# A New Approach to Language Teaching Syllabus

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## *Abstract*

*In Libya, English is taught as a second language/foreign language in science, engineering, and technology institutions. Even though there are prescribed textbooks and other workbooks prepared by the English teachers working in these institutions, these teaching materials are not scientifically prepared on rigorous pedagogical principles, and also not tailor-made to suit the specific demands of the students. Therefore, they need to be improved to a great extent. In some cases, there are no specifically designed English course books (for example, in engineering (architectural engineering) and technology (medical lab technology) to meet the demands of such students and General English is taught instead of EST (English for Science and Technology) with a few comprehension passages taken from the concerned ESP subject such as civil engineering, medical laboratory technology, etc..*

*Adding fuel to fire, the existing types of English language syllabus design are many and confusing – there are almost 13 types of well-known syllabus design – and Libyan teachers are not well-conversed with the prevailing teaching methods and curriculum design due to the fact that English has been reintroduced after two decades of ban in Libya and it takes time to master such complicated areas.  Therefore, they find it difficult to provide the right teaching materials which can only be developed by an intuitive understanding of the teaching-learning-student-administration system in Libya, troubleshooting for the problems, identification of the broad and narrow problems, and developing problem solving strategies to find out viable, and effective solutions.*

*In this paper, in view of the points mentioned above, an attempt has been made to suggest a new way of tackling the problem of syllabus design by looking at language as a resource for the construction of ka:rmik reality (via dispositional reality) – approximately* experiential reality - *rather than as a resource for the construction of* functional reality *(e.g., Halliday) or* formal reality *(as in Chomsky), or* cognitive reality *(as in cognitive linguistics). Such a view is a*

*holistic view and integrates the form, function, and cognition components which are atomically dealt with in other schools of thought and derives them from* the dispositionality component of language *in a holorchical (the whole apparently transforming into the parts by remaining as it is and ruling the parts) structure – the dispositionality component makes the syllabus design both personal as well as collective by construing the collective as the aggregate of the individual traits. Therefore, form-function-cognition grid is a part of the whole where the whole is not only a sum of the parts but also greater (gestaltian view) and even beyond the sum of the parts (ka:rmik view): the whole includes the sum of the parts, excludes some of the parts, and even transcends all the parts.*

*It is hoped that this paper would initiate a healthy discussion on syllabus design in EST from a new perspective of integrated vision and function as a springboard for further research.*

***As the syllabus maker is, so is the syllabus.***
***The syllabus embodies the essence of the register as a means for learning it.***

## I. INTRODUCTION

Modern English Language Teaching is severely constrained by the spatiotemporalmaterial, and socioculturalspiritual settings of the teacher-learner-administration-material networks. As a result, students are constrained by: *1. less time to learn; 2. unproductive and non-optimal settings to facilitate quicker learning; 3. incompatible materials to fulfill their demands; 4. inappropriate and inefficient teaching methods; 5. psychologically unreal and atomic methods, 6. experientially not comprehensive and 7. finally, a disjointed learning situation.* For effective and optimum learning to take place, all such factors have to be interconnected and interrelated in an interdependent network of materials-teaching-learning in the existing spatiotemporalmaterial, and socioculturalspiritual context.

In the modern times, there is a proliferation of theories, methods, and techniques in the field of second language teaching owing to the application of different formal, functional, and cognitive linguistic theories. The theories of Chomsky and Halliday have immensely contributed to such a great development in second language learning and teaching. However, in the non-native English speaking countries all over the world, especially, in Libya, either they are not properly implemented or they have not produced promising results. That it is so can be seen from the overall standards of the students in real life situations.

In such a context, the learning-teaching situation has broken down into a haphazard trial and error method producing unpredictable uneven results: a few manage to learn well by their contingent plans while many others pass in the process by

sheer effort and the remaining fail to succeed. Therefore, there is a need to re-examine the whole problem of teaching-learning from a holistic perspective of the entire gamut of the *teacher-learner-administration-materials* experience.

In this paper, an attempt has been made to extend the Ka:rmik Linguistic Theory to the teaching of languages and develop a new type of syllabus called *The Ka:rmik Language Teaching Syllabus (KLTS)* to tackle the problem of providing an optimal teacher-learner-administration-material network for facilitating an enjoyable, quicker, and efficient learning of English and in fact any other second or foreign language.

