and to serve acquiring critical reading skills. The topics borrowed were from the Guardian, News Week and the Times about Russia- conflict, Turkey Syria earthquake, happiness and Money which supported effective discussion of the topics. Khodary (2014) model of Web- Quest shed light on the assignments students should carry out. Suleiman (2023) and Anuar (2017) studies helped the researcher to adapt a scale attitude that goes with critical reading skills. Different studies supported in building the tools and models of Web-Quest.

3. Method

3.1 The Pre/Post Critical Reading Attitude Scale:

3.1.1 Purpose of the Attitude scale:

This attitude scale was used to measure post graduate students' attitude towards critical reading skills. It was used as a pre-post attitude scale to determine the effectiveness of using Web-Quest strategy in developing the critical reading skills for postgraduates.

3.1.2 Construction:

The attitude scale was constructed in the light of the following:

1. The critical reading skills of post graduate students' background information, an overview on learning critical reading and using Web-Quest and students' reaction towards the Web-Quest strategy used.
2. The tasks, processes and skills that students are asked to carry out or acquire during critical reading using Web-Quest.

3.1.3 Description:

The final version of the attitude scale consisted of three sections; section one dealt with "Background Information", section two dealt with "An Overview on Learning Critical Reading" included parts A, B and C whereas section three dealt with 'Students' Reaction towards the Web-Quest Strategy". Each section was statistically dealt with separately because of the nature of each section or part. There are twenty five items included in the attitude scale.

3.1.4 Sources of the Attitude Scale:

The items were adapted by the researcher after checking related studies (Suleiman 2023, Rafidi 2020, Bedeer, 2017, Akar & Kara 2020, Din, 2020& Rowell, 1972) and was validated by the jury members. The researcher made sure that the students understood the attitude scale instructions.

3.2 Attitude scale Validity and Reliability:

3.2.1 Validity

3.2.1.1 Content Validity

To measure the attitude scale content validity, the attitude scale was given to a jury of EFL professors,

associate professors and lecturers to validate the attitude scale (i.e. the clarity of attitude scale questions and its suitability for the students' level and what these questions aim to measure). They were also asked to add, omit, or modify any question. The attitude scale proved to be valid as the jury approved most of the questions and suggested some modifications. The researcher modified the attitude scale according to the jury's feedback.

3.2.2 Attitude Scale Reliability

Attitude scale reliability was statistically calculated through split half and was firstly implemented at the first week of March 2023; the second semester of the academic year 2022/2023. The researcher used the Guttman Split-Half Coefficient to estimate the reliability of the attitude scale. The Guttman Split-Half Coefficient was calculated using the SPSS (V .24) program.

After statistical calculation, it was revealed that the value of the Guttman Split-Half Coefficient as a whole was 0.936, which means it is statistically accepted and highly reliable. It is clear that the coefficient reliability of the Spearman-Brown Coefficient for the attitude scale ranged from (0.937 to 0.938). This indicates that the whole attitude scale and its questions are reliable and can be administered with a high truthfulness. Table 2 shows the reliability coefficient of the critical reading attitude scale.

Table 2. The Reliability Coefficient of the Critical reading Skills Attitude scale

Reliability Statistics		
Correlation Between Forms		.867
Spearman-Brown Coefficient	Equal Length	.937
	Unequal Length	.938
Guttman Split-Half Coefficient		.936

3.3 The experiment:

The researcher conducted his experiment in which the one group first submitted to the pre-test group. After that, the same group was taught using Web-Quest strategy. The experiment lasted from the 1st of March, 2023 to the 30th of May, 2023. It included 12 tasks.

3.3.1 Duration:

The researcher designed the study based on Web-Quest strategy and its steps in twelve sessions. Every session had its own activities (Appendix VI), objectives, materials, time required, and procedures. The experimental group had 12 sessions, 120 minutes for each. It lasted for nearly three months starting from the first of March till May 2023/2022.

4. Results

4.1 The First Hypothesis

The first hypothesis indicated that there are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre post-scale administration. The researcher administered the attitude scale and the t-test for one group (Paired sample t-test) using the statistical package SPSS for windows (V.24) to detect the significance difference between the mean scores of the experimental group students in the critical reading pre-posttest attitude scale administration.

