



The Title of the research

The Adequacy of 104 headway plus passages in Sustaining Science Students' Reading Interest.

Written By

Maha Sayer AL-Thiyabi

King Abdul-Aziz University

English Language Institute

Email:

maha.al-thiyabi@hotmail.com

Phone

966508009366

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Bio Data

I am Maha Al-Thiyabi. I am a demonstrator at ELI at KAU since 2010. I have been teaching for 5 years. Currently, I am pursuing my MA in TESOL at KAU. I have published a book review on 20, May 2014

Abstract:

This study investigated reading passages genre of Intermediate headway plus book proficiency level 104 to pinpoint their relevance to ESP for science and science students. Moreover, it demarcated the profits of having scientific passages genre to proficiency level 104 science students at ELI. It also investigated proficiency level 104 students' attitude toward Intermediate head way plus reading passages. The researcher analyzed the Intermediate Headway passages and designed a questionnaire to obtain the data. The participants were proficiency level 104 science students. The findings showed that Intermediate Headway Plus passages are not closely related to the future scientific disciplines of the proficiency level 104 science students at ELI. Moreover, the findings suggest that scientific genre and ESP reading skills course for science are very profitable for students since it promotes their critical thinking. Moreover, it helps to enhance their vocabulary in their chosen discipline and improve their reading in their future major.

Key Terms: Reading, passages, science, students, genre, ELI, 104, future disciplines.

Introduction

Generally, Reading has a vital role in our lives. It is an indispensable part of everyday life. In the age of globalization and the Internet and information revolution, reading maintains its

significance as a crucial skill for learners of any language (Alsamadani, 2010). Moreover, reading for EFL learners is crucial since it is the backbone of their academic success and their future academic demands. Siedk, H (2010) maintains that “having the ability to read and understand and achieving information literacy in the English language allows university students global access to information via printed materials as well as hypertexts to assist them in meeting their academic demands”. This manifests that reading in English for EFL learners will be their key to the world of knowledge, since most of the publications now are in English as Internet World Statistics (2009) reported. It is reported that approximately 1.3 billion out of 6. 8 billion of world population uses English. In addition, Pretorius, (2002) states that “research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic success at all ages, from the primary school right through to university level: students who read a lot and who understand what they read usually attain good grades. ». It is asserted that Reading plays an important part in evolving students’ academic skills.

Furthermore, choosing and deciding text genres are important for EFL academic students. According to Lee (2002) text genre refers to “is the level of text categorization which is theoretically and pedagogically most useful and most practical to work with”. Text genres are very significant since it’s proven that students’ learning in higher education is influenced by their ability to handle text genre as well as by prior subject knowledge and by approaches to learning (Francis, Hazel & Hallam, Susan, 2000). In the same vein, Hyland’s (2008: 543) maintains the conviction that “genre is one of the most important and influential concepts in literacy education”. Exposing and teaching EFL students different genres are very helpful for them since they will use language within real contexts as it is asserted by Cirocki (2012)” By incorporating genres into the EFL classroom, learners become aware of how language works in context”. In addition, Exposing EFL students to relevant reading genres affect their future academic success positively since it will enable them “to learn to construct texts which are not only congruent with the nature, processes and socio-cultural contexts of speaking and writing in the target language, but are also in agreement with discipline specific-situations” (Cirocki, 2012, p. 80). Moreover, exposing them to different genres that are related to their future discipline will enable them to generate texts in a great array of contexts (Swami 2008).

Generally, the genres of texts are divided into two: fiction and nonfiction. The nonfiction genres usually are more scientific than fiction. According to Lee (2002), nonfiction texts refer to texts which their contents are taken from facts or actual events while the fiction genre relies on imagination. It could be a depiction of the true or false accounts regarding some events that occurred (Lee, 2002). There are many forms of nonfiction genre such as Reference, Explanation, Narrative, expository, Biography, Journal (Ebbers, 2002).

An ESP course for EFL students can help in exposing them to reading genres that are related to their future disciplines. Since, sometimes it is difficult to include such type of genres within the EFL program. This is because when such program is established, it has its set of general pedagogical goals that might not match some students’ future disciplines or interests. Consequently, an ESP reading skills course can overcome such obstacle and provide fruitful data for EFL students. This is asserted by Alimorad & Mandana “The main objective of English for specific purposes is to prepare students to read and comprehend their own field materials in English without any or at least little difficulty”. So the main aim of this course is to help students to use English in their future discipline without difficulty.

Therefore, the researcher attempted to analyze the 104 intermediate headway plus reading passages genre to pinpoint its relevance to science students’ disciplines due to the importance of scientific genres for them in their future scientific disciplines. Proficiency

level 104 was chosen since 104 students master most of the basics of general English and they chose their future scientific majors in the university. Therefore, it would be plausible to have ESP reading skills course for science for them.

The main problem is that ELI (English language Institute), where I work, does not provide any kind of ESP courses for science students. Moreover, the picture about passages genre in Intermediate headway plus for proficiency level 104 science students are not clear. It is not very lucid whether the book encompass passages that are related to science students or not albeit it is noticed that the content of the headway plus of 104 science students does not match the future disciplines of science students. Consequently, this paper aims to: examine reading passages genre of Intermediate headway plus book of proficiency level 104 and pin down their relevance to ESP for science or science students, delineate the benefits resulted from having scientific passages genre to proficiency level 104 science students at ELI and explore proficiency level 104 students' attitude toward Intermediate head way plus reading passages

Consequently, the importance of this study is to delineate the benefits of exposing students to scientific genre that are related to their future scientific discipline. In other words, it explores the significance of ESP reading skills course for science students. Moreover, it helps the programmers to design the language program in a way that addresses students' future discipline needs. To conduct the study, the researcher examined headway plus reading passages, proficiency level 104 to pin down their relevance to science students. Moreover, the researcher designed a questionnaire to collect data related to the profits of teaching students scientific genre pertinent to their future scientific discipline. This study attempts to answer the following questions:

To what extent is headway plus reading passages of proficiency level 104 related to ESP for science?

What are the benefits of having scientific genre or ESP reading skills course for science to proficiency level 104 science students at ELI?

What are 104 science students' attitudes toward the reading class?

Literature Review

Reading skills

Generally reading refers to meaning making and print (Leipzig, 2001). Reading is “cognitive ability a person is able to use when interacting with the written text (Phil & Bojovic, 2010). It should encompass three processes: word recognition process that means identifying the words in print, comprehension process that refers to constructing an understanding from these words and fluency that refers to coordinating identifying words and making meaning so that reading is automatic and accurate (Leipzig, 2001).

It is also considered a receptive language process and it represents the process of recognition, interpretation and the perception of written or printed materials (Mahfoodh, 2007). It is regarded as a psycholinguistic process in which it starts with a linguistic surface representation coded by a writer and ends with meaning that the reader constructs (Mahfoodh, 2007).

