

AMELIORATING READING SKILLS IN ARAB EFL STUDENTS- THE EXTENSIVE READING APPROACH

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Abstract: *The aim of this paper is- to shed light on some oral Reading problems that Arab EFL students, especially school and college students encounter when they read English. This article sheds light on the Reading problems that school and college students in Arab countries face. It also attempts to pinpoint the reasons behind the hurdles and how they can be dealt with successfully, through a cognitive mechanism in order to improve their reading comprehension.*

Introduction

In every sense of the word, English has become a very powerful instrument of change in the world today. There is a universal consensus on the need to learn English, as many studies conducted in this connection, have shown. There are 350 million people in Asia alone who speak English as foreign language. The figure is continuously increasing to the point that the ratio of non- Native speakers of English as compared to the Native speakers is 3:1. Clearly, Native speakers are being outnumbered by learners of English today. Fluency is not only the quality of being able to write and speak a language, but also read a language easily and well. Reading fluency is construed as the ability to recognize written words so rapidly, coupled with understanding. Fluency is attained by reading, re-reading and repeated reading that is **Extensive Reading**, which is the core of my correctives to the ills of Reading ability of the Arab EFL students.

The most decisive element in acquiring a language is the exposure to the inherent atmosphere of the learning language. Arab students, unfortunately, for no fault of theirs and due to various substantial reasons, have the least minimal exposure to the language they wish to learn. Socially, culturally and officially they have been stranded with Arabic