The Effects of Reading Habits on Performance in Reading Skills by Foundation Level Omani Students

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Abstract
The current study investigates the effects of reading habits among foundation level students studying English in a tertiary level context in Oman. The study consisted of 70 participants and the qualitative data was collected through a survey questionnaire while the quantitative data was gathered from college-based two tests. At the end of the study, the data were analyzed quantitatively to ascertain whether there was a possible relationship between positive reading habits in English and the participants’ performance in an examination setting. The results indicated that there was a link between the participants’ positive reading habits and their test scores in an examination setting. Given the positive results that emerged through this study, researchers would like to recommend that EFL/ESL teachers should guide and encourage their students to reading as it will help learners to improve all aspects of literacy and success in achieving educational goals.

Keywords: Reading habits, Literacy, Reading performance, Tertiary level, Foundation level

1. Introduction
Krashen (2004, p. 18) wrote, “Reading habit will result in improvement in all aspects of literacy and greater school success” Based on Krashen’s assumption above, the researchers
decided to conduct a study in their teaching context to find out whether there is a correlation between the reading habits and students’ performance in reading in an examination setting. Given the important role that reading plays in Omani tertiary level education, Tuzlukova, Eltayeb and Gilhooly (2013) state that teaching of reading skills in English in tertiary educational institutions in Oman is considered vital for all academic courses taught through the medium of English. Therefore, it is mandatory for the students studying at the colleges of technology in Oman to be proficient in academic reading skills. The college where this study was conducted falls under the purview of the Ministry of Manpower in Oman and it is one of the seven colleges which offers professional courses in Engineering, Business Studies and Information Technology leading to certificates, diplomas, higher diplomas and bachelor degrees. It is required for the foundation level students to acquire a satisfactory level of competence in all language skills (listening, speaking, reading and writing) to function well in the post foundation program in which the students receive instruction in the medium of English.

The researchers, English teachers in the foundation English program at the English Language Center (ELC) of the college for the past three years, have observed that a great majority of foundation students from all the four levels (Levels 1 to 4) demonstrates low performance in the college based examinations (Mid-Semester and Semester-end) carried out during the past three academic years from 2012 to 2015 (Quality Assurance Department (2015). Test result analysis for (2015-2016) indicated that 1142 students from the four levels (1, 2, 3, and 4) sat for the Level Exit Exam and 915 (80%) students were promoted to their respective levels as a total (Test result analysis, 2016). However, 227 (19%) students failed in the LEE. When compared to the pass rate of students in the Level Exit Exam, it is evident that the failure rate is high. A condition of this nature clearly indicates that a considerable number of students from all the four levels (level 1 to 4) have not performed well in the LEE. In addition, according to data from the Higher Education Admission Centre, 10725 students have dropped out from schools during the academic year of 2014-2015. Among them, a good number of students who studied in Colleges of Technology have withdrawn from engineering and technology majors, at 31.3 per cent, followed by administration and commerce majors with 28.9 per cent while Information technology recorded 12 per cent of students’ withdrawal. One of the reasons for the withdrawal from the colleges is that some students find it difficult to cope with the education level they encounter in higher education institutions (Oman Education: More than 10,000 students dropped out of colleges. (2016, September, 26). The Times of Oman). A condition such as the one described above can have pernicious effects not only on individuals but also on the whole country’s socio-economic development in the future. Therefore, it is the onus of all educators to see that such kind of issues are addressed properly at the grass root level.

Given the condition prevailing in Omani education set up in general and the colleges of technologies in particular, the researchers decided to conduct a study to find out possible reasons that negatively impact on the performance of foundation level students in reading in an examination setting.

1.1 Research Problem

The foundation level students are required to sit for two college-based examinations and, in
general, commercially produced textbooks are used as instructional materials for foundation level English program. During the first semester (September-December) of 2015-2016 academic year, the researchers taught reading skills for four different groups of level two students and found that their performance in reading was low in that test results analysis for the academic year of 2015-16 indicated that most students had received low marks for reading skills in both mid-semester and semester-end exams. Therefore, the researchers who are also skill teachers for reading in the foundation program hypothesized that there might be a possible link between the students’ performance in reading in an examination setting and their positive reading habits. They, then, decided to test the hypothesis by conducting a survey and an analysis of the test results obtained from a sample of students (Level-2) from foundation program.