Reading is an important skill since that readers' communication as well as their words and spelling and even their knowledge will improve as they read more. It also underlies successful academic achievement. It is considered the backbone of other academic skills since most of the subjects that are taught are based on a concept that requires reading, synthesizing, analyzing and processing information (Al-Nafisah & Al-Shorman, 2011). Reading in English as a foreign language (EFL) has been significantly stressed in traditional EFL teaching, and until today EFL reading is the foci of instruction in many countries. Nowadays, the focus of this instruction is on teaching readers instead of teaching texts. In other words, reading skills and strategies are now taught to understand some elements related to the process like content, textual features, rhetorical elements, and cultural background (Alsamadani, 2008). Reading for EFL learners are very significant and it is asserted that "The ability to read academic texts is considered one of the most important skills that university students of English as a Second Language (ESL) and English as a Foreign language (EFL) need to acquire" (Levine, Ferenz, & Revez, 2000). In the same vein, Sedik (2010) asserted that "within tertiary academic contexts, reading is an important part of language proficiency that affects academic literacy and success". This is because that students' ability to read well entail transforming their reading ability to information literacy. According to Sedik (2010) information literacy refers to "a level higher than reading comprehension where students are able to identify the information that they need to acquire, and to act effectively as well as efficiently based on their reading needs". So reading is so significant for EFL learners.

However, in ELI (English Language Institute) there is less emphasis on reading skills since students take one reading class per week. Reading classes should be increased since they are the workhorse of other academic skills. In the same vein, Siedk, H (2010) asserts that students "without reading comprehension skills that lead to information literacy, students' academic performance, particularly at higher education institutions, could be severely handicapped due to their inability to acquire the required content". It is apparent that reading skills are the assets of successful academic life.

Reading Text Genres and Science Students

A genre is a kind of text that employs a particular format and structure (Duke & Gates, 2003). Text genres are generally divided into two: fiction and non-fiction (Ebbbers, 2002). Fiction refers to an entertaining, make-believe piece of literature that is not real while non-fiction refers to true information that gives the readers facts to explain something (Lee, 2002).

Teaching the features of different genres enable students to identify what they are reading and quickly modify their reading styles (Duke & Purcell-Gates, 2003). This would entail more skilled students who can use the features of different genres to help them absorb information quickly and proficiently such as using headings to get through informational text (Duke & Purcell-Gates, 2003). Encouraging students to understand the text genres are essential. To restate

"Exploring the genres and structures of both fiction and non-fiction texts develops students' understanding of the importance of specific features of texts. Teaching students how texts are structured and organized and what features appear in different genres is essential to effectively understanding and communicating ideas in both reading" (Ebbbers, 2002, p. 85).

So as it is stated above, teaching students the different kinds of genres has an effective role in enhancing their reading skills and understanding of the texts. In the same vein, Rozimela

(2014) conducted a study to investigate the relationship between genre awareness and reading comprehension. The findings reported that students whose genre awareness was good also had good reading comprehension, and vice versa. To foster students grasp genre knowledge and evaluate it at the same time, Teachers can ask questions about the passage they are reading, its type and elements. Being Exposed to all genres are useful. However, some genres are more vital in fulfilling certain groups 'needs (Joes et al, 2013). Therefore ; genres that is related to science and technology whether nonfiction or scientific fiction are the kind of genres that can suit proficiency level 104 science students at the foundation year since their future disciplines will be scientific ones. Consequently this study embarks on analyzing the reading passages of 104 intermediate headway plus book to pinpoint any relation to students scientific major. In other words, to figure out any kind of including ESP reading passage for science students.

ESP

ESP refers to English for specific purposes. It focuses on the communicative needs of specific professional or occupational group (Hyland, 2007). It evolves rapidly and becomes a paramount power in English language teaching and research (Hyland, 2007). As Hyland stated ESP strength is drawn "From an eclectic theoretical foundation and a commitment to research-based language education which seeks to reveal the constraints of social contexts on language use and the ways learners can gain control over these". (Hyland, 2007, p. 391). It focuses on addressing students' needs and this is what makes it different from general English. Actually I believe in Hutchinson's statement in which he simply states the difference between EGP and ESP saying "in theory nothing, in practice a great deal" (Hutchinson et al, 1987, p. 53). Indeed, it is true since theoretically both focuses on needs analysis while practically needs analysis ignored in EGP. ESP aims to enable students to read and understand their own field materials in English without any difficulty (Ahmadi & Bajelani, 2012).

Drawing upon the above data, reading is suggested to be a social skill. In other words, our interpretation or understanding of a text is closely associated with our social-cultural context.

The genre of reading passages of Headway plus are not closely related to proficiency level 104 science students. Moreover, ELI does not afford any kind of ESP course that can help students' to understand their future fields. Therefore, ESP reading skills course for science and technology will be very useful for them. It has been proved that ESP intensive reading skills training course where students read what is related to their future academic fields improve student's reading skill and enrich their vocabulary (Phil & Bojovic, 2010). This is because reading component in ESP requires balance between two elements: skills and language development and train students to acquire those (Phil & Bojovic, 2010). It also enables students to shift from text as a linguistic object to text as vehicle of information since they process the language then they link the ideas to what is already known (Evans & John, 2007). Furthermore; an ESP reading skills course teach students more reading skills that they need in their future such as: using all the feature of the text such as headings and lay out, using cohesive and discourse markers, processing and evaluating information during reading, predicting inferring and guessing, and identifying the organizational pattern and the genre of the text which is very significant for them as discussed above (Phil & Bojovic, 2010).

In the same vein, Frydenberg (2000) did similar thing in which he designed English for Specific Purposes (ESP) reading skills course for a group of students whose share the same interests and academic pursuits. He stated that the main differences between a regular ESL reading skills course and this type of ESP course are: employing authentic, non-simplified, directly relevant texts to their discipline of specialization, and concentrating on the students' immediate reading needs. The finding reported that students have been very well received, mainly because the course was so directly germane to the students' other Education courses. Moreover, they were more motivated in this course than ESL reading skills course. Motivation is important because as stated by Frydenberg (2000) "it can move mountains of assignments and work wonders on comprehension and achievement". This is the aim of the study to provide students with reading skills course that is related to their scientific future disciplines since proficiency level 104 science students share the academic pursuits.

Method

The study has a cross-sectional design. It is a quantitative and qualitative study in which the findings rely on the results of the questionnaire survey and analysis of proficiency level 104 reading passages. It is a descriptive study since it aims to delineate the benefits of having scientific genre or ESP reading skills course for science to proficiency level 104 science students at ELI. It also aims to extrapolate their attitudes toward the intermediate head way plus reading passages. Moreover, the study aims to analyze the intermediate head way plus reading passages to pinpoint its relevance to students' future scientific disciplines

Research Design

The researcher found that the most appropriate design for the study was mixed research methods, which involved using a survey to gather information for scientific purposes from a sample of a population and examining reading passages of proficiency level 104 to collect qualitative data in the. A mixed-method research design is a procedure for collecting both quantitative and qualitative data in a single study, and for analyzing and reporting data based on a priority and sequence of information (Creswell, 2002).