The KLTS advocates the networking of the formal, functional, cognitive, socioculturalspiritual and dispositional components of language and applies the principle of the integrated **ka:rmik process** (*experiential path analysis in administration which yields the critical path*) in designing a second language syllabus by exploiting the existing abilities of the learner and integrating them into the learning process through dispositional, functional contextualization of the curriculum into *a culture-friendly syllabus and learner-friendly teaching methods.* It is claimed that it minimizes *the learning load, time* and also, by systematic application and practice of the language, enhances the *creative and retentive capacity of the learners.*
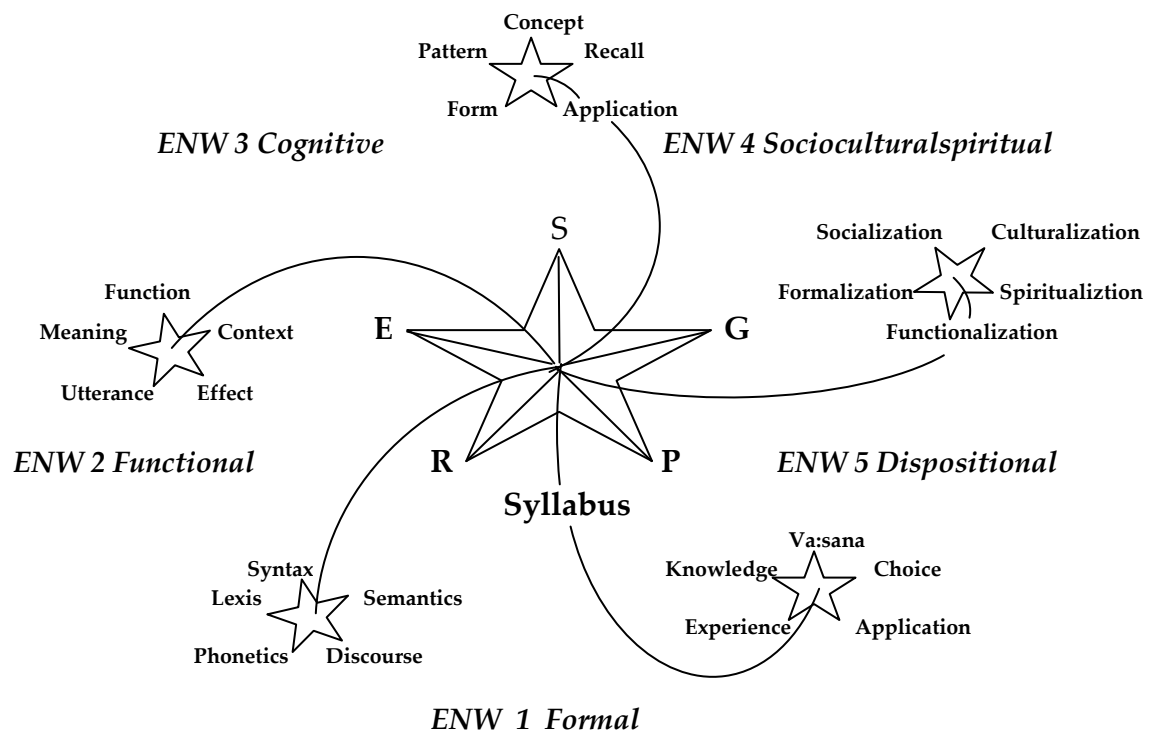


Legend   ENW *Extended Network;* S *Selection;* G *Gradation;* P *Presentation;* R *Repetition;* E *Evaluation*

**Fig. 1.  KLT SYllabus Network (Sun)**

## II. LITERATURE REVIEW

### A. Approaches and Methods to the Teaching of English

Jack and Richards (1988) have made an extensive review of the 10 popular teaching methods and approaches:

 1. *The Grammar Translation Method;*          2. *The Direct Method*
3. *The Oral Approach and Situational Language Teaching ;*
4. *The Audiolingual Method;*          5. *Communicative Language Teaching;*
6. *Total Physical Response;*          7. *The Silent Way;*
8. *Community Language Learning;*           9. *Natural Approach;* and
10.  *Suggestpopedia*

under the following important points of pedagogy:

1. *Goals of Teacher;*          2. *Role of Teacher;*
3. *Characteristics of Teaching-Learning Process;*
4. *Nature of Student –Teacher  Interaction;*           5. *Feelings of the Students;*
6. *Language-Culture View;*          7. *Areas of Language and Language Skills;*
8. *Role of Student's Language;*           9. *Evaluation; and*
10. *Teacher Response to Student Errors.*

In Bhuvaneswar (2003, 2009 a, b; 2010 a, b, c), a discussion and review of these approaches *vis a vis* the Ka:rmik Language Teaching Approach (KLTA) has been made; and the advantages of the KLTA as a holistic, integrated, I-I-I networking approach have been highlighted.

For any method to be effective, it has to be supported by the syllabus in an appropriate manner. For example, the syllabus for the Grammar Translation Method should provide effective translation of the teaching materials in the syllabus; for CLT, the samples of the teaching materials should be appropriately functional and contextual; and so on. Any syllabus offers successful teaching, easy learning procedures, and feasible implementation of the teaching-learning process provided there is a harmonious correspondence between the syllabus and the teaching method. In the Libyan context, such a correlation is very much lacking: either the teacher is not conversant with the method or the syllabus is incompatible with the method and the needs.

**B. Syllabus Design: Theory and Practice**

**i. Types of Syllabus Design**
The following 13 types of syllabus are discussed in various works on syllabus design:

1. *A procedural syllabus;*      2. *A cultural syllabus;*
3. *A situational syllabus;*      4. *A skill-based syllabus;*
5. *A structural or formal syllabus;*    6. *A multi-dimensional syllabus;*
7. *A task-based syllabus;*      8. *A process syllabus;*
9. *A learner-led syllabuses;*      10. *A proportional syllabus*
11. *A content-based syllabus;*     12. *A notional/functional syllabus*
13. *A lexical syllabus*

**ii. A Review of 13 Important Types of Syllabus Design**
In "An Overview of Syllabuses in English Language Teaching", Mohammad Mohseni Far (2008) lists 13 types of syllabus design and discusses their main principles and pleads for an integrated version of syllabus incorporating all the important points mentioned in the above syllabi. This is a plea for an eclectic syllabus. However, such a possibility is remote since formal and functional syllabi for example are inherently contradictory in their premises: one emphasizing the formal as opposed to the other emphasizing the functional aspects of language.

