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Developing Advanced Reading Skills Through Extensive Reading: Findings from Palestinian schools

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Abstract- The paper in hand aims to investigate the relationship between using the Extensive Reading (ER) approach to improve students' reading ability. The researcher conducted this study on school students in Palestine, implementing a controlled experimental design with both male and female school populations. Pre-tests and post-tests were used to evaluate students' vocabulary acquisition and comprehension. Results showed extremely statistically significant improvements in the experimental groups ($p<0.0001$), with female students' mean scores increasing from 60.81 to 83.50 and male students improving dramatically from 33.17 to 77.50. Post-test comparisons revealed the experimental groups significantly outperformed control groups in both female schools (83.50 vs 52.94, $p<0.0001$) and male schools (77.50 vs 49.43, $p=0.0066$). Students exposed to ER showed measurable advantages in vocabulary acquisition, reading comprehension, and overall reading skills. The study concludes that ER serves as an effective approach for enhancing students' language development and recommends implementing the ER approach to improve reading proficiency. School teachers are advised to encourage extensive reading of books and stories in foreign language instruction..

Keywords: ER; school students; reading comprehension; English reading skills; vocabulary acquisition; Palestinian education; EFL teaching methodology.

1. INTRODUCTION

English is the most used language in the world, and its significance is evident in its role in several fields, such as education, tourism, business, and medicine. English is taught at every single school in Palestine, with the aim of enabling Palestinian students to gain the basic language skills of listening, speaking, reading, and writing to help students acquire knowledge of Palestinian curricula (Naqib and Ismail, 2020; Ismail, 2020). According to Suryani and Siminto (2023), ER is a very helpful method of learning for students who also have specific English skills, and they suggest using this method to achieve the aims of the learning process. However, creating a student-centred class and encouraging students' active engagement is challenging.

Palestinian schools are rich in culture and are known for their diverse educational institutions. Thus, it seems to be an ideal setting to explore the effectiveness and impacts of using ER in English language instruction. Modern learning theories emphasize activity-based learning, such as the constructivist theory. The constructivist theory focuses on practice to gain language proficiency and knowledge and build upon them to enable Palestinian students to overcome challenges, especially for those who struggle with English and reading outside of the curriculum (Hamed, 2023; *TEAL Fact Sheet No. 12*, 2013)

Research shows that students are becoming demotivated in secondary education. Therefore, English teachers must seek out new methods and activities to stimulate students and increase their motivation to learn a new language (Wang and Littlewood, 2021). Using ER is an important method in teaching a second language to practice reading comprehension and to achieve the learning needs, values, and objectives to identify the obstacles students might face before or after reading (Tanaka, 2017; Jumiati, 2014). According to Yamashita (2008), ER means that students read a lot of material and a very large range of material to understand which areas they want to develop their knowledge in. Using ER will enable students to use their English appropriately in real situations and conversations to evoke emotions and ideas about their feelings.

This brief introduction shows that there is not enough research on the influence of using ER on improving students' reading skills for EFL/ESL learners. There is a gap in research specifically examining the effects or implementation of ER for improving students' reading skills regarding EFL/ESL students in particular contexts and/or reading comprehension. The researcher also found that there are several reading problems among Palestinian students. Most students have some difficulties in understanding the texts. This is due to the use of traditional ways of teaching the reading texts, which create a boring classroom environment by lacking engaging reading material and social interaction with others, affecting students' English language performance. Therefore, this study investigates the improvement of the student's reading skills by using an ER teaching strategy, which gives the learners the chance to read correctly and easily. The significance of this study emerged from the importance of using ER in teaching reading skills to Palestinian students of both genders.

Thus, this study aims to answer the following main questions:
  1. What are the effects of ER on improving students' reading skills?

