

خواندن متون علمی و پزشکی در انگلیسی

نویسندگان به ترتیب حروف الفبا:

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Reading Science and Medicine in English

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Preface

Why another book of reading comprehension? The reason as usual is dissatisfaction with the present available books. Among the factors that affect the outcome of an educational program is the kind of printed materials used as textbooks. For a textbook aiming at developing reading comprehension ability in a foreign language at tertiary level, some features are of vital importance. The absence of these features in the available books in the market motivated us to embark on preparing the present volume.

First of all a textbook of reading comprehension must be interesting. To achieve this goal, the writer of a book needs to know the prospective users of the book. This is why many textbooks prepared by foreign writers, although expertly designed and beautifully printed, do not appeal to the taste of students in our country. Students in our country, especially the group of students of medical sciences for whom this book has been designed, have their own special interests, likes and dislikes, which no one can claim familiarity with except those teachers who have been working with them through tens of years, a qualification that all participants in the preparation of the present book truly enjoy.

Secondly a textbook must be of an appropriate level of difficulty. A text with this feature will appropriately induce an interactive mode of reading behavior. In this book, the texts' level of difficulty was subjectively judged by the familiarity-unfamiliarity of the topic, and also the way the topic was presented, that is in a specialist or popularized discourse. A text whose topic is too familiar to the prospective readers, and presented in highly popularized discourse, will induce a kind of top-down processing the result of which is inattention to the linguistic features of the text a very serious dysfunction of a reading class. The end product of the use of such texts is the complaint of students who rightfully desecrated their English classes a doodle. On the other hand, when the topic of a text is totally new and presented in a specialist discourse, a kind of bottom-up processing is followed, the result of which is that the reader gets bugged down under the pressure of the text's linguistic features and fails in understanding its message. A successful textbook strikes a balance between these two poles, enabling the reader to enjoy the content of the text, at the same time that he/she is attentive to the various ways the messages are encoded grammatically and lexically. The texts in this book were all selected with this quality in mind.

Variety of exercises is another important feature of a reading book. Variety serves two functions: first it provides opportunities for practicing linguistic features of the text in different forms and different contexts, enabling a better acquisition and also longer retention of the text's linguistic features. Another advantage- of variety in exercises is prevention of boredom. In this book, although some exercises appear routinely in all lessons, there are some novel

types of exercises too in each lesson drawing the students' attention to the prominent linguistic features of the text, at the same time that they create opportunities for enjoyable activities in the class.

And the last feature of a reading textbook that we deem essential is providing opportunities for practicing extensive reading, in addition to the intensive reading done in the classroom. It is obvious that reading as a skill cannot be mastered if its practice is limited to the limited hours of formal instructions in the class. Students should be encouraged and provided with interesting and relevant texts to study on their own. And this is exactly what we are doing in the "Further Reading" sections of each lesson in this book. The texts in these sections are carefully chosen to complement the main texts used for intensive reading.

Considering these features, we strongly claim that the present volume is much superior than any other similar reading book in helping students of medical sciences in our country improve their reading comprehension. But it does not mean that the book is perfect. The book surely is suffering from some problems and shortcomings. We have not only a short step forward in meeting the needs of our medical students.

This advancement could not be possible if the academic staff in the English Department of Shiraz University of Medical Sciences did not work together cordially. Of course, we accept all the responsibilities for the shortcomings of the book and warmly welcome any suggestion for the betterment of the book in the future editions, if there will be any. This book was revised in Mordad 1395 by the authors involved.

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