Another quick review is that of Rabbini, and Gakuen (May, 2002), who categorize the syllabuses into *Product-Oriented Syllabuses* consisting of *the structural, situational, and functional-notional* approaches, and *Process-Oriented Syllabuses* consisting of Procedural/Task-Based Approaches Learner-Led Syllabuses proposed by Breen and Candlin (1984), and the Proportional Approach.

According to White (1988:92), any complete syllabus should focus on the five important aspects of structure, function, situation, topic, and skills and the "difference between syllabuses will lie in the priority given to each of these aspects".

Eclecticism is a common feature of the majority of course books under the communicative banner currently on offer. Attempting to combine the various aspects of language has also been addressed by Hutchinson and Waters who state:

*Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there (op.cit.:89).*

Rabbini and Gakuen agree with  Hutchinson and Waters (1987:51) that "It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in

the evidence of your own experience as a teacher" and conclude their review with the following questions and answers to them:

*Thus, to what extent has an integration of the various approaches taken place?*

*Does the syllabus specification include all aspects?*

If yes, how is priority established? These questions must also form part of the criteria when designing or assessing your own syllabus.

All the above mentioned syllabi have been proposed from one angle of looking at teaching-learning a language: they are proposed either from a theory of language (be it formal, or functional, or cognitive), or from the procedural, or process, or technique perspective of learning. For example, *the structural or formal syllabus* is based on the perspective of grammar (derived from a theory of language as consisting of a system of structures) and *the lexical syllabus* is based on the perspective of lexis (derived from a theory of language learning as starting from lexis); *the notional or functional syllabus* is based on the perspective of function (derived from a theory of language as consisting of a system of notions and functions); *the procedural syllabus* is based on the perspective of meaning (derived from a theory of learning a language by focusing on meaning while learning the structures); *the cultural syllabus* is based on the perspective of culture (derived from a theory of language as consisting of a system used for the construction of social reality); *the situational syllabus* is based on the perspective of situation (derived from the pragmatic knowledge of the use of language in situations); and *the skill-based syllabus* is based on the perspective of skills independent of the situation (derived from the knowledge of the use of language through LSRW skills); *the task-based syllabus* is based on the perspective of performing tasks and activities (derived from the knowledge of learning a language from interaction and practice); *the proportional syllabus* is derived from a theory of language learning as taking place from form to interaction; *the content-based and process syllabi* are based on the perspective of content (derived from a theory of language as consisting of a system representing specific phenomenal knowledge); *the learner-led syllabus* is based on the perspective of the learner (derived from a theory of learning a language as done by primarily by the learner and so he should decide the syllabus); and finally, *the multidimensional syllabus* is based on the perspective of multidimensionality (derived from a theory of language as consisting of a system of form, function, topics, and context).

As observed from the brief comments made above, all the above types of syllabi are **atomic** in their approach in understanding what language and language learning is: language is not only formal, or functional, or contextual but also all of them together

and even beyond them. Therefore, learning a language requires not only a mastery of all them but also requires the ability to go beyond them and *interconnect-interrelate-inter-depend* it with one's disposition that generates, specifies, directs, and materializes all lingual action in the context of its use.

All the popular theories of language (formal, functional, cognitive) are atomic in their approach and hence they could not inspire a holistic language teaching method or syllabus even though they could not deny each other's perspective in a conclusive manner. For example, in the above mentioned syllabi, the link between *cause-to-effect* (i.e., from *why-to-what*) in the *cause-means-effect* (why-how-what) network is neglected since they are atomic and linear, and only *the means-to-effect (how-to-what)* link is taken into consideration. Every cause is seated in a context and is a:nushangikally realized into the effect through the means: *without the cause, there can be no effect and hence it should not be neglected.*

In the KLTA model, which is *causal*, all the three will be interconnected-interrelated-interdependent in a network as shown below.
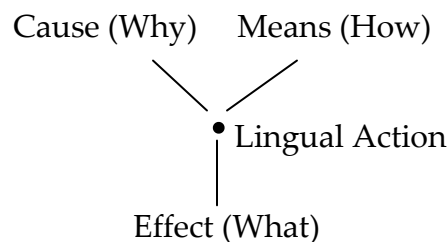
Cause (Why)    Means (How)

• Lingual Action

Effect (What)

**Fig. 2. Cause–Means–Effect Network of Lingual Action**

[Cause: Disposition – Desire; Means: Functional Form; Effect: Its use in a Context]

In other words, in the KLT syllabus, the essential **'what'** of the register is encapsulated in *the curriculum* and fleshed out in *the syllabus*. **'How'** (the means or *the manner, i.e., how*; *the place, i.e.,* **where**; *and the time, i.e.,* **when**, in which) it (*the essential what* as the curriculum, the subtle body) is fleshed out to give the effect (*the substantial what* as the syllabus, the gross body) is through ka:rmik processing. **'Why'** the *'What'* is processed as *'How'* is because the syllabus makers want to construct *the teaching-learning-administration reality (through the syllabus)* as *ka:rmik reality* and *not* mental, or social, or cognitive reality. To be more explicit, the syllabus is designed as a tool, as a system, as a resource for the construction of the ka:rmik teaching-learning-adminstering reality of the teacher-student-administrator network in the context of their operation.

