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" Investigating The Effects of Extensive Reading on Pakistani Efl Learners' Writing Skills:  
A Case Study Approach"

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#### Abstract

Extensive reading (ER) has gained recognition as an effective instructional method in the field of foreign language learning. Previous studies have explored its impact on the writing skills of foreign language learners. This research investigates how extensive reading techniques influence the development of writing abilities among Pakistani EFL students. Using a quantitative approach, the study employed a quasi-experimental nonrandomized control groups' pretest-posttest design. The study was conducted with BS students enrolled in English for Academic Purposes (EAP) at Government Postgraduate College Lakki Marwat. Sixty students were selected through non-random convenience sampling, divided equally into control and experimental groups. The control group participated in traditional classes, while the experimental group engaged in extensive reading sessions over twelve weeks. Data was collected using pre-tests and post-tests administered to both groups. The data from the pre-test and post-test was analyzed using an independent sample t-test to assess the development of students' writing abilities. The results indicated a significant improvement in writing skills among learners who utilized extensive reading techniques. Additionally, it was found that extensive reading enhanced five key aspects of the learners' writing: organization, development, cohesion, vocabulary, and structure and mechanics. Overall, the findings revealed that learners who had treatment through extensive reading technique produced better writing abilities than those who followed conventional learning technique.

**Keywords:** Extensive Reading, Organization, Development, Cohesion, Vocabulary, Mechanics Structure.

## Introduction

The term 'Extensive Reading' (ER) is said to have originated in the 1920s. Day et al, (1998) argues that Palmer (1921) was the first one to propose the notion of ER in second-language teaching. It is an instructional approach that is used to teach second-language reading. However, it has no specific definition rather a variety of definitions with common characteristics such as the vast amount of materials availability, instructor assistance, and engagements, Self-selected materials, reading in silence, and reading for pleasure and general purposes. Instructors who implement extensive reading into their classes need to provide instruction and assistance to the learners. It is a language learning program where learners are exposed to a substantial amount of reading material that is suitable and pertinent to their level of linguistic proficiency (Jennifer et al., 2019). Further, it is a type of reading which includes reading in abundance to yield a comprehensive knowledge of what is read and aims to promote reading habits along with the acquisition and understanding of vocabulary items and different patterns of sentences to stimulate enthusiasm and passion for reading". Furthermore, multiple studies have demonstrated the effectiveness of extensive reading in fostering the development of writing abilities in the acquisition of foreign languages (Yeshmita, 2008).

Even Though, EFL teachers use a variety of ways to implement ER in classroom setting but the researcher here in this study will use extensive reading for extended periods of time technique rather than extensive reading as an instructional approach that involves graded readers or Moodle reader module. Therefore, in this study, the extensive reading technique will involve using English course reading materials for teaching purposes, designed by the curriculum developers according to the level of students; in the light of teacher support and guidance for extended periods of time to foster their writing abilities.

Extensive reading has been widely studied for its potential to improve language skills, though its effectiveness remains a concern among language instructors. Therefore, this study explores the impact of extensive reading on the English writing abilities of undergraduate foreign language learners in Pakistan. The research employed a quasi-experimental nonrandomized control group pretest-posttest design with undergraduate English learners at Government Postgraduate College Lakki Marwat. A total of 120 students were selected and divided into experimental and control groups, each comprising 60 learners. Both groups underwent pre-tests and post-tests to assess improvements in English writing skills. The data were analyzed using a paired t-test to compare the performance of the experimental and control groups.

The undergraduate learners of English language will acquire the most out of this research project. The other study will demonstrate the effectiveness of the extensive reading for extended periods of time technique in developing EFL scholars' English writing abilities. The language instructors who design the class activities will also take advantage of this research study. Similarly, the curriculum designers who plan writing activities in the light of overall language curriculum objectives are one more group of experts to be benefited from this attempt.

