

Preface

One of the major discussions in ESP programming is needs analysis and specifications, and due to the learner's vital role in ESP classrooms the course is mostly geared towards learner-centeredness. Accordingly, the main aim for designing the materials to be used by the students of anesthesia is to help students fill the gap between their general knowledge of English having acquired through the elementary materials and the medical literature to which they will be exposed on their later studies and professional settings. In fact, the specification of English instruction at university levels is a movement toward meeting more needs, and hence integrating knowledge of theoretical cognition into objective and scientific researches should be continuously conducted in educational institutes and universities. In this regard, the analysis of general instructional objectives (i.e., achieving an ability to use specific scientific sources) and adapting them to behavioral objectives is essentially necessary.

The underlying premise of *English for the Students of Anesthesia* is based on the belief that almost all the language basic skills and components should be considered as equally important in any ESP program. Furthermore, it has been designed under the notion that reading is an interactive process in which readers combine new information from the text and prior knowledge they bring with them. In other words, reading is considered as a kind of dialogue between the reader and the text, or even between the reader and the author.

English for the Students of Anesthesia is developed to meet the

readers' needs in terms of their linguistic knowledge, i.e., readers should have a knowledge of language adequate to deal with the texts they are reading. In this way their schematic knowledge, i.e., activation of prior knowledge can enhance comprehension, and their interest, i.e., readers' interest in the topic of a text can augment comprehension. For this purpose, the book is designed on the basis of a three-phase procedure of pre-, while-, and post-reading stages to ensure that reading is taught in the sense of helping readers develop increasing abilities to tackle texts. Besides, the book contains various topics, photos, and illustrations to meet readers' interest.

Apart from a wide range of authentic materials and various activities, another characteristic of the present book is that it enjoys a variety of texts of translation and terminology to ensure learners' development in those areas. The reader will, sure enough, find the key materials at the end of the book as 'Appendix' interesting enough to read them times and again. The book includes ten units and each unit consists of three sections. Each section has its own exercises. In general, basic skills and components in this textbook include the following:

Reading Comprehension

The general aim of reading comprehension is primarily to develop the ability to understand the sort of texts students meet at college. The interactive nature of reading can refer to the interplay among linguistic and schematic knowledge that a reader employs in moving through a text. The approach to comprehension in this book is first to activate any knowledge the students may have of a subject before they read about it. This is done by getting the students to consider questions and topics before they start to read the text. By bringing relevant ideas and raising certain expectations, they will be in a better position to comprehend the overall structure of a passage and to understand the meaning of important words in the context.

Comprehension Exercises

The next step of reading comprehension is to examine more closely how words work in order to make a coherent and meaningful piece of the text. After reading the passage, the students are often asked to analyze the ideas and relationships, and interpret words and phrases as a check to comprehension. The attention to the content of passages can also help them express their own ideas. Consequently, exercises are designed on the basis of the words and structures in the reading passages so that students can internalize form and meaning along with use and usage of the material of each unit. Exercises on special expressions are also given to help the students realize how sentences are linked on a grammatical and semantic basis to give a passage coherence and unity. This insight can also help learners with their topic discussion.

Grammar and Parts of Speech

The grammatical points in the book aim at developing a knowledge of certain aspects of structures that are considered primarily useful for reading and vocabulary and later for writing and speaking skills. They mostly deal with word categories and parts of speech used at the intermediate and upper-intermediate levels, or the structures to be used as practical aspects of language to improve learners' syntactic knowledge for later use.

Group Discussion

This part, together with oral questions, aims to integrate reading with speaking, listening, and writing skills. Preferably, it is better to conduct this part verbally in the classroom so that students are encouraged to improve their skills beyond reading comprehension. It is believed that questions at this part can stimulate class discussion, foster students' oral abilities and promote a desire among learners for further reading.

Applied Terminology

The use of applied terminology is believed to build up some of the vocabulary the students need in their particular area of study and later in their careers. Of course, the number of technical terms can be enormous; however, the terms are mostly chosen according to their relevance to the topic and most often based on students' needs and objectives.

Translation

Some provocative texts under the rubric of 'Translation' are inserted in the book to help learners transcend the framework of classrooms and feel the joy of translating English texts. For this purpose, each unit includes a set of authentic texts of translation that can bridge the gap between what students learn in the classroom and what they can encounter in their everyday lives.

To put it in a nutshell, *English for the Students of Anesthesia* is developed as an attempt to provide the university students with a readable, interesting, and scientifically-based book to help them not only improve their reading comprehension ability but also (gradually) prepare them for other important skills of speaking and writing in their special fields. Needless to say, setting objectives of ESP program to foster students' reading ability should not imply, by any means, that other skills are ignored. In designing the book, we do not claim perfection; however, we hope that the present book be of use in the augmentation of creativity on behalf of the Iranian students of Anesthesia. It goes without saying that continuous attention is felt necessary to encourage and help learners to learn more effectively and meet their needs and educational objectives in both the classroom and outer atmospheres.

Samad Mirza Suzani
Batool Parvaresh
Winter, 2011