

Preface

Pursuing SAMT's trend for publishing new ESP books, the current edition is a contribution to this attempt for producing more ESP materials with a communicative intent. An emphasis on both content and format; general and specific; as well as receptive and productive skills has been of great concern in the development of *English for the Students of Social Welfare and Planning*. As far as content is concerned, attempts have been made to cover a wide range of topics included in the syllabus of social welfare undergraduates while taking into consideration the ideas of subject specialists in selecting the texts. More than that, a wide variety of sources—including journal articles, textbook chapters, encyclopedias, and internet-based texts—is drawn upon in choosing the texts used as main passages, cloze passages, and further readings to give the students the opportunity of getting acquainted with different genres they are likely to encounter in their academic endeavors. On the other hand, it is hoped that extensive use of pictures, drawings, graphs and charts along with variation in the presentation of the texts and tasks provide students with a more pleasing experience of learning as they learn to deal with language in various formats.

Although, regarding the objectives of ESP courses, a basic knowledge of English—acquired through previous general English courses—is taken for granted, the balance between general and specific is kept with regard to content, vocabulary, marginal notes and glosses, activities, tips, etc. Moreover, in spite of the fact that enabling students to read specialized texts in the target language is one of the main objectives of such materials, other skills and components have not been neglected by any means. In fact, warm up exercises, oral practices and discussions, writing tips and activities, role plays, dictionary work, translation, etc. are all intended to promote other skills—like writing, speaking, and listening—with different degrees of emphasis. It is believed that the students' interaction with the material, their teacher, and their peers can prepare them for taking the next steps in becoming autonomous language users. We hope this book can serve as a good means to this end. Obviously, such a wish will never come true without the invaluable comments of the users of this book. We would be really grateful if the respected ESP experts, insightful instructors who teach the book, and students lend us a helping hand in overcoming the shortcomings of this edition.

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