Another problem with the these types of syllabus is that they do not a:nushangikally flow from one level into another level in the Administration-Teaching-Syllabus-

Learning network and a steady flow from one level to another level is not maintained. For example, what is planned in the administration should be realized through materials-to-teaching-to-learning in a systematic manner without any bumps and jerks – there is disconnection in the networking: sometimes, the time schedules are disjointed; sometimes, the teaching methods don't match; sometimes, the students cannot cope with the onrush of the class tests, etc.

(1)    Administration ⌐↳ Syllabus (+ Administration) ⌐↳ Teaching [(Syllabus (+ Administration)] ⌐↳ Learning [Teaching (Syllabus (+ Administration)]


**iii. The KLTA Syllabus**
**The Ka:rmik Language Teaching Approach Syllabus (KLTS)** is based on the principles of the Ka:rmik Linguistic Theory and is formulated as a holistic syllabus that integrates the pre-language principle of *disposition-desire-effort*, the language principle of *form-function-meaning*, the post-language principle of *concept-pattern-form,* and the lingual actional principle of *lingual action-coordination of contextual action-experience* in a unified framework to provide a holistic description of language.

The basic tenets of the ka:rmik linguistic theory are as follows.

1. Language is used as a resource for the construction of actional reality at the lower level, dispositional reality at the middle level, and ka:rmik reality at the higher level in a holorchy. To explain it further, each reality from the top is realized as the lower reality by *apparent transformation in an a:nushangik process (the process of the cause being inherited into the effect like clay into pot) indicated by 'the elbow arrow connector' symbol* ⌐↳ .

(2) *Ka:rmik Reality* ⌐↳ *Dispositional Reality* ⌐↳ *Actional Reality* ⌐↳ *Experiential Reality*

Ka:rmik reality and dispositional reality are two terms which are *interchangeably used* in the discussion of the ka:rmik linguistic theory since ka:rmik reality is variable dispositional reality even though the former is a higher reality: Ka:rmik Reality = one variety of dispositional reality giving rise to *experiential reality*. In addition, dispositional reality is *immediate* and easily understandable whereas ka:rmik reality is *remote* and more difficult to empirically understand. The term *dispositional reality* is only used most of the times since it refers to the individual.

2. Language is not only *used* by human beings living in a context as a resource for the construction of dispositional reality but it is also *produced* by human beings dispositionally to live in the context. To explain further, it is first produced dispositionally by the originators of a language, and then what is produced as a language is used to construct dispositional reality. This order of production and use can

be *linear (production followed by use)*, and/or *parallel (simultaneous production and use)*, and/or *radial (production and use together as a single homogeneous unit by I-I-I)*.

3. In Ka:rmik Language Teaching Approach, the learning of a second language is derived from *a desire* to learn the second language to fulfill *a specific desire* - for example, to pass in the second language examination as a requirement to get the degree in the concerned field of study or to learn the register of architectural engineering English. In this case, *language* is used as a resource for the construction of *lingual dispositional reality* – *language* is used as *a means* to learn *language* as *an object (effect):* double action of language as both means and goal. Therefore, there is only a change in the goal: in ordinary action, language is used as a resource for achieving a material effect, say, the buying of medicines, or the construction of a house whereas in language learning, that effect is replaced by language. So learning a language is one class of action, namely, language learning action, which is a class of lingual action – lingual action itself is one of the three types of action, the other two being mental, and physical action. All these three are the only types of *human action* which is the superordinate category.
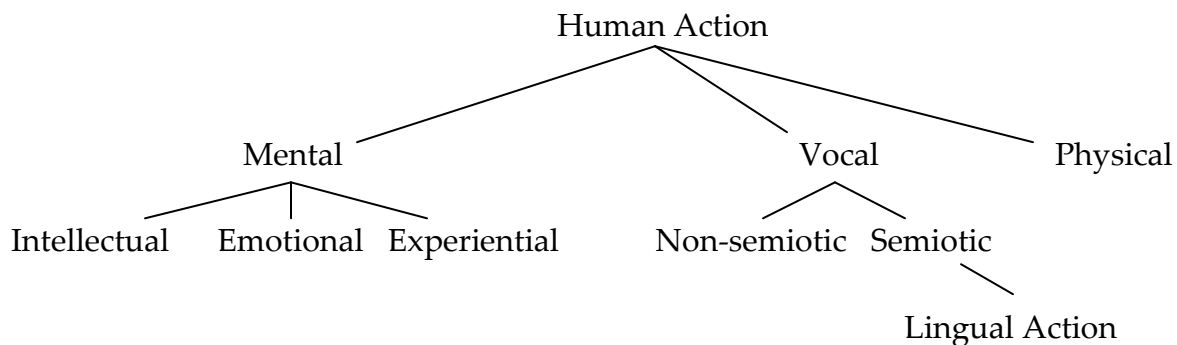
Human Action

Mental        Vocal        Physical

Intellectual   Emotional   Experiential     Non-semiotic   Semiotic

Lingual Action

**Fig. 3. Human Action and Its Taxonomy**

4. The performance of any action is motivated from *disposition*: disposition *generates, specifies, directs, and materializes* action for its experience through *desire, and effort*. Hence, language is *dispositional action*. Since it is used for experiencing the results of action, it is also *experiential action* (i.e., language is used as a means for experiencing action). In addition, disposition also specifies the choice of action as *this and that* to be *so and so* in *such and such* a manner and thus is the cause of variation in action.