2.   LITERATURE REVIEW

2.1 Cultural and contextual factors affecting Palestinian students' reading development

Teaching English as a foreign language involves teaching the four main skills (reading, writing, listening, and speaking). Thus, in every English lesson, students should be able to read and engage in various activities that combine their main skills (Pardede, 2020). When students solely learn the grammar and vocabulary of the English language, it is not enough to read in this language as it is not the same as being entirely fluent (Burns & Siegel, 2017). In fact, teaching reading skills is like providing a guide and helper for English students in schools in their learning journey and facilitating the handling of comprehension and reading in English. Reading thus leads to ER, which must be acquired by reading a lot in order to read more effectively and gain knowledge. Palestinian students face challenges whenever they want to read because they only practice reading for a limited time, almost 45 minutes and only inside the classroom. There are a lot of English teachers who neglect this significant skill in their English lessons. Some issues surround the use of the extensive strategy to improve readers' comprehension and for the facilitation of effective understanding (Ng et al., 2019).

2.2 Cross-skill development through ER

During the past decades, there has been a great deal of discussion between researchers on how ER positively impacted other aspects. In addition, numerous studies discussed the relationship between ER and intensive reading. According to de Lozier (2029), intensive reading allows the students to deeply analyze the class material set by the teacher, in which grammar and vocabulary are studied in short passages. Furthermore, intensive or "narrow reading" allows students to analyze texts on different or related topics. Also, the dialectical relationship between ER and intensive reading focuses on the structure and the content, so teachers can take some of these skills like reading aloud, asking some questions, and the student's prediction from the text. Using intensive reading, students can discover the hidden meaning and be more in contact with a text (Cárdenas, 2020).

Hence, ESL/EFL teachers try to achieve a comfortable level of intelligibility for their students by engaging them with both skills. Some researchers, such as Widodo and Rozak (2016), say that extensive listening refers to all types of listening that allow learners to gain comprehensible input. While using this strategy, the teachers can direct dictations and allow self-directed listening for enjoyment, which can be done inside or outside the classroom. In their study, the researchers shed light on how learners gain many meaningful listening practices that affect ER and their results, which aligns with our research's ideas. A burgeoning interest in this area of research has led to discovering more about the relationship between speaking skills and ER. This is evidenced by Zarei (2013), who examined the relationship between two important skills in the English language: reading and speaking. The effects of their impacts on each other were identified and discussed, particularly regarding the key role of the connection of vocabulary in improving ER and its importance. The study found that students build a strong vocabulary from ER, which is one of the most important factors in achieving speaking fluency.

3. METHODOLOGY

3.1 Research Design

This research used quantitative methods to achieve the study goals. Previous research completed by AbuHamda et al. (2021, p.71) stated, "Quantitative and qualitative methods are the engine behind evidence-based outcomes." This study aimed to determine the influence of using ER on improving students' reading skills in Palestinian schools. The data was gathered through experimental methodology. This was done to identify the influence of ER on improving students' reading skills after reviewing the studies related to the topic in order to solicit the effects on students.

The researcher conducted the study by dividing the sample into two groups, the male group (which had an experimental and control group) and the female group (which also had an experimental and control group), during the second semester of the scholastic year 2023/2024. In addition, the researcher collected the data by giving the control and experimental groups pre-post tests to try to achieve the pre-determined questions of the study.

3.2 Sample

The researcher used a random sample from the whole population of the study to gather data for both genders holding differences in academic qualifications. The researcher attended various training courses to teach distinct classes. The random sample was very helpful, and the population had an equal chance of being chosen by the researcher and having a very good mix of perspectives in any class. The process of collecting information and data only begins with determining the population of this research. Thus, the targeted population of the study consists of school students from different cities in Palestine during the second semester of the scholastic year 2023/2024. Previous work followed similar sampling methods, such as Ahmed (2024) and Kandasamy (2020), and suggested considering this method in similar research.

3.3 Instrumentations

The researcher designed six pre-test and post-test instruments to collect data and answer the research questions. The researcher applied them at the semester's beginning, middle, and end. The table of specifications for the English curriculum was used in detail to construct the questions that are related to ER tests.

The pre-test and post-test consist of the questions as follows:

1- The first question is to decide whether the statement is true or false.
2- The second question is to complete the statements from the paragraph.
3- The third question is to find the meanings of the words from the passage.
4- The fourth question is to find the opposites from the text.
5- The fifth question is to look at the pictures, analyze them and name the animals.
6- The sixth question is to circle (from 3 choices) the correct answers based on the passage.

3.4 Variables of Study

The independent variable is the use of ER as a strategy in teaching reading. The independent variables for the students are related to the respondents of the pre-test and post-test.