Tools and Procedures of Data Collection

In this study, the researcher designed a questionnaire for proficiency level 104 science students to collect data about the fruits of having scientific genre or ESP for science to proficiency level 104 science students at ELI. In other words, the questionnaire aims to pinpoint students' need for ESP reading skills course for science. Moreover, the questionnaire aims to pin down students' attitude toward the reading class: whether they are interested or not. The questionnaire includes 12 items and it was piloted before the official distribution. Generally the items revolve around two main themes: benefits of having scientific genre for science proficiency level 104 science students at ELI and whether they are interested in the reading classes or not. Seven items attempted to gauge the benefits that student will gain from having scientific reading passage while three items investigated the importance of having general English passages. The last two items endeavored to pinpoint their attitude toward the reading classes in general.

Google form was used to build up the questionnaire and to analyze the responses due to its quick and accurate way of designing and getting the analysis along with graphs or charts. Students' names were not required to ensure that they reply frankly. Moreover, the questionnaire was translated into Arabic to ensure students' full understanding of the items. The researcher also analyzed the passages of Intermediate headway plus using Corpus of Contemporary American English and Stylistic approach. The American corpus is a freely searchable 450-million-word Corpus of Contemporary American English (COCA). It is the largest corpus of American English currently available and it encompasses a wide range of texts from a number of genres (Davies, 2012). The researcher used it by entering the key words of each passage and searching genre and subgenre of its highest frequent occurrence. Moreover, the researcher used the stylistic approach to decide the style of each passage. This approach refers to the study of texts with regard to linguistic features. These texts might be literary or nonliterary in nature (Karlgerm, 2010). Analyzing the passages aimed to spot any relevance to the future scientific disciplines of students. Intermediate headway plus is the book that is taught to proficiency level 104 students, since Oxford university supplies the ELI with the course book "Headway plus". This series encompasses level based, students' books with their teachers guide and workbook.

Participants and setting

The participants were only limited to proficiency level 104 science students since they are the most advance level at the foundation year. Therefore, asking for including an ESP reading skills course for science for the students would be plausible. This is because teaching ESP comes after grasping the basic general English and proficiency level 104 science students were supposed to master most of general English skills. Moreover, they decided on their scientific majors before finishing this level.

The strategy that is used for choosing the participants was convenience sampling since my sample was the proficiency level 104 science students and it is impossible to have access to all of them. Convenience sampling refers to having participants from available population since the access to all members of the entire population is impossible (Fred & Perry, 2005). Therefore the online questionnaire was sent to only 60 science students of proficiency level 104 at Alsharafiyah branch.

Findings and Data Analysis

The findings and data analysis were organized in accordance with the methodology of the study.

1. 5. 1 Analysis of passages

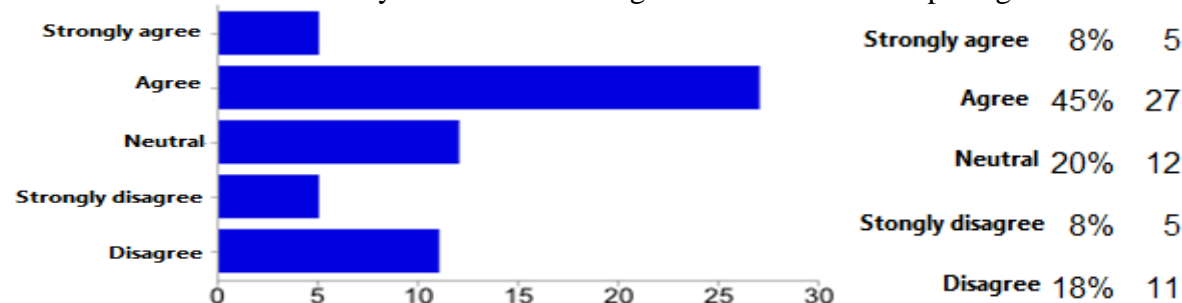
To decide the relevance of Intermediate Headway Plus passages to students' future scientific disciplines, the researcher analyzed the reading passages of the books using corpus-based approach and stylistic approach. The analysis was based on investigating 3-4 key words of each passage, style and the content or main ideas to decide whether the passages related to future scientific disciplines of students or not. Drawing upon the data of the analysis, it is found that the book consists of twelve passages. Figure 1 shows the analysis of the key words, their genres and sub genres and their frequency and scientific concordance. As it is shown in the figure 1, the key words of the first passage entitled "wonders of the modern world" have the highest frequent occurrence in the academic scientific genre. This is verified

by the data of figure two in which the style and the main ideas of the passages were investigated. Figure 2 shows that first passage is the only passage that has scientific style and its content is related to future scientific disciplines of students since it is about the new inventions such as aspirin and internet. On the other hand, the other passages are related to social life, history, sports and literature. They have no relations with science and technology field as figure 1 and 2 show.

Questionnaire

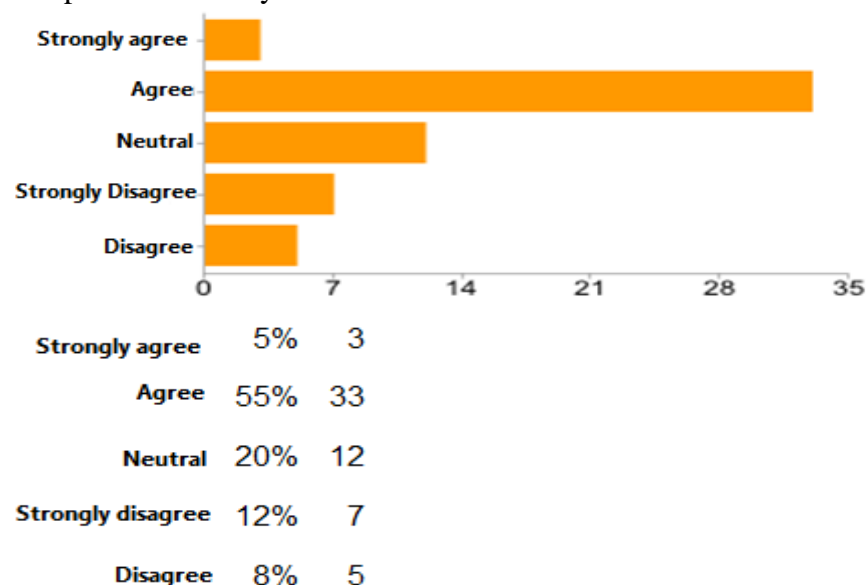
The questionnaire was used to gather data about the benefits of exposing students to scientific genre that are related to their future scientific discipline. . Furthermore, the questionnaire is used to pinpoint Proficiency level 104 science students' attitude toward the reading class: whether they are interested or not. 60 students submitted the questionnaire. The questionnaire includes 12 items. In the following part, these items were discussed. The following seven statements pinpoint whether having scientific English reading passages would be beneficial.