1.2 Literature Review

This section will provide an overview of the research that investigated the reading habits and students’ performance in reading tests with reference to the published literature.

A growing number of studies indicate that promoting reading can have a major effect on children and adults and their future. In a study conducted by Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. Evidence from Organization for Economic Cooperation and Development (OECD) (2002) showed that reading enjoyment is more important for children’s educational success than their family’s socio-economic status. Moreover, Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards. There is a link between positive attitudes towards reading and scoring well on reading assessments; for example, PIRLS2 (Progress in International Reading Literacy Study) data (Twist et al, 2007) found that children with the most positive attitudes to reading were more likely to do well on the PIRLS reading assessments. Clark (2011) and Clark and Douglas (2011) reported that there is also a relationship between reading frequency and attainment. Another study by Sheorey and Mokhtari (1994) examined the reading habits of 85 college students at the Midwestern University in the USA and the researchers reported that students engaged in reading an average of 4.75 hours per week and the student who scored higher in a reading comprehension test had spent more time on non-academic reading.

The researchers in this study found one study which is relevant to the current study since it was conducted in the context of tertiary education in Oman. Al-Musalli (2014, p. 212) wanted to refute the common perception held by expatriate teachers working at the English Language Centre of Sultan Qaboos University that “Omani students do not have a reading culture and Omani students are not motivated to read”. Based on her the findings of the study, the researcher refuted the claims above. However, Al-Musalli’s study did not investigate any effect of reading habit of university students on their performance in an academic setting. Therefore, Al-Musalli’s study is partly relevant to the current study.

The students at this college of technology are expected to master academic reading skills during their post foundation programs where they are going to study Engineering, Information Technology and Business Studies. The responsibility of the reading teacher is to expose students to various reading strategies which include sets of steps that good readers use to make
sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension (Adler, 2001). Therefore, given that reading plays an important role in higher education, the section below will describe the importance of reading.

1.3 Importance of Reading

Literature review informs us that in any higher-level learning context, reading is considered as one of the most crucial academic skills for both second and foreign language learners (Noor, 2011). Loan (2009) observes that individuals with good reading habits have the chance to widen their mental horizons and to multiply their opportunities in academic goals. Moreover, Noor (2011) supporting Loan’s idea, stresses that reading is essential in teaching individuals how to cope with new knowledge in the technologically changing and developing world of today. Holte (1998) also emphasizes that reading increases quality of life as well as creating a reading culture where, according to Ndikubwayezu (2009), learners become skilled and adaptable readers who can enhance the chances of success at school and beyond. In the context of higher education in Oman, it seems necessary and crucial to create reading culture since the common perception of academia in Oman is that there is no reading culture among Omani students studying both in schools and higher educational institutions (Al-Musalli, 2014). Several authors claim that reading is not just for school, it is for life and is vital to our becoming better informed, having a better understanding of ourselves and others, and to our development as thoughtful, constructive contributors to a democratic and cohesive society (Adler, 2001).

1.4 Research Questions

1) Do foundation level students have positive reading habits and attitudes towards books?
2) Do positive reading habits have an effect on college level students’ performance in reading in an examination setting?

1.5 Research Hypothesis

1). Foundation level students have positive reading habits and attitudes towards books.
2). There will not be a possible link between positive reading habits of students and their performance in reading skills in an examination setting.

2. Methodology

2.1 Participants

The students for this study were selected from the general foundation English program (level-2) which consisted of 14 groups and each group had 22 students of both sexes. The reason for selecting the participants from level-2 is that the researchers were assigned to teach reading skills for level-2 for the given semester. The 14 groups of level 2 section had 308 students in the first semester of the academic year of 2015-2016. Using the students’ list of names, five participants were randomly selected from 14 groups making a total of 70 of which 37 were female and 33 were male students. Random selection of participants was done as follows: First five students were selected as per the list of names of the first group and then the second five students from group 2. The last five students from group 3 and the same pattern of selection was followed up to group 14. All participants had finished studying English skills (listening, speaking, reading, grammar and writing) for one semester in level one at the college in addition to studying at school for 12 years. Given the participants age, (17-18) educational and social
backgrounds, they were homogenous in the current study.