    **(3) Disposition ➡ Desire ➡ Effort ➡ Action ➡ Result ➡ Experience**
    **(4) Disposition➡ Dispositional Bias ➡ Response Bias ➡Choice ➡Action**
                         **➡ Variation**

5. All *objects* of action, *states of being* of objects and action, and *action* have a tristratal structure of *concept-pattern-form* and *form-function-meaning* which are generated by *disposition-desire-cognition*.

**(5) Disposition – Desire – Cognition**
**(6) Concept – Pattern – Form**
**(7) Form- Function-Meaning**

6. All action is processed through a holorchical series of five realities which are as follows:

**(8) Ka:rmik Reality: Dispositional Reality – Cognitive Reality – Socioculturalspiritual Reality – Contextual Actional Reality – Actional Reality**

7. All action is performed as a *means* for the experience of the fulfillment (*effect*) of desires (*cause*) in *a cause-means-effect* network.

8. All activity takes place in *a ka:rmik field* which can be positive or negative to the fructification of action and the action is performed by *the ka:rmik actors* as *ka:rmik action* for its *ka:rmik experience.*

9. As an action is performed, it is done so within the framework of *a theory, procedure,* and *techniques* which develop by *gradual evolution.*

Since disposition is the key feature in this model, the syllabus is made to *be learner friendly* by making learning simple through judicious *bilingual explanation*, saving his time, sustaining his interest, and at the same time benefitting him in his area of specialization. Based on these principles, the KLT Syllabus Design takes a new look at syllabus design, especially, by laying emphasis on I-I-Iing various elements of teaching, time management by utilizing inside-outside classroom in the institution, providing opportunities for playing games in the hostel/house/public places, providing natural exposure to language by bilingual news items, posters, and exhibitions, preparing mini-projects that are simple and creative, and doing testing and evaluation by quiz programmes.

In the next section, the key principles of KLTS design are discussed.

## III. The Ka:rmik Language Teaching Syllabus Design

*The syllabus (the teaching materials)* is the hub of the wheel of *learning (by the students). The administration* (the Department) is the shaft that holds the hub and through it controls the movement of the learning-wheel. *The method* is the set of five spokes (dealing with form, function, meaning, context, and use) that holds *the content* of learning at the rim. The rim is *the teaching (done by the teachers)* that binds the content with the learning process and brings about learning. The steering is *the technique* that is manipulated to bring about *easy learning. Disposition* is the force that moves the shaft (administration), the hub (the teaching materials), and the rim (teacher –teaching) into motion and causes learning (learner's progress). All the four work in an I-I-I network as follows:

Teaching

Administration

**W**heel of Learning
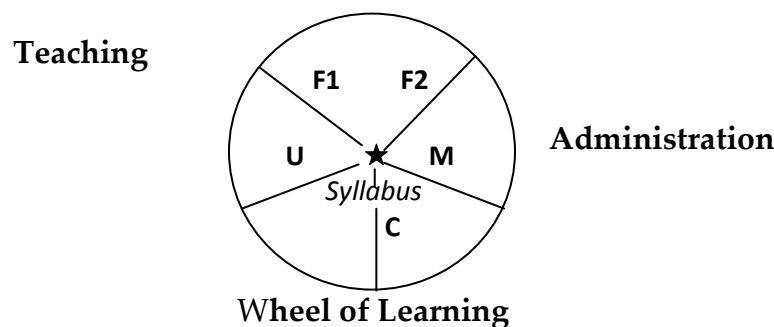
*Legend*
**F1** *Form;* **F2** *Function;* **M** *Meaning;* **C** *Context;* **U** *Use*
## Fig. 4. Learning Network of Administration-Teacher-Materials-Student

For learning to take place in a student, the content of learning in the form of the syllabus has to be taught effectively through an appropriate method by the teacher, his teaching has to be facilitated by an appropriate execution of the teaching and learning by the administration, and finally the student has to receive the knowledge to bring about his learning. Unless and otherwise there is networking between all these four nodes of administration-teacher-materials –learner, efficient and quicker learning cannot take place.

In the existing theories of syllabus design, there is no proper networking of all these four levels. For example, the syllabus may be good but it cannot be taught within the allocated time (problem in administration); sometimes, the teacher may not be competent to handle the content of the syllabus (problem with the teacher); sometimes, the student may not have the background (problem with the student); sometimes, the syllabus itself may be defective (problem with the materials). What is more, since the syllabus designers have atomic orientation in making the design, the teaching, administration, and learning are not I-I-Ied. So they become haphazard as it happens in the Libyan situation and the wheel of learning does not move smoothly owing to these problems which are also interconnected-interrelated-interdependent.

The Ka:rmik Language Syllabus Design aims to overcome these problems in the following manner by laying great emphasis on holistic conceptualization of the whole administration- teaching-materials-learning network by elaborately patterning it in the spatio-temporal-material, socio-cultural-spiritual, dispositional-actional-experiential context of learning and putting checks and balances at the right time, place, and manner to monitor the execution and progress of teaching the syllabus.

The entire syllabus is worked out on the following important principles.

