The Difference between the EGP Texts and ESP Texts in Terms of Readability

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Abstract. EGP and ESP are two main subject areas for the university students who are going to have a B.A degree. The former is a general course and the latter a specific one as the names indicate. To the authors learning EGP as a general course for all B.A. students should pave the way to go through ESP course. It means having a general knowledge of language could be of great help in understanding language for specific purposes which is stuffed with specific vocabulary, etc. Text as a main factor in both courses generally and the relationship between the readability of them specifically has been investigated in the current study. To fulfill such a purpose, a piece of reading in GE book which is offered to all students who are going to have a B.A. degree was compared with readings extracted from 4 different ESP books in terms of readability. The results revealed that there is a meaningful relationship between the readability of EGP and ESP texts in Azad University of Arak.

Keywords: readability, reading ease, grade level, ESP, EGP

1. INTRODUCTION

One thing is for granted and that is the need to learn English for specific purposes (ESP) is on the increase around the world. The issue is not neglected in Iran in general and in universities of Iran in particular. In this regard EGP and ESP are two main subject areas for all university students who are going to have a B.A. degree. ESP is the major medium to learn how to share knowledge of a specific domain (Hutchinson and Waters, 1987) which is a variety of the language for general purposes, namely EGP. According to Hutchinson and Waters(1987) EGP is differentiated from ESP as ESP is the language taught in junior and senior high schools in which sounds and symbols and also lexical, grammatical and rhetorical elements of language are introduced to students and it takes into account general situations not a particular one that needs a specific language learning. It also deals with English reading and English writing found in textbooks, newspapers and magazines. On the other hand, English for specific purposes has the main purpose of meeting specific needs and is built upon what has been learnt in EGP with more focal attention. If ESP programs are supposed to have satisfactory results, a good understanding of basic EGP should be firstly yield. In other words, EGP is a tree the branches and leaves of which is ESP and the roots of which is the background general knowledge of the language.

Dewi (2008) worked on ESP textbook for English Department (written by Language Center University of Muhammadiiah Malang) using Flesch Reading Ease Formula and concluded that 35% of texts were readable and 65% were not. Endah Handayani (2007) has measured readability level of ESP textbook related to students of Electrical Engineering Department in their second semester. Applying Dale-Chall Readability Formula, the results showed that 85% of texts were readable and 65% were not.

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Khajeyi (1992) has investigated the students’ performance in EGP and ESP reading and the extent to which it is possible to anticipate the students’ performance in ESP reading through EGP reading. Dividing the students into two groups (strong and weak) in sufficiency level, he has come to the conclusion that just for the strong group the ESP reading could be anticipated from the EGP reading results and by concentrating on EGP and giving rise to the sufficiency level in EGP learners, the ESP reading ability would be improved.

Soltani (2000) came to the conclusion that a great deal of problems in ESP reading comprehension spring from the students’ weakness in grammar (structure of the sentences). He also mentions that the students have problem in learning vocabulary respectively in general words, semi-specific words and finally specific words.

Texts as the main instrument in EGP and ESP classes should be selected so as to meet the above-mentioned goals. All in all, the EGP reading text should facilitate ESP reading. In this regard, readability of the text (according to Tinker (1963), the ease with which a text could be read and understood or how the reader is matched with the text) as a criterion to weight the text is put into scale in order to find out how the reading texts of EGP are close or related to that of ESP. So the current research poses two main questions as follow:

1) Is there any meaningful relationship between EGP text and ESP text concerning readability?

2) Does the EGP text reading pave the way for ESP text reading?

2. METHODOLOGY

a) Instrumentation: To carry out the current research, the researchers have selected a piece of reading from "General English" book taught in Azad University of Arak which has been offered to all students who are going to have a B.A. degree. The reading is entitled "changes in the family" and contains 34 sentences altogether bearing 521 words and 856 syllables. At the second stage four further texts were selected from among the books which are used as texts for covering "English for Specific Purposes" courses in Azad University of Arak. These texts are related to students of Law, Psychology, Educational Management and Behavioral Sciences all belonging to Humanities Faculty of Azad University of Arak. The ESP texts are respectively entitled: "An Outline of the Law of Contract", "Status of Consciousness", "Society as a Data Source and other Curriculum Designs" and "Children and Stories". Number of sentences, words and syllables of the above mentioned passages are again respectively listed in the following table. As in the procedure of the current research the proportion of total words to total sentences and also the proportion of total syllabuses to total words should be taken into account, the requested data is also presented in the table below.