2.2 Data Collection Procedure

A questionnaire was used to gather information about reading habits among the level-2 students. The researchers asked the students to write their college ID number in the questionnaire instead of their names because the researchers felt that the respondents would feel comfortable to answer the questions frankly. Having collected the questionnaire from respondents, the researchers used SPSS Statistical program (Version, 20) to analyze the data gathered from the respondents. Scores obtained from the MSE and LEE exams during the first semester of 2015-16 academic year by the participants were analyzed using the same statistical program.

2.3 Questionnaire

The questionnaire of this study was extracted from the The Booktrust Reading Habits Survey 2013, a national survey of reading habits and attitudes to books amongst adults in England conducted by Gleed (2013). However, some questions were adapted to suit to the context of the respondents in the current study. In order to improve the reliability and validity of the research instrument, the researchers piloted the questionnaire with a similar but a smaller sample group of students (N=10) from level 2 in the foundation program during the second semester of the academic year 2014/15. Some of the observed errors, necessary corrections and re-wording were incorporated into the main questionnaire. The questionnaire was conducted among the foundational level students who studied in the level 2 to investigate their reading habits and attitudes to reading in general. The questionnaire included 14 closed-ended multiple choice items which were meant to yield three types of data from the respondents: factual, behavioral and attitudinal (Dörnyei, 2007). During the 5th week of the first semester (September-December, 2015, the researchers distributed the questionnaire to five students who were randomly pre-selected using the criterion described in 3.1 section. After responding to the questionnaires, the researchers collected them from all the 14 groups and the data were categorized and analysed using SPSS statistical software to answer the first question posed at the beginning of the study.

2.4 Reading Scores of LEE

After the mid-semester and semester-end exam were over, the researchers obtained the exam results for reading skills and copied the study group students’ reading scores into an Excel sheet for analysis. Reading skills were scored out of 25 in both exams and each answer script was rated by two raters in accordance with the policy for moderation stipulated in the College Policies (Quality Assurance Department (n.d.): Policy for Moderation). The examination results for reading were analyzed using descriptive and inferential statistics to answer the second research question. The results obtained from the survey and the analysis of the reading scores of the participants in the MSE and LEE are presented below.

3. Results

The first question in the questionnaire asked the students’ reading habit of English books. According to the responses, it was evident that only 5% of students read English books very often while 57% would sometimes read. However, there were 20% of students who read very rarely and 17% of responses were negative in that they had expressed that they do not read
English books. Even though the number of students who don’t like to read English book seems small, the percentage is quite greater. This kind of negative practice of non-reading English books can have serious consequences on students in terms of their academic progress.

The second question dealt with the frequency of reading an English book by the respondents who answered negatively indicating that there were reluctant readers. When students were asked how often they read an English book, 15% responded “Every day” while 21% said “Once a week”, the choice of 10% was “twice a week”. 37% chose to read when a need arose while 15% expressed that they did not like to read in English.

The question three concerned with the amount of time the respondents spend on reading in English when it is their choice. The choices for this question ranged from more than ‘one hour reading’ to ‘not reading’ unless it was required for them to do so. Only 15% of students spent more than one hour on reading while 32% spent between 15-30 minutes. 38% spent less than 15 minutes on reading. However, 12% responded that “They don’t read unless they have to”.

The fourth question sought to investigate different reading preferences of the participants in that the reading preferences ranged from story books, fictions and magazines to reading nothing. The respondents equally preferred to read story books and fictions and their next choice was magazines. 15% tended to read magazines and 10% said that they liked to read E-books with a 5% of students opted to read websites. However, 12% of students did not choose any types of reading materials indicating that they like reading “Nothing”.

Question 5 in the questionnaire asked the participants’ motivational factors for reading in English. 20% of students found college assignments as a motivational factor for them to read in English while 4% of students chose recommendation from lecturers. However, there were 24% of students who wanted to read because of their friends. A clear majority of students (35%) were prompted to read to find out information they needed while a small proportion of students (13%) took to reading for pleasure and relaxation. Given the responses gathered from the study sample, it could be concluded that a major motivational factor of most students was that they read in English for getting information while the least motivational factor for reading was for relaxation.