1. Intermediate Headway Plus has interesting and useful scientific passages.



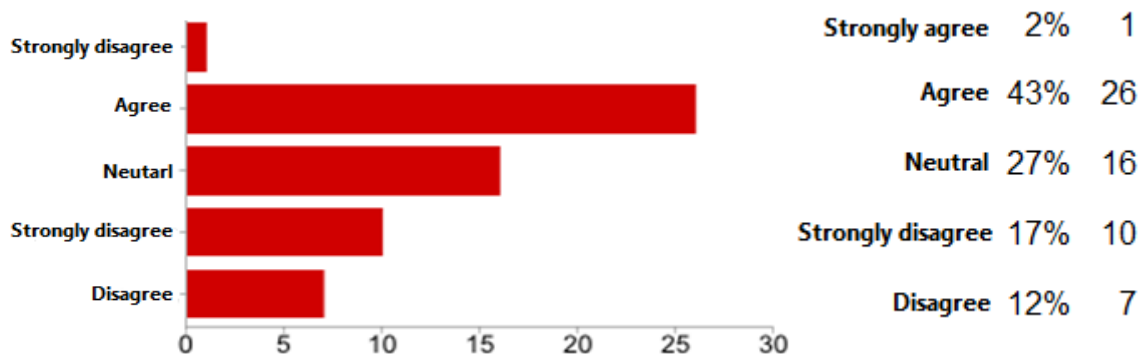
As it is shown in the above figure, there were 60 responses to this statement. The highest percentage of students agree on having useful scientific passages in Intermediate Headway Plus. This percentage decreases sharply representing who and disagrees and disagrees strongly. Actually this shows their interest in scientific passages. .

2. Scientific reading passages in intermediate headway plus enrich my chosen discipline vocabulary



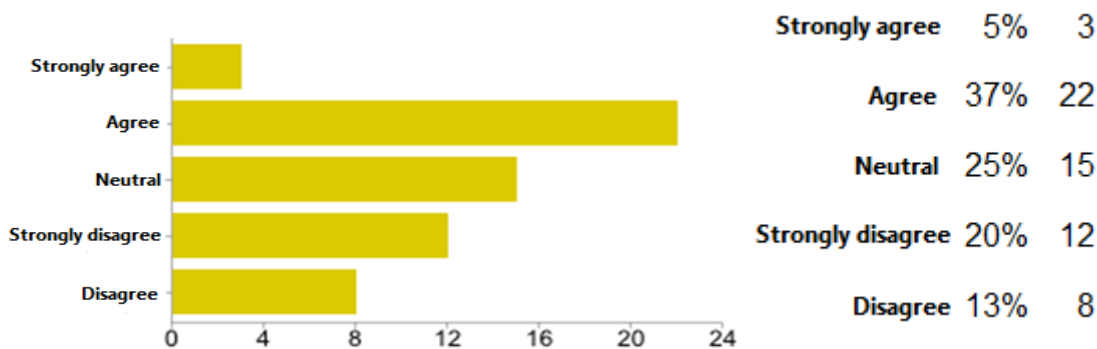
The above figure represents 60 responses to this statement: Scientific reading passages in intermediate headway plus enrich my chosen discipline vocabulary. More than half of the participants agree on the effective role of having scientific passages in enhancing their vocabulary in their future scientific disciplines. This percentage sharply decreases to 8% to represent who disagree strongly. This result manifests the importance of exposing the science students to scientific passage or having ESP reading skills course for science to help them in their future scientific disciplines.

3. Scientific passages help me to understand my chosen discipline.



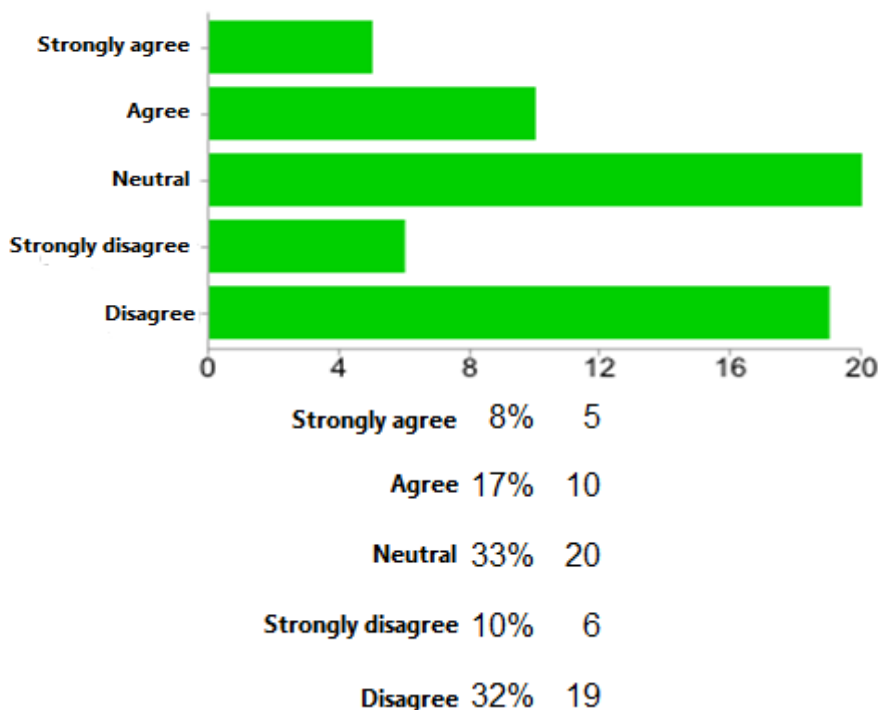
The above figure supports the previous statements since it shows that the highest percentage of participants agree on that scientific passages help them to comprehend their future scientific discipline. More than half believe in the usefulness of scientific passages in grasping their future scientific discipline while 29 participants disagree with this. This result reinforces the previous one and asserts the benefits of scientific passages in apprehending the students' future scientific fields.

4. Scientific reading passages are more important than general English text since they help me when I study my chosen discipline.



