

Preface

In writing this textbook, I did my best to prepare the lessons in a way to meet the requirements and standards of an English for Specific Purposes (ESP) textbook. To this end, I used the following criteria in choosing texts for different sections of each lesson.

1. Authenticity
2. Relevancy
3. Appropriateness
4. Up-to-datedness
5. Comprehensiveness

As relates to the authenticity, I chose the materials in areas related to family studies mostly from papers published in journals or presented at conferences by specialists in the field of family studies. These are real texts prepared for the sake of discussing and communicating a point in one of the areas related to family studies with other members of this field of study. Students will, therefore, improve their content-specific knowledge as they read the texts to learn English. There is a hope that the content-specific materials will increase students' motivation.

With regard to relevancy, I did a lot in order to choose the topics and materials that were related to aspects of family studies. This was not an easy task as I had to check a lot of materials. I can say that the fifteen lessons included in this textbook is the result of surveying about fifty sources. I feel satisfied with the themes and materials I have chosen and I hope both the instructors and students find them interesting as well.

A closely related issue to relevancy was appropriateness. The intended

texts needed to be both relevant and appropriate and this made the job of choosing texts even more difficult. Some texts were relevant; however, they were not appropriate either because they were too technical and full of tables and figures or simply short in text. Since the policy was not to include tables and figures, the chances for choosing appropriate texts that could lend themselves to the structure of lessons decreased. The goal was, however, achieved after a lot of search.

Another factor I considered in choosing source materials was their date of publication or writing. Having taught different ESP courses I was well aware of students' criticism of the out-of-date materials used in ESP courses. As such, one of the criteria I used in choosing source materials was their publication or writing date. I am glad to say that the texts I have chosen are up-to-date including 2003 and 2004 texts. This is obvious by referring to the list of references.

Finally, given the fact that each lesson has different sections including section one (reading), section two (further reading), and section three (translation), and the requirement of having all these texts related to each other, I had to search for some materials which were lengthy enough to provide enough texts for different sections of each lesson. This was another restricting factor. Sometimes I could find some authentic, relevant, appropriate, and up-to-date materials; however, unfortunately they were not long enough for me to be able to extract different texts from for different sections. Thus, in my search for the materials I had to look for comprehensive papers and texts to be able to extract enough content for different sections of each lesson. Instructors and students will find out that all the texts used in different sections of each lesson are highly related to each other and to one topic and issue. This, I think, is an asset of the book and will hopefully help learners to focus on one issue in each lesson.

Grading the Lessons

After I prepared the lessons, I was concerned with the issue of sequencing

Unit	Title	Word Count (Section 1)	Passive Sentences	Readability Index (Flesch Reading Ease)
1	Raising Financially Responsible Children	703	4%	53
2	Early Childhood Education	670	10%	45
3	Valuing Children and Families	558	10%	36.5
4	Family Law	710	21%	34.5
5	Families and Ageing in Australia	662	10%	31.5
6	Dealing with Disasters	491	6%	29.2
7	Characteristics of Successful Marriages	594	20%	24.5
8	Facilitating Family Decision Making	625	30%	24.5
9	Gender-Related Changes in Educational Expectations in America	665	13%	24.3
10	Children's Exposure to Advertising	655	4%	22.5
11	Bilingualism, Ageing, and Cognitive Processing	600	29%	20
12	The Revival of Family Planning Program in IRI	547	36%	18.4
13	The Structure of Women's Employment in Comparative Perspective	667	46%	15.2
14	Television and Violent Behavior	674	17%	11.2
15	Family Literacy	497	7%	7.2

them. I used Flesch Readability index to grade the lessons. As such, the first section of each lesson was subjected to readability analysis and based on the Flesch index obtained for each lesson they were put in the order as appears

in the book. Readability score bases its rating on the average number of syllables per word, and words per sentence. A readability score of 50 shows the text is moderate; while a readability score of 100 shows that the text is very easy, and a readability score below 10 shows that the text is rather difficult. The following table shows the number of words, percentages of passive structures, and readability scores of section one for the fifteen lessons of the book. I do not claim that using the readability index is the best way of sequencing the lessons. Students as well as instructors may find some discrepancies when it comes to their experiences. I would, therefore, very much appreciate it if the instructors could pass on their experiences in this regard to be considered for future editions.

However, when I received comments and feedbacks from reviewers of the book, one suggestion was to change the order of the first five lessons. Accordingly, the lessons are rearranged in this final version of the book. I would like to express my gratitude to the reviewers of the book for their careful reading of the earlier version and for their useful comments and suggestions. All in all, preparing and writing this ESP textbook was an interesting and joyful experience for me. The search phase, the reading phase, the selection phase, the writing phase, and the revising and editing phases all were interesting to me and provided me with some experiences. I hope instructors of this book as well as readers and learners of the book find it as interesting and useful too. I welcome any comments and feedback to revise the book in its future editions.

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Summer 2005/1384