- Gender variables consist of females and males.
- The type of school consists of governmental schools.
- The background consists of normal families living in the West Bank.
- Students' education consists of: Seventh-grade students
- The method of teaching consists of teaching reading, including the ER strategy.

Regarding the dependent variable**,** the achievements from the pre-post tests on enhancing extensive reading strategies for seventh-grade students' reading skills are discussed.

3.4 Validity of the pre-test and post-test

The researcher presented the questions of the tests to two experts at the English Language Department at An Najah National University to evaluate them. The experts suggested simplifying the language since it is presented to Seventh-grade students.

3.5 Reliability of the pre-post test

To measure the tool's reliability in this research, the researcher applied the tool to a similar study completed by Raissi and Roustaei (2013). This study has similar characteristics, such as using the pre-test and post-test. This study focuses on reading strategies similar to our study. This study had 60 undergraduates take part in the pre-test and post-test, whereas our study had 29 students undertake the pre-post tests. In this study, the students were divided into control and experimental groups. The results of this study are trusted and correct because they show a significant effect of the reading strategy on the performance of reading comprehension in the experimental group, similar to ours. Hence, after showing the similarities between both tools and the research, the tools of our study can be said to be reliable. Likewise, the recommendations showed that teachers should use new teaching methods like ER to improve their reading skills. This tool is trusted and reliable, as shown above, and it establishes how we can use the tools from another body of research to measure it.

3.6 Procedures of the Study

The research procedures used in this research consist of many stages. The researcher took the agreement of the title from the Faculty of Educational Sciences and Teacher Training to start the research study. Then, the researcher identified the research problems and built the research questions(pre-post tests) to get the required data. After that, the researcher reviewed the literature associated with the topic of the study by checking books, scholarly articles, surveys, and other resources relevant to reading skills and, more specifically, to ER. Hence, the researcher held the pre-post tests for students and prepared the ER material.

The researcher took the role of teacher and gave the students the material. The researcher then explained to them what they should do and observed the progress and outcomes of the ER strategy throughout the second semester. Finally, the researcher designed different reading activities that applied the same ideas as the reading comprehension texts from the

seventh pupil's book and assigned weekly time slots to apply the ER activities. The data was collected at the end of the activities and the application of the ER strategy.

3.7 Data Analysis

After collecting and receiving the answers to pre-post tests, statistical packages (SPSS) were used to analyze the results, and the following measure was used to answer the questions. The researcher used descriptive statistics (Standard Deviation, Frequencies, Means, and Percentages) to discover the differences between the results of the pre-post tests.

3.8 Ethical Consideration

The researcher has informed the study sample of the purpose of this study. Then, they explained the aims and how the results would help them improve their academic progress. Equally important, the researcher informed them they could withdraw from the study at any time, which would not affect their semester evaluation.

4. RESULTS AND DISCUSSION

This study aims to investigate the influence of using ER on improving students' reading skills for school students in Palestine. The following sections show the results according to the statistical analyses. The findings of the research are tackled with regard to the research questions. Therefore, the researcher employs different statistical formulas, such as means of frequencies and percentages, to show the final results of the collected data, especially the t-test.

4.1 Homogeneity of groups

To ensure valid results and avoid any possible external interference, the researcher tried to control some variables that would affect the research results. In each school, the two groups were homogenous because they had similar characteristics, such as level, age, and gender. Students are from the same grade and section, which is the 7 grade, but they are heterogeneous in terms of knowledge.

4.2 Data analysis

This study used a T-test to calculate the P-value. The T-test is conducted as a pre-test and a post-test. These consisted of a text and some vocabulary and comprehension questions. The study was conducted in the second semester, 2023-2024. There were three sub-questions to answer the main question.

Answers to the vocabulary questions:

"What is the effect of using ER in improving the students' vocabulary?"

To answer this question, the researcher tested the following null hypothesis:

There is no relationship between using ER and improving students' vocabulary.

To examine this hypothesis, the results of the experimental and control groups' scores were computed. Study Table 1.