## Literature Review

Learners of the second language face difficulties in learning different skills of language, and written language is no exception. English language learners also face various challenges. Many research studies have recently been undertaken to determine the impact of an ER approach in multiple educational institutions. The impact of ER on EFL students writing receives much attention in L2 English. Moreover, the use of reading material for the development of writing abilities has also been taken into account by many researchers whereby they all have concluded that reading indeed affects writing skills. It can lead the language learners to more efficient writing because they are strongly interconnected rather than separate skills. The input hypothesis by Krashen (1982) provides theoretical background and support to the research of extensive reading in the field of foreign language, which argues for reading being the comprehensible input provides sufficient condition for foreign language learning.

Similarly, the reading hypothesis which proposes that extensive reading provides facilitative effect to improve a variety of abilities in foreign language like vocabulary, reading comprehension, grammar, spelling, and over all writing style (Krashen, 1993). According to Yilmaz et al, (2020) ER had a strong impact on students' L2 reading and writing by studying the impacts of ER approach on the quality of reading and writing ability, and self-concept of foreign language (FLSC) of ESL Turkish students. The study has revealed an improvement in the learners' motivation, and many other skills of the target language (L2) along with a key recommendation for teaching English in foreign language situations. Similarly, the development of the first-year college undergraduate learners' writing skills in India is also investigated through an ER approach. The findings of the study indicate improvements in the writing proficiency of first-year undergraduate students (Jennifer et al., 2019).

Moreover, according to Quafi (2019), the extensive reading approach significantly enhances the writing skills of English as Foreign Language (EFL) learners. Quafi's research in Algeria highlighted the powerful impact of an extensive reading program on students' writing abilities, suggesting its integration into the writing syllabus for first-year students. Similarly, Rehmani (2021), assessed the effects of extensive reading texts on the writing performance of Afghan EFL learners at the University of Balk/Herat through a questionnaire survey. The study indicated that an extensive reading program could effectively improve writing skills among Afghan students.

Furthermore, Linuwahi (2021) reported that ER can enhance the English academic writing of EFL learners. The researcher, in addition to academic writing has studied two classrooms of students for six weeks by adopting a quasi-experimental study design. The study revealed that students in ER group showed more progress in writing while traditional classes showed moderate progress. Additionally, the same method was also used to assess the effectiveness of extensive reading (ER), for teaching writing explanation text at Islamic University in Semarang. It is found that students in ER group developed their writing ability for the explanation of the text in learning and teaching English (Aida, 2020).

Last but not least, the role of extensive reading in enhancement of foreign language Iran learners writing abilities has also been studied by adopting an experimental study method and has reflected the usefulness of ER for the enhancement of students writing abilities (Azizi et al.,

2020). According to the review of the literature above, the researcher has found out the gap that certain research projects have been carried out, among them all, various ER studies in European societies, many in the Middle East and two to three in India but no such research study in Pakistan to investigate the influence of ER technique on the development of EFL learners' English writing abilities and further to examine its impact on attitudes and interests of Pakistani EFL undergraduate learners to write. Moreover, most of the ESL learners seem to complain about not being able to write effectively, even university EFL professors have been seen complaining about the writing inabilities of their students.

Furthermore, the scholar has also absorbed that the majority of EFL students are unaware of fact that reading promotes writing. Therefore, the proposed study will look into the effects of ER technique among Pakistani EFL undergraduate learners' English writing skills. Though, the overall goal of the current investigation resembles the reviewed studies, as there is no available published research study on the problem under consideration in the Pakistani context. Hence, this study will serve gap filler.

### **Purpose of the Study**

University students studying English as a second language are often asked to demonstrate their knowledge and interpretation of the texts they have studied by producing written assignments such as articles, research reports, summaries, and essay evaluations. Their success depends on how well they communicate their intended meaning. Their academic performance will improve if they can write quality papers. For this reason, it is important to instruct and train learners to generate logically well connected compositions. Because ER could be an essential element of the university's education system and particularly because the impact of extensive reading (ER) on writing abilities has not received sufficient attention and study. This research aims to investigate the effect of extensive reading on the writing abilities of Pakistani college learners studying English as a foreign language (EFL).

