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PROFICIENCY AND FLUENCY THROUGH EXTENSIVE READING

Reading is a pleasant activity and enjoyable pastime. It is a cognitive process that helps to acquire the language. Most of the students who want to learn a foreign language do it in the classroom using a textbook under the supervision of a teacher. Nevertheless, understating an authentic text for such students is a real problem. The argument is lack of exposure to extensive reading. Stoller (2015) states that some teachers tend to develop grammar, vocabulary, language and study skills, while extensive reading skills are constantly ignored. Other teachers consider reading to be supplementary activity which can be given as homework to be done at home (Grabe, 2009).

Extensive reading involves reading a lot. It is essential for acquiring the second language (Day & Bamford, 1998). The more the students read the more they are exposed to the target language, the more they acquire it. Reading silently enjoyable texts contribute to this. Therefore, it's a responsibility of the teacher to analyze the student's level of the foreign language, their interests and needs to encourage reading in the scope acquirable for them. The analysis shows that extensive reading can contribute a lot to the proficiency of the students. Firstly, there is constant repetition of the words in different surroundings, so that after all the unknown words become familiar. Secondly, thorough comprehension of the target language text, which is the aim of reading, can be achieved only through extensive reading. Finally, students' reading rates improves with extensive reading. So, reading extensively enables the learners to become familiar with the language by ensuring them to encounter words in various contexts and thereby attain more thorough understanding of their definition and usage (Simensen, 1987).

It is evident that at the core of extensive reading is reading for pleasure contrary to reading for study. It proves to be an effective tool in learning a second language. There is no doubt that only through extensive reading students can achieve the result to read fluently. As Grabe (2009) writes that students only learn to read through

constant exposure to the target language material. Therefore, extensive reading should be included by the teachers into their curriculum.

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