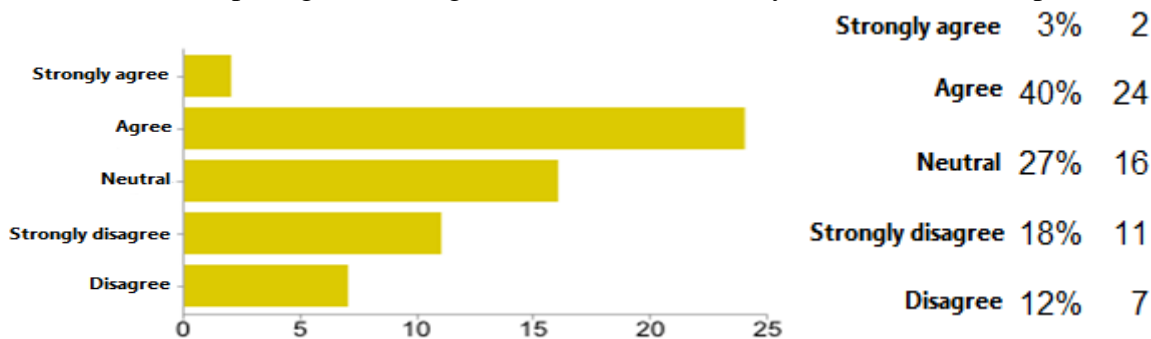
The above figure also reinforces the previous results since it presents that the highest percentage of participants agree on the significance of scientific passages. More than half of students concurs on the advantages of scientific passages and make them more essential than the general one. This result supports previous ones emphasizing the benefits of scientific passages in choosing students' future scientific major.

5. Having Scientific passages in Intermediate Headway Plus would be difficult for me.



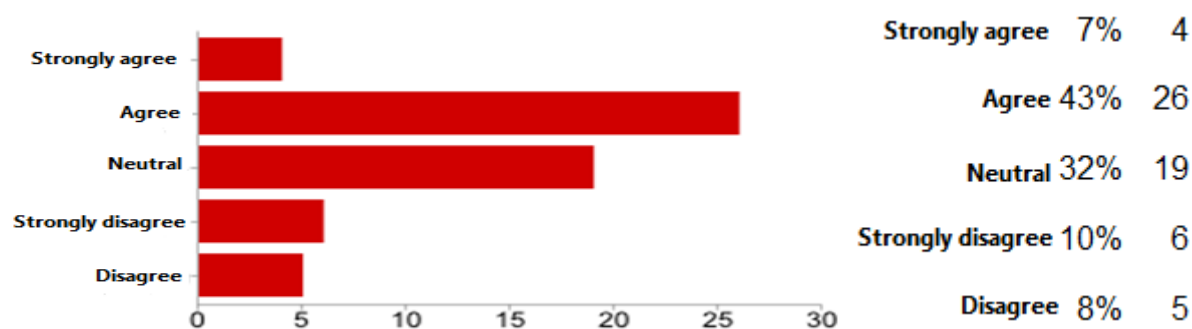
The above figure shows students' expected difficulty. The highest percentages were very close since almost third of them disagree and also about third of them has a neutral attitude. This result supports previous ones since the majority does not expect any difficulty resulted from having scientific reading passages in their book.

6. Scientific passages encourage me to read better in my future chosen discipline.



The data of the above figure also reinforces the previous results since it presents the highest percentage of participants agrees on the significance of scientific passages. More than half of students concur on the useful role of scientific passages in boosting them to read in their scientific future disciplines. This result supports previous ones emphasizing the benefits of scientific passages and the effective role it plays in improving their reading skills to read better in their future scientific fields.

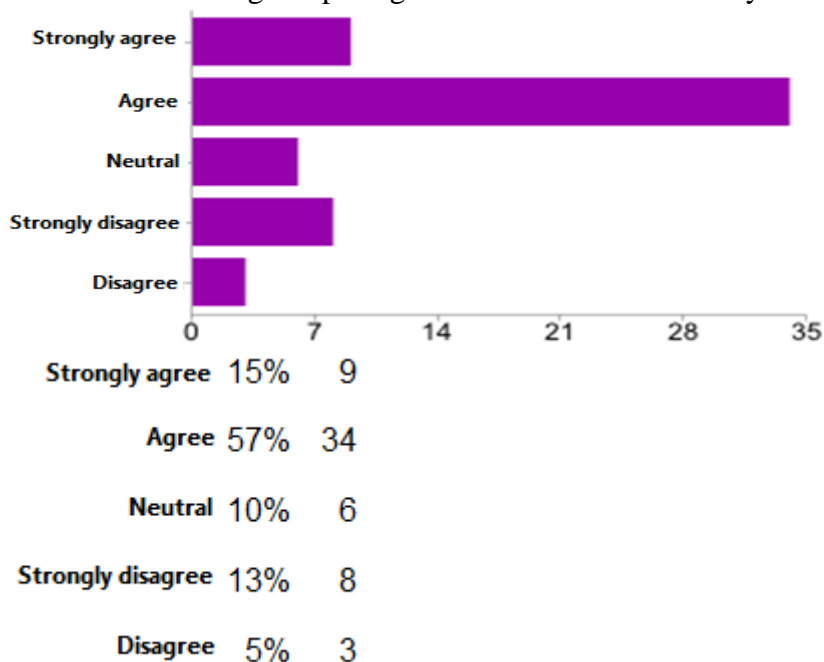
7. Scientific passages help me to think critically



The above figure shows the responses toward the importance of scientific passage in fostering the critical thinking. Approximately, half of students concur on the vital role of these passage in enhancing the critical thinking while third of them have a neutral attitude. The percentages decreased significantly representing those who disagree. Again the data of this figure reinforces the importance of scientific passages.

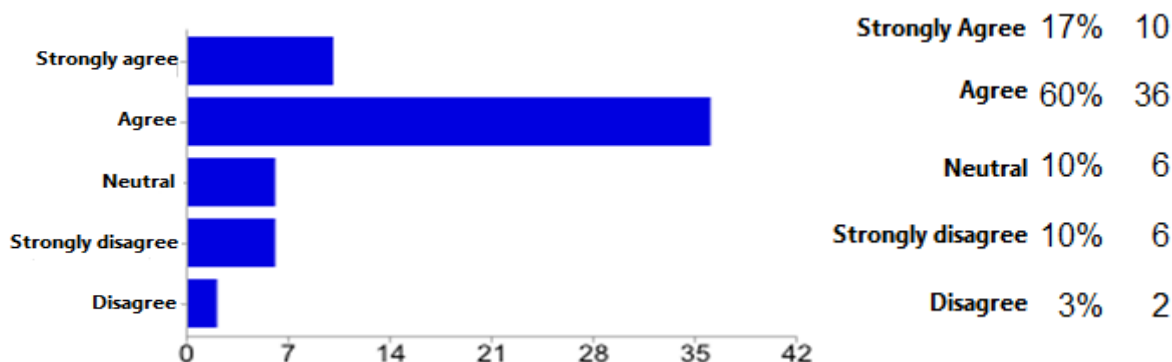
The following three statement pinpoints students' attitude toward general English reading passages.