Question 6 was meant to investigate the degree of students’ enjoyment in reading English. Most of their responses for this question were positive in that 41% said that they enjoy very much by reading in English while 18% of students were on the opinion that they enjoy reading quite a lot. A 10% of students found reading joyful while a similar number of students (10%) reported that they do not enjoy reading much. However, 20% of students were very negative in that they did not consider reading as a mode of enjoyment.
Table 1. Attitudinal questions and responses of the participants

Q: To what extent do you agree with the following statements?

<table>
<thead>
<tr>
<th>Statement (Check the choice that best applies to you)</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel reading relaxing.</td>
<td>9 (12%)</td>
<td>47 (67%)</td>
<td>9 (12%)</td>
<td>5 (7%)</td>
</tr>
<tr>
<td>2. I read to learn new things.</td>
<td>22 (31%)</td>
<td>30 (42%)</td>
<td>14 (20%)</td>
<td>4 (5%)</td>
</tr>
<tr>
<td>3. I feel happy if I receive a book as a present.</td>
<td>26 (37%)</td>
<td>18 (25%)</td>
<td>16 (22%)</td>
<td>10 (14%)</td>
</tr>
<tr>
<td>4. Reading improves my academic and social life.</td>
<td>26 (37%)</td>
<td>25 (35%)</td>
<td>9 (12%)</td>
<td>10 (14%)</td>
</tr>
<tr>
<td>5. I often start reading a book but get bored after a few chapters.</td>
<td>14 (20%)</td>
<td>28 (40%)</td>
<td>21 (30%)</td>
<td>7 (10%)</td>
</tr>
<tr>
<td>6. I can’t find the time to read.</td>
<td>11 (15%)</td>
<td>25 (35%)</td>
<td>17 (24%)</td>
<td>18 (25%)</td>
</tr>
<tr>
<td>7. I can’t find reading materials that interest me to read.</td>
<td>0</td>
<td>5 (7%)</td>
<td>49 (70%)</td>
<td>16 (22%)</td>
</tr>
<tr>
<td>8. I read all the day at the college so I don’t want to read when I get home.</td>
<td>16 (23%)</td>
<td>14 (20%)</td>
<td>25 (36%)</td>
<td>14 (20%)</td>
</tr>
</tbody>
</table>

Table 1 above indicates the statements that asked the respondents the extent they agreed with 8 statements (strongly agree, agree, disagree and strongly disagree). The statements were presented in a random order but they can be grouped into two areas such as 1. Benefits and positive views of reading. 2. Barriers and negative views of reading. However, these statements asked about their general attitudes to reading including both Arabic and English. When asked about the extent to which they agreed with “I feel reading relaxing”, very few (12%) of the respondents said they strongly agreed and 67% confirmed that they agreed. A 12% of them responded that they did not feel relaxing when reading. However, there were students (7%) who strongly disagreed with “I feel reading relaxing”. With regard to the second statement, “I read to learn new things”, researchers found that most of the students strongly agreed (31%) while (42%) of them agreed. A 20 per cent, however, disagreed while a 5 per cent strongly disagreed with the second statement. 62% of the participants felt happy when they received a book as a present while 47% was not happy to receive a book as a present. “Reading improves my academic and social life” received positive responses where a 72 per cent stated that they agreed while a 27% responded that they disagreed or strongly disagreed with the perceived benefits of reading. A 60 per cent of the participants strongly agreed or agreed to the fact that they feel bored after reading a few chapters of a book while 40% disagreed or strongly disagreed with the fifth statement. Statement 6 presented to the respondents was about finding time to read. 43% of students strongly agreed or agreed that they could not find the time to read, whereas 49% did not agree or strongly agreed with the sixth statement meaning that they can find time for reading. Statement 7 sought their responses about materials that interest them to read. A big number of students (92%) were on the opinion that they can find materials that
interest them to read. Only a small (7%) number of them said that they cannot find materials that interest them to read. The last statement in the attitudinal category was as follows; a 43 per cent agreed or strongly agreed with the statement that they read all day at the college and they do not want to read at home while a 56 per cent of respondents disagreed or strongly disagreed with the idea that they should skip reading at home after college.