Table (1): The results of vocabulary questions in pre-test and post-test for the experimental group in the female school

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	66.81	85.94
SD	13.64	11.17
SEM	3.41	2.79
N	16	16
P value	0.0001	

P value and statistical significance:

The two-tailed P value equals 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.voc.pre-test minus exp.voc.post-test equals -19.13 95% confidence interval of this difference: From -28.13 to -10.12 Intermediate values used in calculations:

t — 4.3396

df= 30

standard error of difference — 4.407

The mean of Exp.voc.protest vs. Exp.voc.post-test

The T-test findings show that using ER enriches students' vocabulary in the experimental group in female Schools. The result is significant at the level of ($p \leq 0.05$), which is 0.0001. Consequently, the null hypothesis is rejected. It is found that there is a relationship between using ER and improving students' vocabulary. Previous work completed by White (2007) conducted a study to understand whether female students are better than male students. This is similar to Yamashita (2008). Yamashita shows that ER helps students read a wide range of materials and develop their knowledge in specific areas. The results are also in line with Zarei (2013), who found that students build strong vocabulary from ER, which is important for language development. See Table 2.

Table (2): The results of vocabulary questions in the pre-test and post-test for the experimental group in male schools

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	29.167	72.500
SD	20.412	30.326
SEM	5.270	7.830
N	15	15
P value	0.0001	

Value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.voc.pre-test minus exp.voc.post-test equals -43.333, 95% confidence interval of this difference: From -62.667 to -23.999.

Intermediate values used in calculations:

t= 4.5911

df=28

Standard error of difference = 9.439

The T-test findings show that using ER enriches students' vocabulary in the experimental group in male schools. The result is significant at the level of ($p \leq = 0.05$), which is 0.0001. Consequently, the null hypothesis is rejected. It is found that there is a relationship between using ER and improving students' vocabulary. The researcher thinks that ER is an effective approach to enriching students' vocabulary. These results are similar to previous work by Umam (2013). The results agree with previous work completed by Tanaka (2017) and Jumiati (2014). These studies show that ER is an important method for achieving learning needs and objectives in second language acquisition. See Table 3 below.

Table (3): The results of vocabulary questions in the post-test for experimental and control group in Nablus Girls School

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	85.94	62.75
SD	11.17	11.63
SEM	2.79	2.91
N	16	16
P value	0.0001	

P value and statistical significance:

The two-tailed P value is less than 0.000. By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp. voc. post-test tninus cont.voc.post-test equals 23.19 95% confidence interval of this difference.- From 14.95 to 31.42.

Intermediate values used in calculations:

t = 5.7522

df= 30

standard error of difference = 4.031

The T-test findings show that using ER enriches students' vocabulary in the experimental group exceeded the students in the control group in female Schools. The result is significant at the level of(p ≤ = 0.05), which is 0.0001. Consequently, the null hypothesis is rejected. It was found that there is a Relationship between using ER and improving students' vocabulary. See Table 4 below.

Table (4): The results of vocabulary questions in the post-test for experimental and control group in Nablus boys school

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	72.500	36.667
SD	30.326	27.737
SEM	7.830	7.162
N	15	15
P value		0.0022

P Value and statistical significance:

The two-tailed P value equals 0.0022. By conventional criteria, this difference is considered to be very statistically significant.

Confidence interval:

The mean of exp voc. post-test minus con.voc.post-test equals 35.833 95% confidence interval, and this difference is from 14.097 to 57.570.

Intermediate values used in calculations:

t = 3.3769

df= 28

standard error of difference = 10.611

The T-test findings show that using ER enriches students' vocabulary in the experimental group exceeded the students in the control group in male schools. The result is significant at the level of (p ≤ = 0.05), which is 0.0022. Consequently, the null hypothesis

is rejected. It was found that there is a relationship between using ER and improving students' vocabulary. ER seems to be an effective way to increase students' vocabulary. These results are similar to Suryani and Siminto's (2023). They found that ER is a very helpful method for students to develop their English skills, such as vocabulary acquisition.

Answers to the comprehension questions:

"What is the effect of using ER in improving the students' comprehension?" To answer this question, the researcher tested the following null hypothesis:

There is no relationship between using ER and improving students' comprehension.

To examine this hypothesis, the results of the experimental and control groups' scores were computed. See Table 5 below.

Table (5): The results of comprehension questions in the pre-test and post-test for the experimental group in Nablus female schools.