### **Statement of the Problem**

The researcher has taught writing skills extensively over the years in multiple institutions and colleges, such as Government Degree College Ghazni Khel Lakki Marwat, Government Postgraduate College Lakki Marwat, and the University of Lakki Marwat Gambila Campus. The researcher observed that EFL learners were not meeting the desired writing ability standards. The researcher also observed that many English language professors were also complaining about the EFL learners' writing inabilities like poor organizational skills, insufficient information about course material, inappropriate choice and use of words, structural and spelling mistakes, and repetitive sentence structures, i.e., narrative and descriptive patterns of paragraph writing are used by them most often. In addition, previous research studies have explored that using the ER approach (Extensive Reading) inside EFL classrooms has a positive impact on improving EFL learners' writing (Rehmani, 2021; Yilmaz et al., 2020 ; Linuwchi 2021). It appears, consequently, that an ER approach might be more effective for improving writing abilities in Pakistani colleges. Therefore, the researcher gets the notion to experiment with ER in a Pakistani setting to determine its effectiveness as compared to the traditional teaching approach.

## **Research Question**

The aim of this study was to address the following question:

Does an extensive reading technique impact the English writing abilities of EFL learners?

In other words, the researcher in this project will study the major issue; will Pakistani undergraduate foreign language learners' English writing abilities improve if teachers encourage an ER technique inside the class?

## **Delimitation of the Study**

Language has four different aspects, i.e., listening, speaking, reading, and writing. Here, the study was limited to the writing skills of Pakistani EFL learners. Moreover, students in different areas may have variations regarding the strengths and weaknesses of a particular language. The researcher has restricted his study only to the Pakistani male undergraduates and two groups of students studying English for academic purposes (i.e., as a general course) at Government Postgraduate College Lakki Marwat. The study was also limited by the period of time in which it was conducted.

## **Method**

### **Setting and Participants**

Participants in both groups were undergraduates at Government Postgraduate College Lakki Marwat in the Pakistani province of KPK. They were all the students of BS First Year of Spring-2022, Batch 2022–2025. This group of students represents the typical students in Pakistan. Students have already decided whether to pursue sciences or arts in their educational careers at this point. All of the students who participated in this research were enrolled in BS Urdu and were taking an English course for academic purposes and had completed their secondary schooling in English textbooks. It was important that everyone's educational background was the same to make sure that everyone's level of English achievement was the same and did not favor one group over another. At this point, focus is laid on the students' written and spoken English proficiency, so that they may feel at ease communicating in English throughout their professional careers. Each class has eighty (60) students at the college, and students with different Matric grades are mixed up together. Efforts are made to ensure that all the sections of each group, whether science or arts, remain the same by making sure that students are equally divided into different sections at the beginning of the academic year.

### **Population and Sampling Procedures**

Mitchell (1988) emphasized the importance of ensuring that both the control and experimental groups in an experiment have similar backgrounds before commencing the study. In this study, all participants were male students aged between sixteen (16) and nineteen (19) years, with an average age of seventeen (17) years and six (6) months. The researcher conducted classes for both groups three times a week over a period of twelve weeks. As previously mentioned, the participants were first-year male students at GPGC Lakki Marwat. The reasons this particular sample was selected were:

In comparison to higher-level students such as those in their third and fourth years, these students were assessed to be at lower intermediate levels with limited writing experience.

The primary focus of the first-year writing curriculum was on developing students' ability to write concise academic essays and respond to various types of open-ended questions that will appear at the end of every lesson in their English textbook.