8. General English passages in Intermediate Headway Plus enhance my oral skills.



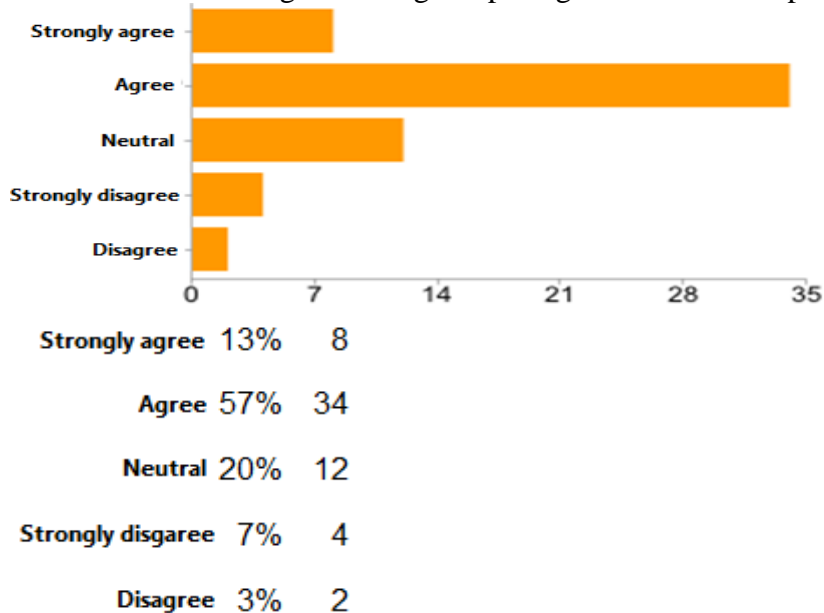
The above figure shows how important to have general English passages that are related to everyday life and general aspects of life. The highest percentage supports having such kind of reading passages in intermediate Headway Plus. However, only 11 out of 60 participants disagree. The data of these figures asserts the importance of having general English passages in intermediate Headway Plus and does not contradict with the results that support having scientific passages. This is because both kinds are important for the students.

9. General English passages develop my English language proficiency.



The above figure shows a reason of the significance of having general English passages in intermediate headway plus book. The highest percentage advocates the necessity of having general reading passages to enhance their English language proficiency. The percentage of advocates dropped sharply to represent those who disagree. This result supports the data of the graph of statement 8 stressing the importance of having general English reading passages in intermediate headway plus.

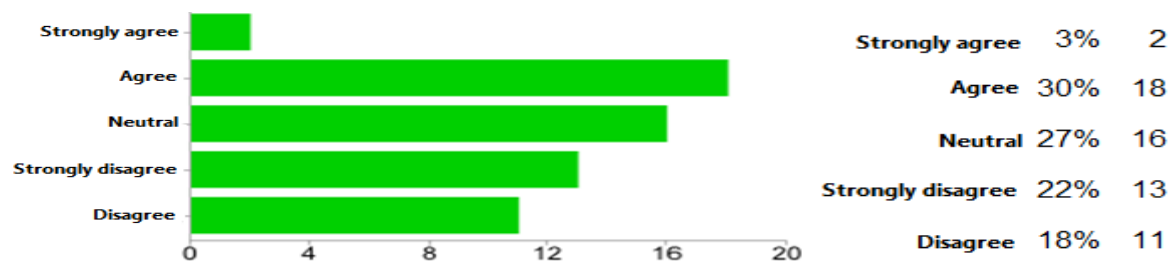
10. A mixture of general English passages and scientific passages would be fruitful.



The data of the above figure reinforces the result that asserts the importance of scientific passage as well as those stressing the significance of general reading passages. The highest percentage represents the response of those who support the fruitfulness of a mixture of general English passages and scientific passages. More than half of the participants' supports having both kinds of passages in their books. The percentage of advocates dropped sharply to be 7 % and 2% that represent those who disagree. This result manifests the importance of having the two kinds of passages.

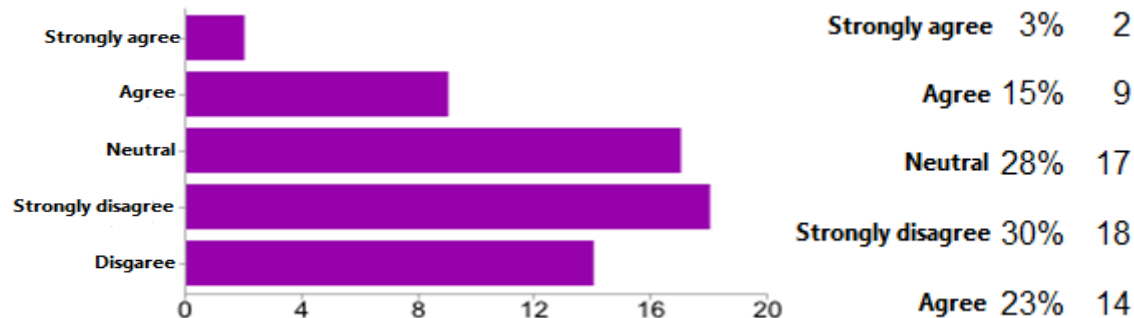
The following two statements aimed to gather data about student' attitude toward reading classes.

11. I feel very motivated in the reading class.



The data of figure 13 shows students' feeling about reading classes. Third of participants agree on being motivated in the reading classes. However, around the third disagree and the rest of them strongly disagree. The findings show that not all students are interested in the classes since the difference of percentages is very slight. This is disquieting result albeit the highest percentages that claim feeling motivated.

12. I would like to have more reading classes.



The data of the above figure shows students' desire regarding increasing the reading classes. The highest percentage disagree with having more reading classes while only 15% of them agree. The findings shows that they are not interested in the reading which constitutes a serious problem resulted possibly form material, teaching methodology or teachers' attitudes in the classes. This finding make a clear cut that students are not attracted by reading classes compared with the previous one.

Discussions

The discussion will be presented in accordance with the questions of the study.

1. To what extent, is headway plus reading passages of proficiency level 104 related to ESP for science?

Drawing upon the data of passages analysis, it is found that the Intermediate Headway plus reading passages are not related to ESP for science. It is pinned down that the Intermediate Headway plus reading passages are not related to the future scientific disciplines of students. They are more related to social life, history, literature and sports. This is possibly because this intensive reading course and the university have set certain pedagogical goals and objectives to fulfill. Therefore, including one type of reading material that is related to scientific students would not be plausible.

2. What are the benefits of having scientific genre to proficiency level 104 science students at ELI?

Based on the data of questionnaire, most of the students advocate studying scientific genre texts that are related to their future scientific disciplines. Having this type of passages would be fruitful for them. This is verified by responses to the questionnaire questions since more than half of participants agree on the usefulness of having scientific passage in the Intermediate Headway Plus. They concur on the usefulness of these passages in helping

them to comprehend their future scientific fields. Moreover, they agree on that these passages help them to elevate their critical thinking and enhance their repertoires of vocabulary that is related to their future scientific majors'. In addition, they deem that such type of passages would enhance their reading in their future scientific fields.