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	61.44	79.69
SD	9.76	8.46
SEM	2.44	2.11
N	16	16
P value		0.0001

P value and statistical significance:

The two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.com.pre-test minus exp.com post-test equals -18.25

95% confidence interval of this difference: From -24.84 to -11.66

Intermediate values used in calculations:

t = 5.6530

df= 30

standard error of difference — 3.228.

The T-test findings show that using ER develops students' comprehension in the experimental group in female schools. The result is significant at the level of (p 0.05),

which is 0.0001. Consequently, the null hypothesis is rejected. It was found that there is a relationship between using ER and improving students' comprehension. This result is in line with Ng et al. (2019). Their study discussed how extensive reading facilitates effective understanding and comprehension. Study Table 6.

Table (6): The results of comprehension questions in the pre-test and post-test for the experimental group in Nablus boys schools

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	35.867	80.800
SD	23.033	26.176
SEM	5.947	6.759
N	15	15
P value		0.0001

Value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.com.pre-test minus exp.com.post-test equals -44.933 95% confidence interval of this difference: From -63.374 to -26.492.

Intermediate values used in calculations:

t = 4.9912

df= 28

standard error of difference = 9.003

The T-test findings show that using ER develops students' comprehension in the experimental group in male schools. The result is significant at the level of (p ñ 0.05), which is 0.0001. Consequently, the null hypothesis is rejected. It was found that there is a relationship between using ER and improving students' comprehension. ER seems to be an effective approach to increasing students' comprehension. These results agree with several previous work (Hamed, 2023; *TEAL Fact Sheet No. 12*, 2013). These studies found that the constructivist theory helps students practice to gain language proficiency. They also add that ER provides students with the practice needed to build comprehension skills. See Table 7 below.

Table 7: The results of comprehension questions in the post-test for the experimental and control group in female Schools.

Group	Exp.voc.pre-test	Exp.voc.post-test
Mean	79.69	56.00
SD	8.46	10.44
SEM	2.11	2.61
N	16	16
P value	0.0001	

P value and statistical significance:

The two-tailed P value is less than 0.0001. By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.com.post-test minus cont.com.post-test equals 23.69 95% confidence interval of this difference: From 16.83 to *30.55.*

 Intermediate values used in calculations: t = 7.0499, df=30

standard error of difference = 3.360

The T-test findings show that using ER develops students' comprehension in the experimental group and exceeds the students in the control group in female schools. The result is significant at the level of (p ≤0.05), which is 0.0001. Consequently, the null hypothesis is rejected. It was found that there is a relationship between using ER and improving students' comprehension. Raissi Roustaei (2013) found similar results, who proved that there is a relationship between reading strategies and ER, which can improve students' reading skills. See Table 8 below.

Table (8): The results of comprehension questions in the post-test for experimental and control group in male school

Group	Exp.com.pre-test	Com.com.post-test
Mean	80.80	55.93
SD	26.18	30.65
SEM	6.76	7.91
N	15	15
P value	0.0238	

Value and statistical significance

The two-tailed P value equals 0.0238

By conventional criteria, this difference is considered to be statistically significant.

Confidence interval:

The mean of exp.com.post-test minus con.com.post-test equals 24.87 95% confidence interval of this difference: From 3.55 to 46.18 Intermediate values used in calculations:

t = 2.3895

df= 28

standard error of difference = 10.407

The T-test findings show that using ER develops students' comprehension in the experimental group and exceeds the students in the control group in male schools. The result is significant at the level of(p ≤0.05), which is 0.0001.

Consequently, the null hypothesis is rejected. It was found that there is a relationship between using ER and improving students' comprehension. ER seems to be an effective way to increase students' comprehension. These results align with previous work completed by Pigada and Schmitt (2006) that students can develop vocabulary acquisition from ER.

5. SUMMARY OF THE RESULTS

"What is the effect of using ER in improving the students' reading skills?"

To answer this question, the researcher tested the following null hypothesis:

There is no relationship between using ER and improving students' reading skills. To examine this hypothesis, the results of the experimental and control groups' scores were computed. See Table 9 below.