### **Treatment/Intervention**

The researcher obtained permission from the college principal to include first-year students in the study. The course spanned three months, with weekly classes lasting three hours each. The initial six weeks focused on teaching both groups the process approach to writing, encompassing stages such as pre-writing, drafting, revising, and editing, along with related activities. In the experimental group (EG), students were guided in practicing these writing steps using abundant reading materials both in class and at home. In contrast, the control group (CG) learned to apply the writing process through rote memorization of words and phrases without engaging in reading activities. Extensive reading involves learners, like any other kind of schooling, and demands a lot of time, effort, and devotion. It just never happens. Furthermore, teachers who want to have their students do a lot of reading in the class need to provide assistance and encouragement. Moreover, it's a lengthy procedure because students will not be fluent in L2 reading in a day or two. However, the benefits will outweigh the inconveniences (Donnes, 1999, p. 7). As the course instructor, the researcher was responsible for not only teaching both groups the different stages of the writing process, such as pre-writing, drafting, revising, and editing but also instructing the students in experimental EG group how to maintain reading by selecting material that is both easy and of their own choice inside and outside of the class and continuing to instruct the students in Control CG group as well how to read the already selected material by memorizing each and every word and sentence.

### **Instrumentation**

Since it was experimental research, the researcher employed a pre-test and post-test to determine how the ER approach affected the writing compositions of the EFL students in Pakistan. Each student in both groups was tasked with writing an essay of three hundred words on given topics: "describe your classroom" for pre-test and "describe your college" for post-test (See Appendix). These prompts were chosen for each group of students because they were more or less the same in terms of difficulty and familiarity. Students were given sixty (60) minutes of time to write the essay. The pre-test was conducted with students in the first week of the study, while the post-test was administered in the twelfth week. The intervention took a time of twelve weeks, which is a long time. The participants were considered to be at the intermediate level since they had just one year of college education.

The second instrument employed in this research to assess students' writings was derived from Paulus (1999). She examined the differences in the writings of students by comparing their first and third drafts to help them be better at writing. The rubric used to assess those differences in students' writings is based on a scale from 1 to 10, where 1 represents the lowest score and 10 represents the highest score, for each of the six subcategories of the writing process (Lundstrom, & Baker, 2009).

## Data Analysis and Evaluation

The researcher assessed and rated the compositions of students in both the experimental EG and control CG groups before and after their eleven-week participation in the writing class. For the sake of guidance, a version of Paulus's (1999) rubric was employed by the researcher to ensure a standardized rating system. Essays were assessed based on six writing characteristics: organization, development, cohesion, structure, vocabulary, and mechanics. The essay was given a total score of 60 marks, with 10 possible levels for each of the characteristics. The researcher used the essay scores to determine the mean for each student in each of the characteristics of the essay. A better performance in the post-test will show the students' improvement. To assess the differences in the impact of extensive reading (ER) and traditional classroom methods on learners' writing abilities from pre-test to post-test, an independent t-test was utilized to compare the means of the experimental EG and control CG groups. Additionally, a paired t-test was employed to evaluate changes within each group individually (e.g., comparing pre-test and post-test results within the experimental EG group). This analysis aimed to determine significant differences and relationships between the variables (i.e., dependent and independent variables).

## Results

### Research Hypotheses Analysis

To address the research objective, many hypotheses were proposed. Each element was put under the appropriate hypothesis for the analysis, as hypothesized in the following study:

The pre-test essays written by participants in the experimental EG group and control CG group will show no significant difference

Based on Table 4.1, participants in the experimental EG group had a pre-test total mean score of 21.5, compared to 20.4 for the control CG group. The difference of 1.1 was not found to be statistically significant (independent t-test = 1.5,  $P < .218$ ).

Table 1.1

Comparison of overall pre-test essay scores of experimental EG and control CG groups

EG & CG pre-test Score	N	SD	Mean	Mean Difference	T	P
Pre-test EG Group	27	3.4	21.5			
Pre-test CG Group	30	3.8	20.4	1.1	1.5	.218

Essays written by the participants in experimental EG group before and after their engagement in the extensive reading class will differ significantly.

