to the printed words. In other words, the students have to develop the relevant schemata to deal with texts such as vocabulary, syntax and lexical patterns of the language for a better understanding of language proficiency. In this context, E. Williams "gives three phases – which he calls the pre-reading phase, the reading phase, and the post-reading phase - - for teaching reading comprehension" [07]. Teachers play a vital role to select reading materials which must activate the students background knowledge, heighten their regular reading habits of linguistic complexities of the texts in the areas of vocabulary, grammar, syntax promoting higher order levels of reading skills to become self-reliant and strategic readers. In Pre-reading phase teachers support the students to motivate their background knowledge screening pictures, slides, movies and games etc., the students try to comprehend the subject through visual presentation, write and discuss their views and thoughts to form constructive reading and writing abilities. In the second phase ie., the Reading Phase, the students read the lesson and try to apply their relevant linguistic and schematic knowledge to tackle the texts in a practical method. This will automatically facilitate the student to read the same subject and unconscious retention of vocabulary and command of the subject improves in a steady pace. In Post reading Phase, the students enhance their learning proficiency through cloze tests, matching exercises and filling the blank spaces in the story with their learnt vocabulary to integrate their background knowledge with textual knowledge. This will implant their strategic reading to cope up with the texts with high performance on reading tasks in a free anxiety environment. Graded readers are the most ideal sources for the students of English as a second language to improve their fluency, vocabulary, spellings etc., to motivate their individual talents and comprehension capabilities. Extensive reading has to be included in the academic curriculum to make students realize the importance of reading habits and general understanding of the context rather than to compel students with boring topics to carry out the tasks such as to refer the dictionary, syntactical structures, vocabulary and translating sentences with the support of teachers on every phase of learning. . Research has proved that students who were given choice to read their selected material performed fluency in reading, writing and expression of thoughts and ideas in a clear expressive manner.

The introduction of Extensive reading Programme which is mostly done outside the classroom hours assists students to various activities such as engaged sustained uninterrupted silent reading to heighten their individual talents to browse through internet web pages, e-books (Electronic Books) on different topics of interest, more choice of practical online reading through print media. The choice of reading will automatically build their inner talents like quick scanning the materials, download the videos related on topics, watch News channels, animated short stories with moral endings to effectively utilize the knowledge of learnt words to construct meaningful essays, short stories to gain control over the language. The advent of Technology in English language teaching such as (CALL) Computer assisted Language learning has given a tremendous impetus for the readers to exchange ideas through discussion attention on individual needs to

enhance visual identification of vocabulary fluent reading and stimulate their constructive ideas. Teachers should engage students to carry out simple tasks such as picture explanation, predict the visual images and to construct the story, slide shows etc., and record their voices to correct their pronunciation to mould them as active readers. The main objective of Extensive reading is to design the curriculum according to the learner needs and encourage them to take responsibility of individual learning through selected books or internet web pages to build automatic incidental vocabulary learning engrossed into the world of printed materials. The readers should be encouraged to read books with simple vocabulary to build regular reading habits with lots of pictures, graphics, animations at the initial stages. Gradually, the students ability to choose books, learning environment will automatically enhance their lively interaction and interest to develop the necessary skills and strategies to read books beyond their actual level to create active learning through discussions, experience in reading and improvement in language proficiency. Therefore, the students should be provided with enormous availability of printed materials graded on varied topics such as biographies, moral stories, fiction, non-fiction etc., to activate their background knowledge or schemata to become life-long readers. Extensive reading facilitates the readers to think independently utilize their skills to comprehend the meaning provided by the text as the reader comes across unknown words repeated in different contexts through regular reading habits.

7. Limitations

The finding related to the research study was conducted in the rural areas of Moinabad where the students have no proper guidance to develop strategical methods of reading texts to enhance their reading culture. The workshop conducted for a week to make students realize the importance of Extensive reading to encourage positive attitudes towards reading to flood learners with enormous variety of graded materials specially designed to enjoy at their level of understanding. Students were examined in different aspects of learning in the spheres of spellings, grammar, vocabulary and pronunciation of words. The study showed that the students lack proper motivation and confidence to tackle the grammar, pronunciation and strategical reading aspects. Teachers play an active role to design the academic curriculum, grade the materials with interesting topics. The students should be trained to evaluate their own reading materials, free access to internet sources to download and watch lectures on varied topics, moral stories, puzzles, games etc., to adjust and adapt to their inherent strategies in a proper method. The practical methods of teaching will automatically capture the reader's attention to select their own reading materials, identify the goals of reading, cloze reading etc., makes them realize their weakness and a process of self-retrospection and rational thinking will accelerate their initial start of effective learning. The main aim of Extensive reading requires planning, evaluation, extract and construct the meaning through visual information such as fluent reading, fast eye movements, predict the content of the story at the glance of the title or chapter headings, tables, graphs etc., through unconscious process of

learning to select strategies suitable to their level of understanding.

8. Suggestions

The research study on Extensive reading has a prominent role on the student's motivation to utilize their Cognitive and Meta-Cognitive skills to form constructive ideas and thoughts with minimum use of dictionaries to find out the meanings of unknown words as it would slow down the pace of learning. Extensive reading provides the learners to skip the unknown words and practice relevant strategies and skills to understand the overall meaning of the texts rather than the language. The analyses have clearly focused the learning goals to select the materials, analyse, decode the features of the syntactical and structural patterns of the textual knowledge with their schematic knowledge to enhance fast eye movements, precise visual awareness of words, phrases, idiomatic expressions in accurate manner. Therefore, the readers have to adopt the relevant strategies to select the suitable texts as the reader's active participation will decide motivation and confidence levels to grasp the related information and knowledge for overall understanding of the context. The text is used as a tool to predict the key words, scan the pictures, diagrams, tables and register the eye catching phrases or sentences through mental processing of the mind as the readers bring the actual information, knowledge, emotion and culture derived from the printed words. The study on diverse aspects has proved that the students with more engaged reading activities develop their inherent skills and strategies to acquire proficiency levels of language awareness become less dependent on teachers to comprehend the texts at their comfort zone of learning.

9. Conclusion

The findings of the study throws light on the students reading attitudes and to utilize their inner talents to evaluate, analyze the textual information on broad range of topics graded to their level of understanding. The students should be provided with the availability of wide range of topics carefully graded with easy vocabulary with lots of pictures, graphics, symbols, tables etc., to utilize their innate skills and strategies to construct meaningful paragraphs, short stories, reports etc., in a more logical way. Extensive reading gives a wide scope of overall performance in the areas of spellings, vocabulary, sentence formation etc., through exposure of printed materials or internet sources through automatic retention of vocabulary as the reader gets the opportunity to come across the words repeated in different contexts in short stories, comics, biographies etc. The research on Extensive reading has proved that the students with longer extent of silent uninterrupted reading develop the relevant strategies and skills to cope up with the texts and improves their language proficiency to become self-reliant and life-long readers.

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Author Profile

K. V. Ram Mohan, PhD Research Scholar, At JNTU Hyderabad, Assistant Professor of English, Department of Humanities and Social Sciences, Bhaskar Engineering College, (Approved by AICTE & Affiliated to JNTU, Hyderabad), Yenkapally, Moinabad Mandal, P.O. Himayathnagar, R.R. District, Hyderabad-500 075

Dr. Madhavi Kesari, (Research Guide) Assistant Professor of English, Department of Humanities and Social Sciences, National Institute of Technology-Warangal