<table>
<thead>
<tr>
<th></th>
<th>General English</th>
<th>Law</th>
<th>Psychology</th>
<th>Behavioral Sciences</th>
<th>Educational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sentences</td>
<td>34</td>
<td>27</td>
<td>28</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Number of words</td>
<td>521</td>
<td>701</td>
<td>468</td>
<td>621</td>
<td>637</td>
</tr>
<tr>
<td>Number of syllables</td>
<td>856</td>
<td>1013</td>
<td>741</td>
<td>1009</td>
<td>1056</td>
</tr>
<tr>
<td>Words/Sentences</td>
<td>15.32</td>
<td>25.96</td>
<td>16.71</td>
<td>24.84</td>
<td>15.92</td>
</tr>
<tr>
<td>Syllables/ Words</td>
<td>1.64</td>
<td>1.44</td>
<td>1.58</td>
<td>1.62</td>
<td>1.65</td>
</tr>
</tbody>
</table>
b) **Procedure:** In this part the readability of the texts was calculated. To fulfill such a purpose the researchers have put to use the Flesch-Kincaid Readability test which consisted of Flesch Reading Ease test and the Flesch-Kincaid Grade Level test. The tests are the Standard Tests of the US Government Department of Defense and share the same measure although they are different weighting factors. The formulas of the mentioned tests are as follows:

Reading Ease\(= \frac{206}{84} - \frac{1}{1015}(\text{the number of total words}/ \text{the number of total sentences}) - \frac{84}{6}(\text{the number of total syllables}/ \text{the number of total words})\)

And

Grade Level\(= \frac{0}{39}(\text{the number of total words}/ \text{the number of total sentences}) + \frac{11}{8}(\text{the number of total syllables}/ \text{the number of total words})\)

3. **RESULTS AND DISCUSSION**

Placing the requested data in the stated formulas has yielded the results which are presented in the table below:

**Table 2:** The reading ease score and the grade level score of EGP and ESP texts

<table>
<thead>
<tr>
<th></th>
<th>General English</th>
<th>Law</th>
<th>Psychology</th>
<th>Behavioral Sciences</th>
<th>Educational Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Ease</strong></td>
<td>52/29</td>
<td>58/23</td>
<td>55/92</td>
<td>68/36</td>
<td>50/42</td>
</tr>
<tr>
<td><strong>Grade Level</strong></td>
<td>9/73</td>
<td>11/52</td>
<td>9/56</td>
<td>13/26</td>
<td>10/11</td>
</tr>
</tbody>
</table>

Comparing the resulted numbers with the Flesch Reading Ease Score Interpretation Table appended at the end of the paper, it is obvious that the EGP text as well as the ESP texts of Law, Psychology and Educational Management all falls within Fairly difficult level of readability which is suitable for Senior High School A-level students. So the EGP and ESP texts go side by side. As for the ESP text related to the students of Behavioral Sciences, the road is much more flat since it falls within the Plain English level of readability suitable for 13 to 15 year-old education level. Needless to say, the EGP text which has an upper level of readability smoothly paves the way for reading ESP text.

The same story, more or less, happens regarding the Grade levels of the texts. The EGP text as well as the ESP texts of Law, Psychology and Educational Management all belongs to the range of 6-8 grade level and the ESP text of Behavioral Sciences bears the label of College/University grade level. Again the EGP text and ESP texts are approximately in the same line and EGP text builds up the vocabulary and the structures needed in order for the students to tackle with ESP texts.

4. **CONCLUSION**

In the current study, it was revealed that the reading ease score and the grade level score of the extracted EGP and ESP texts, which constitute the readability score of the text, were in the same range, i.e. they were very close to each other. So it is concluded that EGP and ESP texts in Azad University of Arak are in the same line with each other and there is a meaningful
relationship between the readability of EGP and ESP texts. All in all, the words and sentences of EGP text, or better to say the vocabulary and the structures of the EGP text in Azad University of Arak, contributes the B.A. students to read the ESP texts and EGP is considered as a necessary precursor that fosters ESP reading.

5. FURTHER SUGGESTIONS

In view of the fact that other factors such as the size, font and the color of the text, the amount of reading in a definite time spam, the page layout, as well as the familiarity with and the interest in the reading subject matter may have an effect in reading, the readability formula is not the mere criteria for judgment. In some other researches these elements could be taken into account that may alter the results.

REFERENCES

APPENDICES

Table 1: The Flesch Reading Ease Score Interpretation

<table>
<thead>
<tr>
<th>Flesch Reading Ease Score</th>
<th>Readability Level</th>
<th>Educational level</th>
<th>Percentage Adults (Optimistic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>Very difficult</td>
<td>College Graduates</td>
<td>5%</td>
</tr>
<tr>
<td>30-49</td>
<td>Difficult</td>
<td>College</td>
<td>30%</td>
</tr>
<tr>
<td>50-59</td>
<td>Fairly difficult</td>
<td>Senior High School, A level</td>
<td>50%</td>
</tr>
<tr>
<td>60-69</td>
<td>Plain English</td>
<td>13-15 year-olds</td>
<td>80%</td>
</tr>
<tr>
<td>70-79</td>
<td>Fairly easy</td>
<td>12 year-olds</td>
<td>90%</td>
</tr>
<tr>
<td>80-89</td>
<td>Easy</td>
<td>11 year-olds</td>
<td>90%</td>
</tr>
<tr>
<td>90-100</td>
<td>Very easy</td>
<td>10 year-olds</td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 2: Sentence Length and Syllables per Word