A paired t-test was incorporated to evaluate the first hypothesis of the study, which involved comparing the same group twice. Twenty-seven (27) participants from the experimental EG group completed both pre-test and post-test essays, as previously mentioned. The results indicated a statistically significant improvement in the group's performance following the intervention ( $t = -7.73$ ,  $p < .001$ ). Specifically, the mean total score on the pre-test for the

experimental EG group was 21.6, with a standard deviation of 3.4, while the post-test mean total score was 31.3, with a standard deviation of 4.8. With a mean difference of -9.7, there is strong evidence that participants' written essays scores were improved as a direct result of their participation in the ER class.

**Table 2.1**

**Comparing the overall pre-test and post-test essay scores of the experimental EG group**

Experimental Group	N	SD	Mean	Mean Difference	T	P
Pre-test Scores	27	3.4	21.6			
				-9.7	-7.73	.001
Post-test Scores	27	4.8	31.3			

The findings confirmed the hypothesis that essay written by the participants in experimental EG group before and after their engagement in the extensive reading class will differ significantly.

There will be a significant difference in the essays written by participants in the control CG group before and after their engagement in the traditional class.

A paired t-test was also employed to assess the second hypothesis of the study, as it involved comparing the same group twice. Thirty (30) participants from the control CG group completed both pre-test and post-test essays, as previously mentioned. The findings revealed a statistically significant improvement in this group's performance following the intervention ( $t = -6.6, p < .001$ ). Specifically, the mean total score on the pre-test for the control CG group was 20.4, with a standard deviation of 3.8, while the post-test mean total score was 26.7, with a standard deviation of 4.9. With a mean difference of -6.4, there is strong evidence that participants' written essays scores were improved as a result of their participation in the traditional class.

**Table 3.1**

**Comparison of overall pre-test and post-test essay scores of control CG group**

Control Group	N	SD	Mean	Mean Difference	T	P
Pre-test Scores	30	3.8	20.4			
				-6.4	-6.6	.001
Post-test Scores	30	4.9	26.7			

The findings confirmed the hypothesis that essay written by the participants in control CG group before and after their engagement in the traditional class will differ significantly.

A significant difference will be there in the post-test essays written by the participants in experimental group and control group.

An independent t-test was conducted to evaluate the third hypothesis of the experiment, comparing two different groups. Twenty-seven (27) participants from the experimental EG group and thirty (30) participants from the control CG group completed post-test essays, as previously



mentioned. The mean score on the post-test essays for the experimental EG group was 31.3, with a standard deviation of 4.7, while the mean score for the control CG group was 26.7, with a standard deviation of 3.9. The results indicated a statistically significant difference between the post-test essay scores of the experimental EG group and the control CG group (independent t-test,  $t = 3.9$ ,  $p < .001$ ). The mean difference of 4.5 suggests strong evidence that participants in the experimental group outperformed those in the control group.

Table 4.1

Comparison of post-test essay scores of experimental EG and control CG groups

EG & CG	N	SD	Mean	Mean Difference	T	P
EG Group Post-test	27	4.7	31.3	4.5	3.9	.001
CG Group Post-test	30	3.9	26.7			

The findings confirmed the hypothesis that there would be a significant difference in the post-test essay scores between participants in the experimental EG group and the control CG group. An independent t-test was utilized once more to individually measure and evaluate the students' scores across six writing factors: organization, development, cohesion, structure, vocabulary, and mechanics, as outlined in Paulus's rubric. This comparison was necessary to assess differences between the two distinct groups. The summary of all six factors is under:

Table 4.2

A summary of the post-test comparison results among participants in the experimental EG group and control CG group across all aspects of the rubric