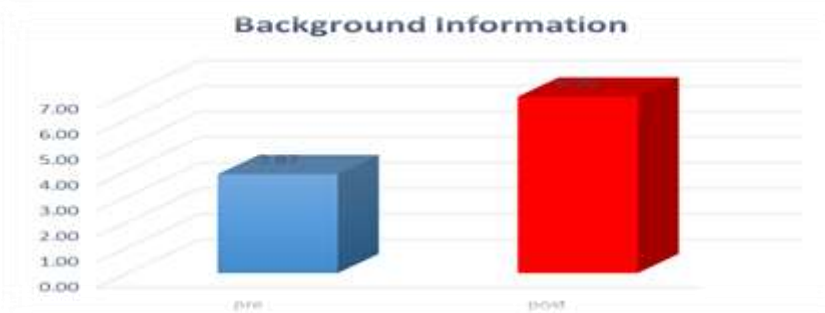
To investigate the first hypothesis, an attitude scale was administered to the students of the experimental group before and after the implementation of the program. The attitude scale included three sections: section 1, 2 & 3. Section 1 included background information; knowledge and experience of the Web-Quest of (from 1-4). Section 2

is divided into three parts: A, B&C. It included an overview on learning critical reading and using Web-Quest (from 5- 20). Part A included understanding critical reading, willing to read and practicing it (from 5-7). Whereas part B the instructor and the student dealing with critical reading skills (from 8-17). Part C included critical reading when dealing with the Web-Quest (from 18-20). Section 3 included students’ reaction towards the Web-Quest strategy used (from 21-25) and the results were as follows:

Table (3): The Attitude Scale. Section one; Background Information: Mean Scores, Standard Deviation and t-test for the Significance Difference between the Mean Scores of the Students Sample in the Pre-post Administration.

Dimensions	N	pre		Post		d f	T	Sig. (2-tailed)
		Me an	S D	Me an	S D			
Background Information	30	3.87	0.35	6.90	0.31	29	33.90	0.000

Figure 2 Sample Figure of the Pre-post Administration for Background Information of the Attitude Scale.



From the table, it is clear that there are significant differences in the element of ‘Background Information’ at

the Attitude Scale (section one) as the mean score was (6.90). There are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre post administration of the attitude scale in favor of the post administration which indicated students’ positive attitude towards critical reading as follow: students could have a considerable experience about Web-Quest and making good use of it in EFL critical reading; planning a task, getting resources, making evaluation and drawing conclusions.

Table (4): The Attitude Scale. Section two Part A; an Overview on Learning Critical Reading: Mean Scores, Standard Deviation and t-test for the Significance Difference between the Mean Scores of the Students Sample in the Pre-post Administration.

Dimensions	N	Pre		post		d f	T	Sig. (2-tailed)
		Me an	S D	Me an	S D			
An Overview on Learning Critical Reading(A)	30	8.07	0.64	11.23	0.57	29	17.60	0.000

Figure 3

Sample Figure of the Pre-post Administration for an Overview on Learning Critical Reading of the Attitude Scale



From the table, it is clear that there are significant differences in the element of ‘An Overview on Learning Critical Reading’ at the attitude scale (section two, part A)

as the mean score was (11.23). There are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre-post administration of the attitude scale in favor of the post administration which indicated students' positive attitude towards critical reading as follow: students could have a considerable experience about critical reading as the instructor helped the students to engage the material simply, students had the ability to understand the material critically and consequently their willing to engage critical reading increased.

Table (5): The Attitude Scale. Section two Part B; an Overview on Learning Critical Reading; the Instructor and the Student; Mean Scores, Standard Deviation and t-test for the Significance Difference between the Mean Scores of the Students Sample in the Pre-post Administration of the Attitude Scale.

Dimensions	N	Pre		Post		d f	T	Sig. (2-tailed)
		Me an	S D	Me an	S D			
An Overview on Learning Critical Reading(B)	30	14.67	2.07	39.57	0.50	29	61.48	0.000

Figure 4

Figure of the Pre-post Administration for an Overview on Learning Critical Reading of the Attitude Scale; the Instructor and the Student