3. What is 104 science students' attitude toward proficiency level 104 headway reading passages?

Drawing upon the responses above, it seems that they are not interested in the reading classes since more than half disagree with increasing the reading classes. Moreover, only third of them feel motivated in the reading classes. This is possibly because material, teaching methods or teachers' attitude in the reading class. It is considered a problem that needs immediate action to be resolved. Teachers should work to motivate their students in the reading classes.

These finding provide lucid evidence that including ESP reading skills course for science or scientific genre passages in the book of proficiency level 104 is quite beneficial for 104 science students at ELI and would help them in their scientific future disciplines.

However changing the Intermediate Headway plus reading passage to suit science students' future scientific disciplines would be unreasonable since it is considered an intensive reading course. This course has set by the university to achieve certain pedagogical goals. Therefore, it is recommended to carry out an extensive reading course for the science students that encompass scientific passages. Naturally the extensive reading course is "a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text" (Vojtková & Kredátusová, 2011). It can be done once a week since they have 18 hours per week. On the other hand, it can be also a separate ESP reading course after finishing the level in the summer. Alternatively, the supplementary reading material can be changed to include an ESP reading passage or scientific genre text. This would support them and their future academic success greatly. Another suggestion can be that this can be applied to the reading clubs where they provide students with some scientific texts that are related to their future fields. The reading club is activated in EII so they can utilize it to teach students' ESP reading texts.

However changing the Intermediate Headway plus reading passage to suit science students' future scientific disciplines would be unreasonable since it is considered an intensive reading course. This course has set by the university to achieve certain pedagogical goals. Therefore, it is recommended to carry out an extensive reading course for the science students that encompass scientific passages. Naturally the extensive reading course is "a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text" (Vojtková & Kredátusová, 2011). It can be done once a week since they have 18 hours per week. On the other hand, it can be also a separate ESP reading skills course after finishing the level. It would a helpful course for the since their reading skills would be enhanced as well as their vocabularies. Alternatively, the supplementary reading material can be changed to include scientific genre texts. This would support them and their future academic success greatly. Another suggestion can be that this can be applied to the reading clubs where they provide students with some scientific texts that are related to their future fields. The reading club is activated in EII so they can utilize it to teach students' ESP reading skills or scientific passages.

Moreover, it is found that students lack the basic skills of reading such as scanning and skimming, so it is suggested to have a class every week teaching them these skills. Alternatively, it can be a separate course that they should take in the first semester to

provide them with knowledge about these basic skills. This is because they are very important for their current reading course.

Conclusions and Recommendation:

In effect, this study delineates students' need for being exposed to ESP reading skills course for science or scientific passages genre. Moreover, it pinpoints the relevance of the reading passages of Intermediate Headway plus to students' future scientific disciplines. Furthermore, it extrapolates their attitudes toward reading classes which was a bad one. The researcher used a questionnaire and analyzed the reading passages of proficiency level 104 to collect the data. The findings prove students' need to such kind of passages since their intermediate Headway Plus book is not related to their future scientific genre. It is apparent that having such type of passages would be useful for them. Moreover, they need to be motivated in the reading class since they are not interested. This study sheds the light on the importance of having an ESP reading skills course for proficiency level 104 science students. It is asserted that such course would enhance their reading skills and vocabulary. Subsequently, it would help them in their future academic disciplines.

It is found that students are not interested in the reading class. Therefore, further studies are required to investigate the reasons of their discouragement and how it can be resolved.

Moreover, further studies are required to investigate other levels reading passages genre and their relevance to students' needs.

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Appendixes

Appendix A

Figures:

Figure 1

Title of passage	Key words	The genre and subgenre of the highest frequent occurrence of the words	Frequency	Concordance of Science Words
Wonders of the modern world	Discovery	Academic for science and technology	1423	1-Pei was making a more momentous discovery to the north. Word had reached the scientists of a giant jawbone

				discovered by an old farmer in 1956 . 2. Through its discovery room, science showplace science labs, and outreach program
	Medical science	Academic for medicine	26	another influenza pandemic of equivalent lethality may arise has spurred tremendous advances in medical science and public policy, 2- breast cancer has been portrayed in art before it was described by medical science
	penicillin	Academic for medicine	78	The same technique can also be used to test for allergy to drugs including penicillin or local anesthetics 2- Penicillin, however, has a wide therapeutic range, and high doses are relatively non-toxic.
"Charles the Prince of Wales"	Prince	Fiction, Magazine, entertain	613	Zero
	Hardworking	Academic for education	12	Zero
	Royal	Academic for humanities	1207	Zero
"Two writers: the lives of Agatha Christie and Ernest Heming way"	Famous	Newspaper: Life	2003	Zero
	Novel	Academic for humanities	5651	Zero
	Journalist	Newspaper:	2066	Zero
"A world guide to good manners"	behavior	Academic for education:	8614	Zero
	Greetings	Fiction, Fantasia:	536	Zero
	Clothes	Fiction, general:	6249	Zero
"My kind of Holiday"	Holiday	Newspaper:	2019	Zero
	business	Magazine:Finance:	100	Zero
	travel	Newspaper:	3237	Zero
"Global Pizza"	Global	Academic for history:	5299	Zero
	Fast food	Magazine:entertainment:	100	Zero
	Popular	Academic for humanities:	3819	Zero
"Dream Jobs"	Job	Newspaper:	4163	Zero
	advice	Newspaper:	1825	Zero
	Dream	Fiction:general:	4647	Zero

“Philanthropists around the World “	Philanthropists	Newspaper: Miscellaneous	93	Zero
	generous	Newspaper: Miscellaneous	692	Zero
	ambitious	Newspaper: Miscellaneous	822	Zero
	Denote	Academic for geography	121	Zero
“The Man who Planted trees”	Shepherd	Fiction: Movies	818	Zero
	Plant	Magazine: Home/health	6131	Zero
	War	Academic for history	15151	Zero
“The beautiful Game “	Football	Newspaper: sport	9524	Zero
	Keen on	Fiction ; general	48	Zero
	Loathe	Fiction ; general	52	Zero
“How well Do you know about world “	Man-made	Magazine:news	144	Zero
	Natural – disaster	Newspaper: Miscellaneous	47	Zero
	Dictionary	Academic: Miscellaneous	140	Zero
Tales of Dangerous Journeys “	Journey	Fiction ; general	1158	Zero
	March	Newspaper: Miscellaneous	6127	Zero
	Empire	Academic for history	999	Zero