*a. Needs Analysis and Desire Specification*

*b. Curriculum Identification and Content Selection*
   *1. Register Analysis and Curriculum*
     *i. Form; ii. Function; iii. Semantics; iv. Desires*
   *2. Content Selection*
     *i. Themes; ii. Subjects; iii. Style*
   *3. Text Selection*
     *i. Primary Texts (Arabic); ii. Secondary Texts (English); and iii. General Texts*

*c. Syllabus Construction*
   *i. Conceptualization: Resolution of the Syllabus Type and Its Structure in the KLT Model*
   *ii. Patterning and Structuration of the Syllabus*
     *a. Procedure*
     *b. Techniques*
   *1. Networks – within- Networks* and *Atomic-Holistic Functionality*
   *2. I-I-Iing all the Nodes of the Syllabus*
   *3. Incorporating Bilingualism and Extra-curricular Activities as a Part of the Syllabus*
   *4. Integrating the English Syllabus into Extra-curricular Activities by Time Management*
   *5. I-I-I Learning by Testing and Evaluation*
   *6. Simple Mini-Projects within the Syllabus*
   *iii. Text-Formation*

### a. Needs Analysis and Desire Specification

This is one of the most important components of KLTA syllabus design. It functions as the *cause* for *what* content should be there, *how* it should be patterned and structured, *when* and *where* each aspect of the syllabus should be situated, and *why* they should all be designed as they are. It is the foundation on which the entire syllabus is constructed. It is studied under three headings: *i. Register Analysis; ii. Needs Analysis; and iii. Desire Specification*

### i. Register Analysis

In order to know the needs of the learners, we must do a thorough needs analysis. But to do so, we need to do a thorough register analysis. Register Analysis is complex since there will be numerous linguistic features that will be encountered in the text that need to be taken into consideration. This is impractical and turns the whole attempt into a chaotic exercise. In order to overcome this problem, *a frequency analysis* of the dominant and recurring features in the text should be identified first; and the less frequent but nonetheless important features in the text should be identified next. These features

should be organized into patterns and then again regrouped into *a holorchical (an a:nushangik, hierarchical cause-effect) system of patterns-within-patterns in an atomic-wholistic framework.* Finally, these holorchical systems should be *selected, graded, and presented* as *required concepts and processes* to be learnt for mastering the required English for the Specific Register.

### ii. Needs Analysis

After a register analysis is done, the next job is to divide the identified features of the register into *elementary, intermediate, and advanced levels* according to their *degree of complexity.* The needs of the learners according to their stage in learning should be identified from the levels in the register analysis. These needs should be broad and narrow to the point of minute details in an order of delicacy ranging from first order to second order to third order. For example, there is a need to learn the passive sentence patterns which is a broad need, whereas the need to learn the passive sentence pattern with the auxiliary verbs is narrow. The greater the delicacy, the better will be the syllabus.

### iii. Desire Specification

Once, a thorough register and needs analysis is done, the next step is to construct specific desires that the learner may get to master the concerned register. Again, these desires could be general and particular. For example, a general desire could be to learn the simple sentence syntactic pattern; the particular desire the SVOC pattern. The desires are interconnected-interrelated-interdependent on the needs analysis. Without a proper register analysis, a proper needs analysis cannot be done; so also, without a proper needs analysis, a proper desire specification cannot be made.

The desires a learner gets will be general and particular depending upon his level of *intelligence, proficiemcy, traits, and socioculturalspiritual background* – in short, *svabha:vam.* However, there will be a correspondence between the needs and his desires since his desires spring from the needs which are already identified in the needs analysis – it is of course very difficult to identify all the needs since the individual svabha:vam varies from learner to learner; nonetheless, idiosyncratic desires can be identified and catered for from the general and narrow needs data bank.

### b. Curriculum Identification and Content Selection

Curriculum identification and content selection is the skeleton on which the syllabus will be fleshed out. As such, it is very critical in determining the success of the syllabus. There are three important areas that have to be considered to identify and frame the curriculum: 1. Register Analysis; 2. Content Selection; and 3. Text Selection.

*1. Register Analysis*

*The teaching of English (or any language) for a specific purpose can be carried out effectively only when we know what is required to be mastered in that particular language for that specific purpose. To explain further, teaching without knowing what is required is like travelling without knowing the destination. Thus, it is imperative that what is required should be identified first. But to do so, we need to do a register analysis of that register in that language for that specific purpose.*

*When we conduct a register analysis, we need to keep in mind the following 4 components in mind:* **i. Form; ii. Function; iii. Semantics; iv. Desires.**

*b.1.i. Form*

The register in question should be analyzed in terms of its form. The form consists of the traditionally accepted four levels of: 1. Phonetics/Phonology; 2. Lexis (Vocabulary); 3. Syntax; and 4. Semantics. In other words, the analysis should identify the phonemes that are used in the register, their phonotactic changes; the frequently occurring words and the word-formation processes used to generate these words; the common and particular syntactic patterns in which these words are used; and the general patterns of meaning (of objects, states of being, and activities) that occur in the register.

In KLTA, the first three levels are grouped together and semantics is grouped separately together with pragmatics, and ka:rmatics.