In the section below, we present the descriptive and inferential test results for reading skills of the participant in the MSE and LEE. As per the bylaws of the colleges of technology (2004), foundation students are awarded 20 marks in MSE and 25 in LEE for reading. In order to find out whether the students’ reading habits had any effect on their performance in reading in MSE and LEE exams, the students were grouped into two on the basis of the marks they had received in the MSE and LEE exams as follows: the two groups were named as group A and B, the students who belonged to group A were those who received 15 marks and above for MSE and LEE and group B were those who received below 15 for MSE and LEE. A case where a student who received a mark of 15 or above for MSE but below 15 for LEE and vice versa was excepted in the descriptive and inferential test analysis. Then, the students’ responses given by the students in group A to the following questions (How often do you read when it is your choice? How much time do you spend for reading when it is your choice? What do you usually choose to read? What motivates you to read? and Do you read English books?) were tallied with their marks in MSE. The same procedure was followed with group B. The researchers hypothesized that the answers given to the questions above were directly related to positive reading habits of the students. Table 2 and 3 below indicate the descriptive and paired samples t-test results of MSE and LEE of the participants. Tests results were analyzed using SPSS statistical software version (20).

| Table 2. Descriptive statistics of Mid-semester (MSE) and Level-Exit examinations (LEE) |
|---------------------------------|--------|--------|----------------|----------------|
|                                  | Mean   | N      | Std. Deviation | Std. Error Mean |
| Pair 1                          | MSE    | 12.78  | 3.33           | .39             |
|                                 | LEE    | 15.92  | 3.74           | .44             |

<table>
<thead>
<tr>
<th>Table 3. Paired Samples T-test</th>
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<tbody>
<tr>
<td>Paired Differences</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>Paired 1</td>
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</table>

As shown in Table 3, paired samples t-test was conducted to compare the scores between MSE and LEE. According to the test results, there was a significant increase in scores
between the MSE ($M = 12.78, SD = 3.33$) and the LEE ($M = 15.92, SD = 3.74$); $r (69) = -8.44$, $p = .001$. This shows that students in the study group improved their reading scores more in the LEE than in the MSE with a mean difference of -3.14.

Table 4. Pearson’s correlations test results

<table>
<thead>
<tr>
<th></th>
<th>MSE</th>
<th>LEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.619**</td>
</tr>
<tr>
<td>MSE Sig. (2-tailed)</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>LEE Pearson Correlation</td>
<td>0.619**</td>
<td>1</td>
</tr>
<tr>
<td>LEE Sig. (2-tailed)</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>N</td>
<td>70</td>
<td>70</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to assess the relationship between the test scores and the reading habits. As shown in Table 4 above, there was a strong positive correlation between the test scores and the positive reading habits, $r = 1.000$, $n = 70$, $p = .001$.

4. Discussion of the Findings Related to the First Research Question

As described above, the current study was conducted to investigate whether the foundation level students have positive reading habits in English and attitudes towards reading in general, and also to ascertain whether there is any relationship between the positive reading habits in English and the students’ performance in reading skills in an examination setting. In order to answer the first research question, the researchers formed the following hypothesis that the foundation level students have positive reading habits in English and attitudes towards reading in general. According to the responses obtained through the questionnaire circulated among the respondents of the study, taking all their responses together, it can be concluded that a clear majority of students do not spend a considerable amount of time on reading. If students tend to spend more time on reading as Krashen (1993) has pointed out, students will be able to develop reading comprehension ability, writing style, vocabulary, grammar and spelling. One of the possible reasons for such kind of behavior can be ascribed to the fact that most students nowadays tend to spend more time on watching TV or using a computer for surfing internet for mostly entertainment purposes rather than reading a book or any other printed material (Liu, 2005; Neuman, 1982; Ramirez, 2003).