Figure 2

Title of passage	Style	Main ideas/content	Related to science or not.
Wonders of the modern world	<ul style="list-style-type: none"> • The style is the popular scientific style that addresses general public • This is a referential text in which the writer provides the readers with information. • The passage is full of coordinating conjunctions while there are no subordinate clauses. • The style is formal. It is informative • Vocabulary are clear and specific • Passive voice is used a lot in the passage • Sentences are short. • The passage has a lot of modifiers such as more and very. 	<ul style="list-style-type: none"> • The technological and scientific achievements • New inventions such as aspirin 	Related
“Charles the Prince of Wales “	<ul style="list-style-type: none"> • This is an expository style which is one of literary style types since the focus here is to tell students about a certain subject (Charles). • The active form is used a lot in the passage • Vocabulary are simple and clear • There is a use of subordinate clauses • Sentence vary in length 	It is about prince Charles, his daily activities and royal duties.	Not related
“Two writers: the lives of Agatha Christie and Ernest Hemingway “	<ul style="list-style-type: none"> • This is an expository style which is one of literary style types since the focus here is to tell students about certain subjects who are Agatha Christie and Ernest Hemingway. • The active form is used a lot in the passage • Vocabulary are simple and clear • There is a use of subordinate clauses • Sentence vary in length 	It talks about two famous authors who are Agatha Christie and Ernest Hemingway. It revolves around their lives, early career, their life as writer and their final years	Not related

<p>“A world guide to good manners “</p>	<ul style="list-style-type: none"> • This is an expository style which is one of literary style types since it aims to provide students with information about greetings, clothes and business in different countries • The passive form is used a lot in the passage • Vocabulary are simple and clear • There is no scientific terminologies • There is a use of subordinate clauses • Sentence vary in length 	<p>The passage revolves around good manners in greeting, wearing, eating and the way you do business around the world.</p>	<p>Not related</p>
<p>“My kind of Holiday “</p>	<ul style="list-style-type: none"> • It looks like a diary in which a character talks about his job and ideal holiday • The active form is used through the passage • Vocabulary are simple, and from everyday life • There is no scientific terminologies • There is a use of subordinate clauses • There is personalization • Sentences are a little bit long and it looks like spoken discourse. 	<p>It talks about the ideal holiday of a person named Kevin Saunders.</p>	<p>Not related</p>
<p>“Global Pizza”</p>	<ul style="list-style-type: none"> • This is an narrative style which is one of literary style types since it tells the students the history of pizza • The active form is used a lot in the passage • Vocabulary are simple and clear • There is personalization in the text • There is no scientific terminologies • There is a use of subordinate clauses • Sentence are relatively long 	<p>It revolves around the history of pizza.</p>	<p>Not related</p>
<p>“Dream Jobs”</p>	<ul style="list-style-type: none"> • This is a narrative style which is one of literary style types since it tells the story of two persons who find their dream jobs. • The active form is used a lot in the passage • Vocabulary are simple and clear • There is personalization in the text • There is no scientific terminologies • Sentences are relatively long. • There is a use of subordinate clauses 	<p>It is basically about the story of two persons who find their dram jobs.</p>	<p>Not related</p>

<p>“Philanthropists around the World “</p>	<ul style="list-style-type: none"> •This is an expository style which is one of literary style types since it aims to provide students with information about common philanthropists in the world. •The active form is used a lot in the passage •Vocabulary are simple and clear •There is no scientific terminologies •There is use of conjunctions. •There is a lot use of subordinate clauses •Sentences are long. 	<p>It revolves around the most common philanthropists around the world.</p>	<p>Not related</p>
<p>“The Man who Planted trees”</p>	<ul style="list-style-type: none"> • This is a narrative style which is one of literary style types since it tells the story of two persons who find their dream jobs. • The active form is used a lot in the passage • Vocabulary are simple and clear • There is personalization in the text • There is no scientific terminologies • Sentences are relatively long. • There is a lot use of subordinate clauses. 	<p>It describes a meeting between a French writer called Jean Giono and a shepherd who plants tree while the world is at war.</p>	<p>Not related</p>
<p>“The beautiful Game “</p>	<ul style="list-style-type: none"> • This is a narrative style which is one of literary style types since it tells the story of two persons who find their dream jobs. • The passive and active form is used equally in the passage • Vocabulary are simple and clear • There is personalization in the text • There is no scientific terminologies • Sentences are relatively long. • There is a lot use of subordinate clauses. 	<p>It traces the history of football. It tells the history of its start and informs the readers about its position in many countries.</p>	<p>Not related</p>
<p>“How well Do you know about world “</p>	<p>This is an expository style which is one of literary style types since it aims to provide students with information about common general things such as the number of words that enter dictionary every day, the oldest living thing on earth and why women lives longer than men.</p> <ul style="list-style-type: none"> •The active form is used a lot in the passage •Vocabulary are simple and clear •There is no scientific terminologies •There is use of conjunctions. •There is a lot use of subordinate clauses •Sentences are long. 	<p>It revolves around general information about common general things such as the number of words that enter dictionary every day, the oldest living thing on earth and why women lives longer than men.</p>	<p>Not related</p>

Tales of Dangerous Journeys “	<ul style="list-style-type: none">• This is a narrative style which is one of literary style types since it tells the students about the story of two dangerous journeys.• The active form is used a lot in the passage• Vocabulary are simple and clear• There is no scientific terminologies• Sentences are relatively long.• There is a lot use of subordinate clauses.	It revolves around two dangerous journeys of Hannibal and Mao Zedong.	Not related
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Appendix B

Questionnaire:

1. Intermediate Headway Plus has interesting and useful scientific passages.
I (strongly agree – agree – neutral – disagree – strongly disagree)
2. Scientific reading passages in intermediate headway plus enrich my chosen discipline vocabulary.
I (strongly agree – agree – neutral – disagree – strongly disagree)
3. Scientific passages help me to understand my chosen discipline.
I (strongly agree – agree – neutral – disagree – strongly disagree)
4. Scientific reading passages are more important than general English text since they help me when I study my chosen discipline.
I (strongly agree – agree – neutral – disagree – strongly disagree)
5. Scientific passages in Intermediate Headway Plus are difficult for me.
I (strongly agree – agree – neutral – disagree – strongly disagree)
6. Scientific passages help me to think critically
I (strongly agree – agree – neutral – disagree – strongly disagree)
7. Scientific passages encourage me to read better in my future chosen discipline.
I (strongly agree – agree – neutral – disagree – strongly disagree).
8. General English passages in Intermediate Headway Plus enhance my oral skills.
I (strongly agree – agree – neutral – disagree – strongly disagree)
9. General English passages develop my English language proficiency.
I (strongly agree – agree – neutral – disagree – strongly disagree)
10. A mixture of general English passages and scientific passages would be fruitful.
I (strongly agree – agree – neutral – disagree – strongly disagree)
11. I feel very motivated in the reading class.
I (strongly agree – agree – neutral – disagree – strongly disagree).
12. I would like to have more reading classes.
I (strongly agree – agree – neutral – disagree – strongly disagree).