



EST Syllabi: Guidelines for a Karmik Language Teaching Syllabus for Libya

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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 dispositional component of language in a holarchical (the whole apparently transforming into the parts by remaining as it is and ruling the parts) structure – the dispositional 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

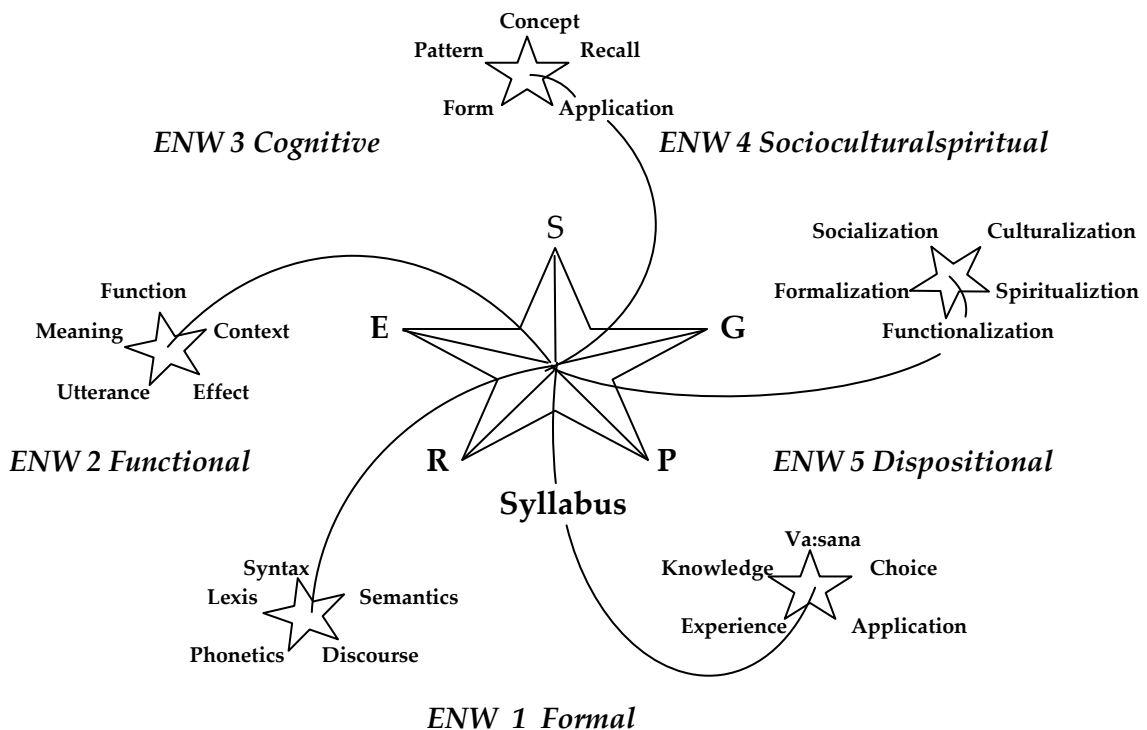
Modern English Language Teaching is severely constrained by the spatiotemporalmaterial, and socioculturalspiritual settings of the teacher-learner-administration-material networks. As a result, students are constrained by: 1. *less time to learn*; 2. *unproductive and non-optimal settings to facilitate 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. *Suggestopedia*

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 Bhuvanewar (2003, 2009 a, b; 2010 a, b, c), a discussion and review of these approaches *vis a vis* the Karnataka 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.

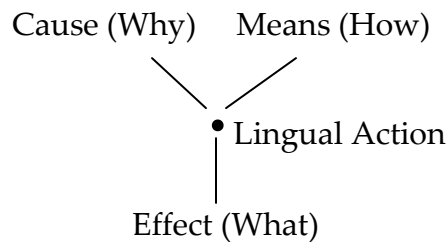


Fig. 2. Cause–Means–Effect Network of Lingual Action

[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-administering 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 \neg Syllabus (+ Administration) \neg Teaching [(Syllabus (+ Administration))] \neg 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 holarchy. 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 \neg .

(2) Ka:rmik Reality \neg Dispositional Reality \neg Actional Reality \neg 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.