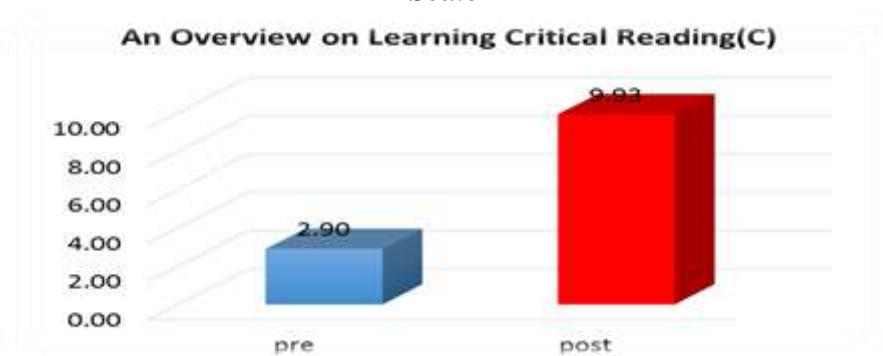
From the table, it is clear that there are significant differences in the element of ‘An Overview on Learning Critical Reading’ at the attitude scale (section two, part B) as the mean score was (39.57). There are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre-post administration of the attitude scale in favor of the post administration which indicated students’ positive attitude towards critical reading as follow: students could practise critical reading skills which helped them to identify the author’s point of view, make inference, make prediction, draw conclusion.....etc.

Table (6): The Attitude Scale. Section Two Part C; an Overview on Learning Critical Reading When Using Web-Quest: Mean Scores, Standard Deviation and t-test for the Significance Difference between the Mean Scores of the Students Sample in the Pre-post Administration of the Attitude Scale.

Dimensions	N	Pre		Post		d f	T	Sig. (2-tailed)
		Me an	SD	Me an	SD			
An Overview on Learning Critical Reading(C)	30	2.90	0.40	9.93	0.25	29	78.60	0.000

Figure 5

Sample Figure of the Pre-post Administration for an Overview on Learning Critical Reading When Using Web-Quest of the Attitude Scale



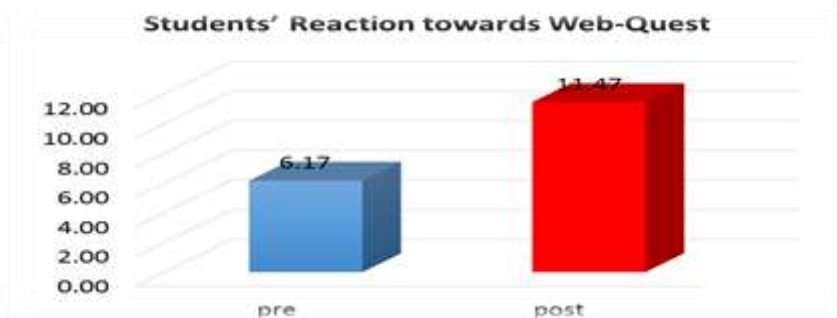
From the table, it is clear that there are significant differences in the element of ‘An Overview on Learning Critical Reading’ at the attitude scale (section two, part C) as the mean score was (9.93). There are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre post administration of the attitude scale in favor of the post administration which indicated students’ positive attitude towards critical reading as follow: students could be highly motivated with the use of Web-Quest strategy which improved their critical reading skills. So Web-Quest for them was effective.

Table (7): The Attitude Scale. Section Tree; Students’ Reaction towards the Web-Quest:Mean Scores, Standard Deviation and t-test for the Significance Difference between the Mean Scores of the Students Sample in the Pre-post Administration of the Attitude Scale .

Dimensions	N	Pre		post		d f	T	Sig. (2-tailed)
		Mea n	SD	Mea n	SD			
Students’ Reaction towards Web-Quest	30	6.17	0.79	11.47	0.68	29	30.48	0.000

Figure 6

Sample Figure of the Pre-post Administration for Students’ Reaction towards the Web-Quest Strategy of the Attitude Scale



From the table, it is clear that there are significant differences in the element of ‘ Students’ Reaction towards Web-Quest’ at the attitude scale (section three) as the mean score was (11.47). There are statistically significant differences at significance level (0.01) between the mean scores of the experimental group in the pre- post administration of the attitude scale in favor of the post administration which indicated students’ positive attitude towards critical reading as follow:

-Students could benefit from the Web- Quest and the difficulties of Web-Quest were limited. They could be solved through cooperation among the instructor and the students. So, the strategy was fruitful and improved their critical reading skills attitude.

Table (8) Mean Scores and Standard Deviation for the Significance Difference between the Mean Scores of the Students Sample in the Pre-post Administration of the Attitude Scale as a Whole.