In practice, it is simpler to list all *the phonemes* obtained in a language in a table with the representative words as it is done in the Pronouncing Dictionary of English by Daniel Jones and provide them at the beginning after the content page and immediately before the first unit; (so also the list of *syntactic patterns* with tables and examples as it is done in standard grammar books of English such as those of Hornby or Wrenn and Martin). In the case of vocabulary, the functional words and some adjectives, adverbs, and verbs will be recurring again and again in different processes and contexts. Such words can be identified by their frequency analysis; however, many nouns may not recur. Therefore, it is advisable to prepare two separate lists of words: general and specific. One important feature of KLTA syllabus design is the incorporation of *multilevel textbook materials*. These materials will be the ESP textbooks and materials prescribed for the coursework, and primary, secondary, tertiary books in their scope. In Libya, where science and technology are taught in the mother tongue Arabic, there is a dire need for the inclusion of this three tier system into the syllabus. The primary texts are the subject textbooks and reference materials in Arabic. The secondary texts are the related subject textbooks in English. The tertiary texts are those books not prescribed for regular study but still necessary for understanding advanced level use of language. In this approach, the ESP textbooks will have a regular textbook that will be taught during the prescribed

classroom time and supplementary materials in the form of glossaries and grammar books. Important glossaries of technical words are prepared for the reference of learners; so also handbooks of syntactic patterns and their usage in real texts. In such glossaries, *bilingualism* is also critical when the proficiency of the learners is low. These phonemes, words, and syntactic patterns are, of course, later *selected*, *graded and presented* during the course of syllabus development in an I-I-I network with the other levels in the regular ESP textbook to be taught.

### b.1. ii. Function

After an analysis of the form of the register in question, it should be analyzed in terms of its function. The analysis of function of the sentences/utterances in the register is much simpler than that of the analysis of the form. A frequency analysis of the speech act functions that various sentences perform in the texts in various contexts is carried out and frequently occurring speech acts in specific contexts are identified – for example, in a laboratory, while conducting experiments, or in a drawing class, the directive function is often made use of.

It will be worth noticing that as the functions are identified, they are identified along with their exemplification in the real texts in the data bank. Such a procedure will later on ease the selection of texts in the syllabus construction. Another important point is the syllabus will be constructed in an I-I-I network. To elaborate further, the words, and the sentence patterns selected in the syllabus will automatically include their functions in context. In other words, the syllabus will be constructed by successive reinforcement of what has been included earlier: *the form* that has been described will recur in the next lesson on *the functions* and so on till the last lesson in a recursively selected, graded, presented, repeated, and evaluated network.

### b.1.iii. Semantics

This is the section that deals with language as a tool for meaning making, as a system for coordinating the coordination of action in a context, as a resource for constructing ka:rmik (via dispositional) reality for living in the context by meaning making. The form of language gives meaning; its function as a system gives dispositional choices for coordinating the coordination of action in a context; and its meaning as the form as *semantics*, as the functional meaning in a context as *pragmatics*, and its experiential meaning as *ka:rmatics*.

In the construction of syllabus, the units and their constituents should be so constructed to facilitate a harmonious evolution of the meaning of the ESP Texts to make learning a friendly, happy, and fruitful process. To explain further, the selection, gradation, presentation, and repetition of the learning items, and the evaluation of the learning

outcomes should all be I-I-I in an organic whole making the very process of learning a pleasant and fruitful experience.

**b. 1. iv. Desire Specification**

A list of general desires that will crop up for the quick, medium and slow pace learners has to be prepared with main and sub-desires. The syllabus should be constructed to fulfill these desires in a selected and graded manner. For example, a desire in medical lab technology is to prepare a format for different types of analysis in the laboratory. The syllabus should contain the different types of analysis that are conducted in the laboratory and they should be selected and graded according to their degree of complexity and similarity. Then, the how a table should be made with the specified number of details and columns along with the content, theme, and style should be taught from a linguistic perspective. Finally, the learning of this unit should be easy, useful and both the process and the product should provide a pleasant experience in the learner.  A quick learner may be able to extend the knowledge to other unknown areas and successfully meet the challenges of writing the proformas for any analysis. A medium pace learner may require some more examples to master the techniques. In the case of a slow learner, he may need a more graded explanation of the processes. There may be a need to break the desire into sub-desires to achieve greater gradation. In such cases, it is better to start with sub-desires (from the particular), say, to write a report on blood analysis, and then go to the main desire (to the general).

A good syllabus should consider all these aspects carefully and design the syllabus to make it challenging, interesting, and productive.

*2. Content Selection*

Once, a register analysis of the form and function in a particular register, say, architectural engineering English, is conducted and the important words, word-formation processes, syntactic patterns, speech act functions, etc. are identified in their order of *importance and frequency*, the next step is to make a selection of the content to be taught.

Content selection involves three important items: 1. *subjects*; 2. *themes,* and 3. *style* in which these subjects are presented under specific themes. For example, in architectural engineering, there are many subjects such as history of architecture, urban planning and design, architectural drawing, etc. In a similar way, in medical lab technology courses, many subjects such immunology, hematology, histology, pathology, etc. are there.  It is virtually impossible to include all these subjects into the regular textbook. Therefore, the syllabus should be broad to cater for all the common features of language in these subjects and at the same time specific to describe the features in a particular subject.

This is a very difficult task that requires good data banks, and systematic and creative planning. To explain it further, the content is selected from a linguistic perspective. For example, the passive construction is used very much in all types of descriptions of processes in different subjects. Therefore, in teaching this point, examples from various subjects should be culled out and the grammatical point should be taught through these real text examples. In a similar way, the description of processes is a broad feature in medical lab textbooks and at the same time urine/stool/blood analysis is specific to the lab technology department. Hence, such points should be taken care of in the selection of content.