Table (9): The results of the pre-test and post-test for the experimental group in female schools

Group	Exp.pre-test	Exp.post-test
Mean	60.81	83.50
SD	11.67	6.48
SEM	2.92	1.62
N	16	16

P value	0.0001

P value and statistical significance:

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.pre-test minus exp.post-test equals -22.69

95% confidence interval of this difference: From -29.50 to -15.87

Intermediate values used in calculations

t = 6.7964

df= 30

Standard error of difference = 3.338

The T-test findings show that using ER develops students' reading skills in the experimental group in female schools. The result is significant at the level of ($p \leq 0.05$), which is 0.0001. Consequently, the null hypothesis is rejected. It is found that there is a relationship between using ER and improving students' reading skills.

Table (10): The results of the pre-test and post-test for the experimental group in Nablus boys school

Group	Exp.pre-test	Exp.post-test
Mean	33.167	77.500
SD	20.018	25.478
SEM	5.169	6.578
N	15	15
P value	0.0001	

Value and statistical significance

The two-tailed P value is less than 0.0001

By conventional criteria, this difference is considered to be extremely statistically significant.

Confidence interval

The mean of exp.pre-test minus exp.post-test equals -44.333

95% confidence interval of this difference: From -61.470 to -27.196

Intermediate values used in calculations

t = 5.2992

df — 28

Standard error of difference = 8.366

The T-test findings show that using ER develops students' reading skills in the experimental group in female schools. The result is significant at the level of (p ≤0.05), which is 0.0001. Consequently, the null hypothesis is rejected. It is found that there is a relationship between using ER and improving students' reading skills. ER seems to be an effective approach to developing students' reading skills. See Table 11 below.

Table (11): The results of the post-test for experimental and control groups in female Schools

Group	Exp.pre-test	Cont.post-test
Mean	83.50	52.94
SD	6.48	7.86
SEM	1.62	1.97
N	16	16
P value	0.0001	

P value and statistical significance:

The two-tailed P value is less than 0.0001

by conventional criteria; this difference is considered to be extremely statistically significant.

Confidence interval:

The mean of exp.post-test minus cont.post-test equals 30.56 95% confidence interval of this difference: From 25.36 to 35.76 Intermediate values used in calculations:

t = 11.9994

df= 30

standard error of difference = 2.547. The mean of Exp.post-test vs. Cont.post-test

The T-test findings show that using ER develops students' reading skills in the experimental group and exceeded the students in the control group in female schools. The result is significant at the level of (p ≤ 0.05), which is 0.0001. Consequently, the null hypothesis is rejected. It is found that there is a relation between using ER and improving students' reading skills. See table 12 below.

Table 12: The results of post-test for eaperimental and control group iii boys School

Group	Exp.pre-test	Con.post-test
Mean	77.500	49.433
SD	25.478	26.916
SEM	6.578	6.950
N	15	15
P value	0.0066	

value and statistical significance:

The two-tailed P value equals 0.0066

By conventional criteria, this difference is considered to be very statistically significant.

Confidence interval

The mean of exp.post-test minus con.post-test equals 28.067 95% confidence interval of this difference: From 8.465 to 47.668

Intermediate values used in calculations:

t = 2.9330

df= 28

standard error of difference = 9.569

The mean of Exp.pre-test vs. Con.pre-test.

The T-test findings show that using ER develops students' reading skills in the experimental group and exceeds the students in the control group in male schools. The result is significant at the level of ($p \leq 0.05$), which is 0.0066. Consequently, the null hypothesis is rejected. It was found that there is a relationship between using ER and improving students' reading skills. ER seems to be an effective approach to developing students' reading skills. These results are in line with Khoshsima et al. (2014), who found that summarizing strategies are helpful in improving students' reading skills.

6. CONCLUSION

The results of the post-test were statistically significant. The results were significant at the level of ($P \leq 0.05$). This means that ER developed students' reading skills in the experimental group, exceeding the control group. The results of vocabulary questions were statistically significant. The results were significant at the level of ($p \leq 0.05$). This means that ER enriched students' acquisition of vocabulary in the experimental group and exceeded the control group. Additionally, the results of the study show that the student's comprehension was statistically significant. The results were significant at the level of ($p \leq 0.05$). This means that ER developed students' comprehension in the experimental group and exceeded the control group.