S.NO	Aspects	Accepted	Significance by <i>paired t</i> -test
1	Organization	Yes	Sig p> .012
2	Development	Yes	Sig p> .007
3	Cohesion	Yes	Sig p> .001
4	Structure	Yes	Sig p> .610
5	Vocabulary	Yes	Sig p> .001
6	Mechanics	Yes	Sig p> .001

## Discussion

The aim of this study was found out whether teaching English as a foreign language (EFL) using an ER approach instead of the more conventional approach was more beneficial to the students

at GPGC Lakki Marwat. Therefore, the research question for this study was, “Does ER help EFL learners in promoting their writing abilities?” in other words, would EFL students’ writing abilities improve if their teacher recommended them to follow an ER approach?

The findings of the study were based on the learners’ writing essays scores, which were presented in the previous chapter in light of the research question. To answer that research question, different hypothesis were proposed. In this research study six components of the written essay were examined, namely, organization, development, cohesion, structure, vocabulary, and mechanics, which were all categorized under the relevant hypotheses for the purpose of the study. The next paragraphs provide the analysis of the findings together with the researcher’s conclusions and interpretations drawn from those findings.

#### **Pre-test and Post-test scores of the experimental EG group**

The hypothesis that “Essays written by the participants in experimental EG group before and after their engagement in the extensive reading class will differ significantly” was confirmed by finding a statistically significant difference between pre-test and post-test results. Students in the experimental group were taught effective essay organization and development. The activities in the ER class helped them learn to write coherent essays free from spelling and grammatical errors. Following their participation in the ER class, improvements were observed across all six aspects of the essay scoring rubric, with significant differences noted between the pre-test and post-test assessments.

The analysis revealed that the ER approach had the most positive impact on vocabulary improvement among students in the experimental group, followed by cohesion, organization, development, and structure. Mechanics showed the least amount of improvement when comparing the mean differences between pre-test and post-test scores. These results suggest that the editing stage of the writing process improved less after taking the ER class than the other stages. So, it could be recommended that students in the ER class need pay more attention to mechanical mistakes. It has also been found that ER helped students improve the quality of their writing in a more effective way in terms of vocabulary, cohesion, organization, development, and structure. By contrast, the students’ participation in the ER class did not significantly improve the accuracy of their writing (mechanics). These findings align with earlier studies that explored the impact of ER on enhancing students’ writing abilities, such as those by Hafiz and Tudor (1990), Grabe and Kaplan (1996), Mason and Krashen (1997).

#### **Pre-test and Post-test scores of the control CG group**

A statistically significant difference between pre-test and post-test essay scores was revealed, and the hypothesis that “There will be a significant difference in the essays written by participants in the control CG group before and after their engagement in the traditional class” was confirmed by the findings of their pre-test and post-test scores comparison. The control CG group’s students improved their scores in all six aspects of the essay. The pre-test and post-test results revealed that the traditional approach had significant impact on the structure, organization, development, and cohesion aspects of the students’ written essays, with mechanics and vocabulary showing the least improvements. So, it could be suggested that students in the traditional class need to pay more attention to their mechanical mistakes and vocabulary acquisition. These results indicate

that the traditional approach helped students improve the quality of their writing in more significant way in terms of structure, cohesion, organization, and development. BY contrast, students' participation in the traditional did not help much the learners with an accuracy of their writing (mechanics) and vocabulary.

#### **Post-test scores of the experimental EG and control CG groups**

The findings revealed that there was a statistically significant difference between the scores of the experimental EG and the control CG group's essays. Therefore, the hypothesis that, "A significant difference will be there in the post-test essays written by the participants in experimental group and control group." was thus confirmed. In light of this, we can declare that ER approach did better than the conventional approach in five aspects of the essay, namely, vocabulary, cohesion, organization, and development. In contrast, to the conventional classroom, however, the ER did not help the students much with structuring the information (structure) of their essays.