Not only from the linguistic perspective, but also from a thematic perspective the content should be selected. There are some central themes in all scientific and technological texts. For example, description of objects, systems, and processes is a central theme in science and technology. These themes will be described in a specific form and function type and structure. In other words, there is *an interconnection-interrelation-interdependence* between *the theme, the content, and the language* used in the content for instantiating the theme. Furthermore, there is *a specific style* in which the description takes place not only in terms of composition techniques but also in terms of the dialect, formality, etc. To put it otherwise, a theme is instantiated in the content which is expressed through language in a particular style. All these factors have to be taken into consideration in the selection of the content.

### 3. Text Selection
The texts are divided into two types: 1. Reference Materials; 2. Teaching Materials. Reference materials consist of primary, secondary, and general texts. These materials are *the source materials* for conducting *the register analysis, curriculum and syllabus construction, linguistic glossary preparation, and outside-the classroom reference by the students.* Teaching materials are the actual syllabus which is taught in the regular class hours and consists of *units and glossaries* of lexical terms in English and the medium of instruction and *handbooks* of syntactic patterns, and types of composition observed in the concerned register.

### 3.1. Reference Materials
In the case of KLT Syllabus construction, the selection of texts for conducting the register analysis, and content selection is very crucial. As the selected texts are, so will be the register analysis and content selection; as the register analysis and content selection are, so will be the curriculum and syllabus. Therefore, the following points should be borne in mind while making the selection of texts.

1. The texts selected should be standard, popular, and easily available either in the local university library or in the market.

2. They must have been well-written not only in terms of their content but also in terms of their clarity, simplicity, and readability.

3. They should cover a wide variety of subjects in the concerned branch of study and be representative of the standard practices of writing.

4. The books in the native language and English should be similar in their content and should reflect the standard practices of writing in their respective languages. If there re considerable differences in the way of presentation of the subject matter, these differences should be taken note of and cross-references should be made to such differences in the course of teaching the ESP texts.

The texts selected for conducting the register analysis can be divided into the three following categories:

*i. Primary Texts (Arabic); ii. Secondary Texts (English); and iii. General Texts.*

Primary texts are those texts used by the concerned subject teacher who teaches the subject in the medium of instruction, say, Arabic in Libya. Secondary texts are those texts in English referred to by the concerned subject teacher. These texts are easily available in the university library or with the teachers. The content in these secondary texts (in English)should be similar to that of the primary texts (in Arabic). General texts are not necessarily referred to by the subject teacher but are in use in the study of the concerned subject. These may include journals, special articles, and monographs.

These primary and secondary texts will also be the references to the students of the concerned subject. The subject teacher as well as the English language teacher will constantly refer the students to these texts for improving their English as they learn their subjects – it is time-effective since their reading time for English is drastically reduced by reading their subjects in Arabic and English. Along with the glossaries and handbooks, their exposure to authentic English texts in their subjects will be enhanced dramatically.

### 3.2. Teaching Materials
The teaching materials are prepared from the secondary and primary texts and therefore are I-I-I with them. Teaching materials consist of *units, glossaries, and handbooks.*

**The units** are the lessons that contain the teaching points of the form, function, semantics, themes, content, and style of the concerned ESP register and can be clubbed

together in the form of a textbook or workbook. They should be worked out according to the stipulated time schedules for the course in a semester. Therefore, the units should be prepared according to the time available and be amenable for revision at the end. Too many units or too less units are not in good taste for an effective syllabus. Holidays and other emergency leave days should be taken into consideration in preparing the units. The units should be comprehensive enough to cater for most of the requirements of the concerned ESP course. They must be conceived in a holistic perspective and divided accordingly into five or six semesters (two for general students and three or four for ESP students).

**The glossaries** are essentially *lexical and bilingual* but may also contain *figures, diagrams, networks, etc.* to make the words easily understandable and remembered. A glossary consists of a specified number of words that are very important and frequently used in the exposition of a particular subject. They have *a grammatical bias*. As such, they are not merely listed with their meanings but their grammatical form is also highlighted. For example, the word *build* is listed along with its tenses *built (past tense)*, and *built (past participle)* and their usage is exemplified through authentic texts. Depending upon the depth and range of the subject taught the number of words increases or decreases; however, in practice, it is better to be more in number rather than less. Such a plan will provide not only more exposure to the English vocabulary in the concerned subject but also more knowledge of the subject. A glossary can be general or specific. It is general when all the terms in different subjects are clubbed together and specific when terms are restricted to the concerned subject only. The advantage of specific glossaries is that the terms can be remembered more easily than when they are listed in general ones. This is because of chunking, specificity, association, and small size of the glossary.

**The handbooks** are essentially syntactic, and rhetorical. A handbook of syntactic patterns will be valuable to the learners since it will provide a quick reference to the sentence in the text. Constant cross-reference will improve the writing skills of the learners and be mnemonic also. The handbook of compositional skills will also be useful to the learners in cracking standard texts and exposing poorly written texts. Either way it will reinforce the understanding of writing skills.

These handbooks are not mere information bearing resources; they are exemplifications of authentic textual materials and contain numerous examples of different themes, contents and styles of Science and Technology discourse. They provide live guidance in the learning process.

When a KLT Syllabus is constructed, it is done by keeping in view the systematic use of glossaries and handbooks. They are further augmented by **language games** and **wall posters** on lexis, syntax, semantics, and discourse.

**Conclusion**

KLTA Syllabus is an integrated syllabus that integrates form-function-cognition-disposition within the teaching-learning-materials-administering network in an open-ended cause-means-effect model. It provides scope for the maximum utilization of the time, creativity in the teaching and learning fields, and close monitoring by the administration to implement the syllabus.

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