

In the Name of God, the Omniscient,
the Omnipotent

Flash FWD

Literature

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Introduction

Considering the ever-developing field of technology in this modern world, a global village, the necessity to communicate is more and more highlighted. Since the English language is an international medium for exchanging ideas from different walks of life, it is a must for anyone to master English proficiency from the very first stages and also the English needed in his/her own field of study.

ESP has a wide span, so working on such a field is like working on a spectrum which needs to establish equilibrium in a way not to skid towards any extreme; in other words, to go in between, i.e., neither merely teaching English nor merely teaching science. ESP is so wide in range that covering several disciplines in a particular book may seem challenging.

Flash Forward is a general English course book for the students of literature, and it can also be used in other fields of literature. This textbook includes 30 passages on different topics which give freedom of choice to teachers in planning a desired syllabus for ESP-oriented classroom settings.

Although the authors have the slightest idea on the validity and truthfulness of the present content of the book, they assume that the work is distinguishable from other available course books in the market. Some eye-catching differences are:

- ▶ Three units are in one single section which consists of a total of six passages. Each section focuses on one particular main topic in a graded manner which enhances the conformity and the practicality level of the book.
- ▶ The topics are selected through meticulous investigations so that majority of the students in various majors can benefit from them. The gradation has also been done carefully and through consultation with our dear colleagues, whose contributions are greatly appreciated.

- ▶ The presentation of the materials is planned according to the latest approaches and methods, so that efficiency and variety are both taken into consideration.
- ▶ New terms have been bolded along with their synonyms or antonyms which simplify the teaching and learning process.
- ▶ Covering one single issue in one or two paragraphs and designing each passage in 400-500 words can provide the chance of teaching more systematically.
- ▶ Stimulating the reading section of international exams such as TOEFL and IELTS in the drill section of the present book such as True/False and Not Given or Inferential/Referential items offers a chance to challenge students' knowledge.
- ▶ Providing definition drills may challenge students to internalize the new terms so that they can do the same for the rest of **Head Words**.
- ▶ In the **Head Words**, the phonetic transcription, parts of speech, precise meaning and common examples of new terms in the first passage of each chapter are given in order to make the internalization of the unknown words possible.
- ▶ There are around 15 new words in each passage to allow one to have sufficient time to put them into practice and make them active in his/her mind.
- ▶ Drills are graded to enhance productivity.
- ▶ There are some essential but simple words in the drills such as collocations, antonyms, synonyms, etc. which prepare students for further readings.
- ▶ The cloze tasks are also informative offering information both on the main topic and grammatical points.
- ▶ Some words are repeated through different units but they are only focused on in one unit.

- ▶ Repeating new words in only one single section is almost avoided, so students may find the unfamiliar words in the glossary and refer to them.
- ▶ The variety of topics and their frequency are eye-catching and cover different fields of literature.
- ▶ Mechanical drills are avoided to save the instructional time.
- ▶ All topics in the present book are either novel or are approached in a new way.
- ▶ Translation tasks are avoided but comprehension exercises are highlighted.
- ▶ Brainstorming, **Think Aloud** part, may extract the students' information and help them pave the way from known to unknown more effectively.
- ▶ The inferential/referential questions will help students internalize the materials and new terms.
- ▶ The learners are recommended to carefully deal with the exercises since the intake stage is happening here.
- ▶ An **Answer Key** is provided for teachers and students; the learners are recommended not to refer to the key unless they have thoroughly dealt with the exercises.
- ▶ More than 500 highly frequent technical terms are presented through 30 passages in this book.
- ▶ **Flash Forward** can be used either as an ESP or general English course book for the students of literature.

Although the authors have tried their best to present a comprehensive manual, for sure there are some shortcomings. The authors earnestly expect that our dear colleagues or experts in the field send their constructive suggestions to: teimourtash@irib.ir in order to improve the next edition.

To the Instructors

As we all know, there are so many shortcomings in the process of teaching English at our schools; consequently, the students have a lot of problems in understanding English materials as EFL learners. The authors would appreciate if the present book is not treated through GTM style which is, unfortunately, a common method in ESP classroom settings. As it is noted in the Introduction, there are distinguishable points in the present textbook that our colleagues are kindly requested to take into consideration and utilize them in order to activate the latent talent of Iranian students majoring in literature. There is no specific section devoted to grammar and drills, because the authors have concentrated on the reading comprehension skill and the development of a good command of vocabulary. For sure, there are plenty of grammatical tips in the passages or drills that are recommended to be focused on after evaluating the proficiency level of the students and also considering their needs.

The design of this book is in such a way that through a general plan, you can make the most out of the instructional time, because long units have been avoided. In order to make assessment more dynamic and determine what students have gained, the last part of the drills may be used as a closed-book quiz. The second passage of each unit can be used either as homework or as a project, but not as a translation task.

The students need just encouragement when they face a new text in a foreign language. In case they are not well-equipped with necessary qualifications, they would be phobia-afflicted because there is no early solution. Our colleagues are humbly recommended to help their students gradually master the comprehension skills without switching to their mother tongue.

Good Luck

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