To sum up, the results in accordance with research question indicate that this study adds new insights to the literature on impacts of ER on EFL students' writing abilities. For instance, Bakier (2004) examined how well Palestinian students at secondary level may improve their attitudes towards the English language and their writing skills by engaging an extensive reading program. According to the results of the study extensive reading program helped students write more effectively and develop more positive attitudes towards English language acquisition. Moreover, Smith (2003) also showed that the learners who read more texts as compared to those who do not, acquire better writing abilities. The comparison of post-test essay scores between the experimental EG and control CG groups clearly demonstrated that ER had a significant impact on several stages of the process approach to writing, including planning, drafting, and editing. According to the literature review, the process approach to writing prioritizes the development of writing competency over the acquisition of linguistic competence, such as grammar, punctuation, and spelling (Badger & White, 2000; Belinda, 2006). Thus, it can be inferred that teaching a process approach to writing through an ER approach effectively enhances various aspects of essay writing. These findings align closely with previous studies conducted by Bell (1988), Ferris and Hedgcock (1998), and Hany (2007).

#### **General Contribution of the study**

Earlier studies on ER had focus on how it affects the development of certain categories and aspects of the writing abilities. For instance, Aida, S, N, & Widiyati, E. (2020) studied the impact of ER in developing students' writing of explanation text; Alqadi, K, R. (2013) examined the effectiveness of ER in improving the grammatical accuracy of the EFL learners; Atilgan, A, B. (2013) assessed the role of ER in terms of vocabulary acquisition; Khaoula, R. (2015) investigated the development of learners writing abilities through an ER programme; similarly, Mermelstein, D, A. (2015); Parks, S. (2000); Salehi, H. (2015); and Wang, Ch. (2019) had also explored the development of certain writing abilities in their own context and institutions. The significance of this research lies in its contribution to the teaching and learning of writing skills by investigating the effectiveness of an extensive reading (ER) approach in developing the writing abilities of English as a foreign language learner, focusing on specific elements of an essay rubric: organization, development, cohesion, structure, vocabulary, and mechanics. The findings

consistently demonstrated that ER is more effective in enhancing students' writing skills compared to other methods.

### **Conclusion and Recommendations**

This study represents one of the pioneering efforts to investigate the effects of an Extensive Reading (ER) approach on enhancing the writing skills of EFL learners in Pakistan. The results indicated that the ER method was effective and advantageous, particularly in the pre-writing and revising stages, although its influence on the editing stage was comparatively less pronounced. A notable distinction was observed between the post-test essays of the experimental group (EG) and the control group (CG), with EG participants demonstrating more significant improvements across various aspects of their written compositions. Notably, vocabulary, mechanics, cohesion, and development showed the most improvement, whereas organization showed the least, and no significant gains were observed in the structure of the essays. The t-test confirmed statistically significant gains in five of the six essay aspects, suggesting that the ER approach significantly benefits certain areas of writing more than others. The results of this study serve as a basis for future research on the effectiveness of the ER approach in developing the writing abilities of EFL learners in Pakistan. However, the study's duration of eleven weeks may not have been long enough to draw conclusive evidence, so future research should extend to at least a full academic year or conduct longitudinal studies for more reliable and generalizable results. Furthermore, the study exclusively involved male students, suggesting the necessity to investigate the effectiveness of ER with female students or younger learners. Future research combining qualitative and quantitative methods could offer a more comprehensive insight into how EFL students perceive ER in enhancing their writing skills. Based on these findings, several recommendations are proposed for EFL teachers and students. ER could be employed as an instructional technique to help EFL learners become better writers and should be encouraged as a shift from traditional learning methods. Curricula and syllabi should be designed to support an ER-based setting, promoting extra and pleasure reading beyond course materials. To maximize the benefits of ER, professional development opportunities for teachers, such as courses, seminars, workshops, and conferences, are recommended. Encouraging learners to read materials of their interest can foster self-directed learning, which is crucial in the Pakistani context, making ER a valuable teaching technique.

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