This study found evidence that a great majority of Omani students are not motivated for reading for academic purposes or pleasure. As noted in the literature review, evidence from studies suggest that reading for pleasure leads to increased attainment and academic success. Given the assumption above, this study provides concrete evidence as to why a great majority of students in the foundation program does not perform well in reading in an examination setting.
Taken all the responses provided to the attitudinal questions as indicated in Table 1 by the respondents together, it can be established that the learners’ attitudes towards reading habits is positive in that a clear majority of students were on the opinion that reading books is important for them to improve their academic skills while at the college and in social life when they are out of the college. These kinds of attitudes reflect that students love to read and they want to be a part of a reading culture. Given the mixed results that emerged from the survey, the hypothesis which the researchers formed at the beginning of the study that, “Foundation level students have positive reading habits and attitudes towards books” cannot be accepted in terms of reading habits because the survey results showed that a majority of students did not have positive reading habits, however, in terms of attitudes, it can be accepted because the responses which the students provided to the attitudinal questions were positive.

5. Discussion of the Findings Related to the Second Research Question

As described above, the second research question examined whether the positive reading habits have an effect on foundation level students’ performance in reading in an examination setting. In order to answer the second research question, the researchers formed the following null hypothesis that there will not be a possible link between positive reading habits of students and their performance in reading in an examination setting. According to the descriptive and inferential test statistics as shown in Tables 2 and 3, there is a significant increase in scores between the MSE ($M = 12.78$, $SD = 3.33$) and LEE ($M = 15.92$, $SD = 3.74$); $t(69) = -8.44$, $p = .001$. This shows that students in the study group got greater gains in LEE than in MSE with a mean difference of -3.14. Therefore, given the results as described above, the null hypothesis which the researchers formulated at the beginning of the study that “There will not be a possible link between positive reading habits in English and their performance in reading in an examination setting can be disproved.

Moreover, as described in the results section, when tallying the marks of group A (Those who received 15 and above for both MSE and LEE) students with the responses that they had provided to the questions in the questionnaire, it was found that students in group A had specifically answered positively to the five questions below.

1). Do you usually read English Books?
2). How often do you read an English book?
3). How much time do you spend on reading in English when it is your choice?
4). What do you usually choose to read in English?
5). What motivates you to read in English?

Similarly, when tallying the marks of group B (Those who scored below 15 marks for both MSE and LEE) students with their responses to the same five questions as above, it was evident that they had specifically given negative responses to the five questions. Moreover, the results of the current study are in line with the studies conducted by Clark and DeZoya (2011); Clark and Rumbold (2006); Twist et al. (2007); Clark (2011) and Clark and Douglas (2011) who reported that there is a relationship between reading frequency and attainment. In addition, Sheorey and Mokhtari (1994) also reported that students engaged in reading an average of 4.75 hours per week and the student who scored higher in a reading comprehension test had spent more time on non-academic reading. Similarly, Cunningham and Stanovich (1991) and
Krashen (1993), furthermore, state that students who read in their spare time become better readers, score higher on achievement tests in all subject areas, and have more content knowledge than those who do not. What Cunningham and Stanovich (1991) and Krashen (1993) said concerning the students’ performance and their reading positive reading habits were further confirmed accurate in that we found the participants who did not read English books, who read English very rarely, who spent a very little time for reading in English and who were not motivated to read English had performed poorly in both the MSE and LEE examinations. Therefore, given the results of this study, it becomes imperative for EFL/ESL teachers working in tertiary level education institutes to provide more opportunities for their learners to read for pleasure and academic purposes.

6. Limitations and Delimitation of the Study

As noted above, the current study mainly focuses only on reading performance in a college based examination setting and it did not deal with other language skills such as speaking, listening and writing even though they are also important skills of language proficiency. This study presents an overview of what reading habits the foundation level students have because it will allow the researchers to see the weaknesses and strengths of the current reading course and make necessary modifications to help EFL foundation level students to inculcate positive reading habits and attitudes to reading in English.

7. Conclusion

This study which was conducted to investigate the existing reading habits of tertiary level students who study English in a foundation program in the context of technological education in Oman as well as to ascertain whether there was any link between the participants’ positive reading habits and their performance in reading skills in an examination setting. The key findings of the study indicated that the positive reading habits had an effect of the students’ performance in an examination setting. Therefore, based on the results of this study, it can be concluded that students should be guided and encouraged to reading as it will particularly help learners to achieve higher attainments in education and in general they can lead a happy and a content life in the future.

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Literacy Trust.


Oman education: More than 10,000 students dropped out of colleges. (September, 26). *Times of Oman.*


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