The findings of this study show the effectiveness of ER for language development. Statistical analysis shows that there is a significant result in all measured areas at the level of ($p \leq 0.05$). The experimental group were better than the control group in reading skills, vocabulary acquisition, and comprehension. These results prove that ER serves as an effective approach for enhancing students' language level.

7. LIMITATIONS

The results of this study cannot be generalized because it is limited to the Palestinian community. Additionally, the period during the semester was quite short, so other studies should conduct similar research for a longer period. Also, the researcher conducted the study during the midterm exams; thus, students' engagement during the experiment may not be the same as on normal school days.

8. RECOMMENDATIONS

1- The curriculum should be supported with different texts and stories to improve students' reading skills. Therefore, teachers should use audio material in the reading classes.
2- Provide teachers with training to apply the ER strategy. So students can get enough time to apply for ER in classes.

3- Further research should be conducted about the influence of ER on improving the student's speaking and writing skills.

4- Teachers should be aware of the needs of their students, as well as their abilities, at the beginning of the semester so they can use the correct teaching methods when they are teaching English.

5- Teachers should avoid teacher-centred classes and encourage student-centred classes.

6- Using ER enables students to develop their attitudes and increases motivation towards learning English.

9. ACKNOWLEDGEMENT

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Appendix A

The results of experimental group for females

	Voc. Pre-test	Com. Pre-test	Pre-test	Voc. Post-test	Com. Post-test	Post- test
1	60	59	60	75	79	70
2	47	61	65	77	87	85
3	85	69	65	90	85	80
4	40	45	30	65	65	70
5	60	59	55	85	80	85
6	70	52	50	100	79	85
7	65	69	60	100	87	90
8	87	75	75	100	90	92
9	72	75	70	89	85	86
10	57	71	65	69	88	85
11	57	59	60	76	79	80
12	75	52	56	86	75	85
13	72	59	75	84	69	80
14	60	51	50	90	72	84
15	75	52	60	89	65	86
16	87	75	77	100	90	93

Appendix B

Results of the female control group

	Voc.pre-test	Com.pre-test	Pre-test	Voc. Post-test	Com. Post-test	Post-test
1	55	60	55	60	55	55
2	50	65	60	45	65	55
3	75	60	67	80	65	70
4	45	40	44	40	45	42
5	55	30	45	50	40	44
6	75	40	60	75	45	50
7	70	60	65	65	65	60
8	80	65	70	75	63	60
9	70	70	70	65	72	55
10	60	65	62	65	67	60
11	50	50	50	53	55	50
12	70	50	60	74	53	45
13	65	55	60	69	56	50
14	50	30	40	53	40	42
15	60	50	55	65	45	49
16	75	70	70	70	65	60

Appendix C

Results of experimental group for males

	Voc. Pre-test	Com. Pre-test	Pre-test	VovPost-test	Com. Post-test	Post-test
1	37.5	33	35	100	92	95
2	37.5	67	55	100	100	100
3	62.5	67	65	100	100	100
4	0	17	10	25	79	57.5
5	12.5	17	15	75	71	72.5
6	50	75	65	100	100	100
7	37.5	46	42.5	100	100	100
8	25	31	29	37.5	58	50
9	12.5	37.5	27.5	100	100	100
10	62.5	44	51	100	100	100
11	37.5	8	20	50	71	62.5
12	12.5	50	35	75	83	80
13	37.5	37.5	37.5	62.5	79	72.5
14	0	8	5	37.5	0	15
15	12.5	0	5	25	79	57.5

Appendix D

Results of males control group

	Voc. Pre-test	Com. Pre-test	Pre-test	Voc. Post-test	Com. Post-test	Post-test
1	0	8	5	12.5	46	32.5
2	12.5	50	35	50	67	60
3	12.5	21	17.5	0	29	17.5
4	0	8	5	12.5	25	20
5	50	58	55	100	100	100
6	12.5	42	30	37.5	25	30
7	12.5	33	25	37.5	42	40
8	25	46	37.5	62.5	92	82.5
9	37.5	58	50	50	100	80
10	37.5	29	32.5	37.5	19	42.5
11	37.5	25	30	37.5	58	50
12	12.5	17	15	12.5	17	15
13	25	46	37.5	75	92	85
14	37.5	33	35	12.5	81	54
15	12.5	27	21	12.5	46	32.5