<table>
<thead>
<tr>
<th>Grade</th>
<th>Syllables/Words</th>
<th>Average Sentence Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>1.5</td>
<td>10</td>
</tr>
<tr>
<td>3-5</td>
<td>1.6</td>
<td>14</td>
</tr>
<tr>
<td>6-8</td>
<td>1.6</td>
<td>15</td>
</tr>
<tr>
<td>College/University</td>
<td>1.85</td>
<td>19(14-23)</td>
</tr>
</tbody>
</table>
1. Introduction

A contract may be defined as an agreement which, having the characteristics of an agreement, is enforceable by law of contract. An agreement is an assurance between two parties providing for reciprocal promises. The law of contract provides an enforceable remedy against a breach of the contract. The principle of freedom of contract is to be adhered to, but the law of contract intervenes in order to protect the party who has been deceived. It is impossible to define the contract precisely, but it is a document which is written down in a particular form and which contains all the terms of the agreement. The law of contract provides for the enforcement of the contract, and the party who has been deceived may seek redress in the courts. The law of contract is intended to protect the party who has been deceived, and it is necessary to ensure that the rights of the parties are protected.

The law of contract is concerned with the rights and duties of the parties to the contract. The parties to a contract are bound by the terms of the contract, and the law of contract provides for the enforcement of the contract. The law of contract provides for the enforcement of the contract, and the party who has been deceived may seek redress in the courts. The law of contract is intended to protect the party who has been deceived, and it is necessary to ensure that the rights of the parties are protected.

2. Agreement

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Unit 3: Changes in the Family

Before we discuss the changes that have taken place in the family, let's look at what a family was called in the past. A family was usually described as a group of people who lived together in a household. Today, this idea has changed. Families today may consist of grandparents, parents, children, and other relatives.

The number of families has increased over the years due to economic changes. In the past, many families lived in small, close-knit communities. Today, families may live in larger, more diverse communities. This has led to changes in family structures and relationships.

As technology has advanced, families have also changed. With the invention of the internet and social media, family members can now communicate more easily with each other. This has led to new ways of interacting with family members.

Many sociologists have studied single-parent families to find out what makes them successful. Some factors include economic stability, support from family and friends, and access to resources.

In the United States, the number of single-parent families has increased over the years. This is due to a variety of factors, including economic changes and changes in family structures.

In conclusion, families have changed over time due to a variety of factors. These changes have led to new ways of interacting with family members and new ways of understanding family structures. As technology continues to advance, we can expect to see more changes in family structures in the future.
The Difference between the EGP Texts and ESP Texts in Terms of Readability
Children and Stories

There is not much research concerning the role of reading books for children and the practical implications of these books. Sometimes authors emphasize the need to develop children’s reading skills, which is expected to help improve children’s language and academic proficiency. Books can be a valuable tool for teachers to use in the classroom. They provide a medium for developing children’s attention, language, and vocabulary skills. Books can also be used to promote children’s understanding of various concepts and ideas. Children can learn about different cultures, history, and social issues through reading books. Books can also be used to encourage children to express their thoughts and feelings, which is important for their social and emotional development. Children can also develop their critical thinking and analytical skills by reading and analyzing different types of books. Books can also be used to promote children’s creativity and imagination, which is important for their intellectual development. Books can also be used to promote children’s physical activity, such as reading games and puzzles, which can help improve their motor skills. Books can also be used to promote children’s social skills, such as sharing and cooperation, which is important for their social development. Books can also be used to promote children’s understanding of various topics, such as science, mathematics, and geography, which is important for their academic development. Children can also develop their emotional intelligence by reading books, which is important for their personal development. Children can also develop their self-esteem and self-confidence by reading books, which is important for their psychological development. Therefore, books can be a valuable tool for teachers to use in the classroom to promote children’s academic, social, emotional, and psychological development.
The Difference between the EGP Texts and ESP Texts in Terms of Readability

Society as a third source which may be used as a dominant or exclusive basis for curriculum decision making. It produces a unique curriculum design which is valued as a way of understanding and improving society. Community schools often use this approach. Social studies and improving society are sometimes used as a primary data source.

Although explicit objectives may be used, they do not play a major role in this design as when subject areas are used as a basis for decision making there is usually a definite focus and the curriculum is designed for educators. The major emphasis is on the need to design for specific audiences and social needs rather than the positions and roles of a body of content.

Materials of great diversity are needed with community resources and activities often cited as important. The role of community activities is not part of the curriculum commitment, being seen as a necessary but not sufficient condition for curriculum decision making. The major emphasis is on the need to design for specific audiences and social needs rather than the positions and roles of a body of content.

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