Attitude Scale	N	Pre		post		t	Sig. (2-tailed)
		Mean	SD	Mean	SD		
Total	30	31.90	2.55	87.27	1.14	44.41	00.00

Figure 7

Sample Figure of the Pre-post Attitude Scale Mean Scores as a Whole of the Experimental Group



From the table, it is clear that there are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre-post administration of the attitude scale as a whole in favor of the posttest administration which indicated students' positive attitude towards critical reading. The researcher administered the test and the t-test for one group (Paired sample t-test) using the statistical package SPSS for windows (V.24) to detect the significance difference between the mean scores of the experimental group students in the critical reading pre-posttest administration.

Analyzing the pre-post administration data attained at the attitude scale using t-test, it was clear that the post administration scores of the experimental group exceeded the pre- implementation scores of the experimental group students, as the estimated t- value is 44.41 at the (0.01) level of significance. Thus, there was a statistically significant difference between the experimental group students' mean scores on the pre and post administration of the attitude scale in favor of the post-administration of the test. So, the first hypothesis is verified.

4.2 Results of the Study

- There are statistically significant differences at significance level (0.01) between the mean scores of the experimental group students in the pre post attitude scale administration as a whole in the Critical Reading skills in favor of the posttest administration which indicated students' positive attitude towards critical reading.

- To sum up, the results came in close lines with the findings of the previous studies of Abu Ghiasi, (2023); Hendawi, 2019; Al-Habsi et. al., (2021); Ali (2019); Khodary& Abd-Allah, (2014); Anthony et al., (2020) and Saleh et.al. (2021) that used modern technology for enhancing critical reading skills. The current study proved Web-Quest generally to be a valuable instrument enhancing personal development, professional growth and practical learning. It provided a medium in which learners can receive feedback through interaction which helped them notice their weakness and strength, increased their active involvement and ownership of learning and set their learning objectives by collaborating with each other's and providing safe environment that includes fun without being criticized (Salem,2020). Feedback tapped the process of learning rather than its product. Engaging such technology and techniques along with appropriate assessment strategies is a powerful way of making reading efficient. Students can remarkably improve the quality of their critical reading when they effectively revise. Various audiences—the self, peers, mentors /teachers, agents/editors, and the anonymous reading public—enhance critical readers to modify (e.g. planning task, getting resources, making evaluation or drawing conclusion). As for communication, students with high sense of community have more perceived learning.
- The results of the current study was substantiated with those studies of Abdel Latif (2022), Coiro (2017), Bird (2019), AbdKadir et. al. (2014), Alshaye (2021) and Din (2020) which asserted the importance of critical literacy

and teaching critical reading skills. Some of us think that critical reading is only for adults, however critical reading is for all of us. Reading can be therapeutic to unlock critical reading and it allowed for the opportunity for tutors and the students they tutored to deepen their reading processes. The process of reflection which involves critical thinking and problem-solving needs to be assessed, instead of grading the written component only.

- Findings of this study agreed with Stetter & Hughes 2017, Romero, (2018) and Zahran (2021) regarding what is common in critical reading in EFL context. Although synchronous and asynchronous online critical reading is acknowledged theoretically in terms of authenticity and on demand processing it brings, it is left behind in practice due to lack of required infrastructure facilities such as internet quality and speed, especially in the Middle East (accessibility) (Shalaby, 2019) . It is noticeable that critical reading is in an area that was underexplored in most academic contexts.

4.2 Conclusion

To conclude, the second hypothesis of the study was verified. After the implementation, it was noticeable that the experimental group students achieved a remarkable progress in their Critical Reading skills, as compared to their Critical Reading skills before the implementation. Thus, the findings of the study proved Web-Quest to be an effective strategy for developing the Critical Reading skills of special diploma students. This was also confirmed in the

data collected from the attitude scale survey and focus group interviews which supported the value of Web-Quest. The results of the current study proved the effectiveness of the suggested Web-Quest strategy in enhancing the special diploma students towards the EFL critical reading skills.

From the observation and interview of the researcher with the students group along the administration, there were seven implications that remarked students' activities:

- Students' tendency to ask about internet websites for more English learning and improving their level in English.
- Students' usage of links extended to them about the topic they are dealing with and enjoying the learning videos on the YouTube which in turn facilitated learning through Web-Quest.
- Their investigations about the obstacles they face concerning learning the topics of English during their study.
- The improvement the researcher noticed in students' level along the implementation of the study.
- The interaction, collaboration and positivity among the students during the implementation.
- The increasing number of students who joined the group; some students of the group (mothers) asked the researcher, as admin, to allow their sons and daughters to join the group for the benefit of English learning.
- Finally, not all the members of the group participated actively, however, a considerable number showed interest in learning the topics and strategy.

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