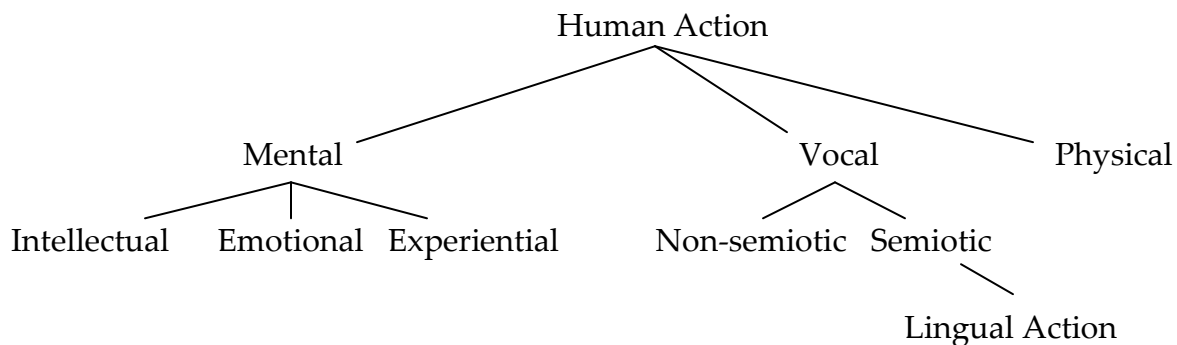


Fig. 3. Human Action and Its Taxonomy

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 holarchical 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*.

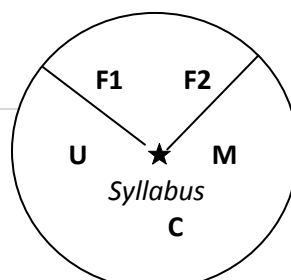
Since disposition is the key feature in this model, the syllabus is made to *be learner friendly* by making learning simple through judicious *bilingual explanation*, saving his time, sustaining his interest, and at the same time benefitting him in his area of specialization. Based on these principles, the KLT Syllabus Design takes a new look at syllabus design, especially, by laying emphasis on I-I-ling 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.

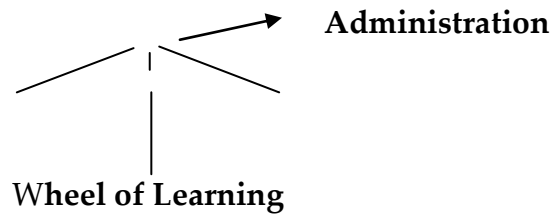
In the next section, the key principles of KLTS design are discussed.

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





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-ing 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 holarchical (an a:nushangik, hierarchical cause-effect) system of patterns-within-patterns in an atomic-wholistic*

framework. Finally, these holarchical 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, proficiency, 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 are 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.

References

EST SYLLABUS 2: SYLLABUS CONSTRUCTION IN THE KLTS PARADIGM

Chilukuri Bhuvaneshwar, KLLRC

c. Syllabus Construction

Having done a thorough register analysis and created a data bank of ESP words, syntactic patterns, discourse structures and needs, and general and specific desires, the KLTA Syllabus maker is now ready for constructing the syllabus.

[According to KLT, syllabus construction is also a type of (mixed) action – physical action of writing + lingual action of content forming + mental action of conceiving, patterning, and structuring the syllabus – and therefore it follows the general principle of action formation and the graphs associated with it. To be more explicit, the conception of action equation (6)

(6a) Action: Concept → Pattern → (Structure) → Form (Matter)

is followed in syllabus construction also.

In this syllabus construction action, the concerned ESP syllabus is first seen (conceived) as a whole in its abstraction like a house without knowledge of its differentiation into its constituent parts – nonetheless, the house is seen as a whole with its parts. This is the seed of syllabus construction which later transforms into the tree of actual syllabus.

Again, the syllabus maker recaptures the universal sciences of action, living, and lingual action in KLT and KLTA. Implicitly, he incorporates the theory of learning and teaching through the syllabus in the KLTA and patterns the knowledge of ESP with a structure. This evolves into the design of the syllabus underlying the procedure and planning of the content as this and that to be so and so in such and such manner. This patterning is done through A-W-F (atomic-wholistic-functionality), NWNs (networks-within-networks), and I-I-Iness of the content of the syllabus. This is the sprout of the concerned ESP Syllabus.

When what is patterned is materialized by giving it the physical form (as written material) in a particular material, size, and shape of the book, it becomes the syllabus. This is the tree of syllabus with which we are primarily concerned.

Factually, the difference between the seed-sprout-tree realizations of the syllabus is one of materialization from the causal-to-subtle-to-gross levels each succeeding level embodying the former level with a new form: the causal level is undifferentiated awareness of the syllabus in an impressional form; the subtle level is the semi-differentiated awareness of the causal-syllabus as the subtle-syllabus with a pattern in thought form; and finally the gross level is the fully-differentiated awareness of the syllabus in its physical form. This is with reference to the creation of the syllabus by the syllabus maker(s).

*As can be inferred from the above description, the formation of syllabus depends on the dispositional creativity of the syllabus maker and hence it is a subjective phenomenon: **As the syllabus maker is, so is the syllabus.**]*

It is briefly re-explained below as syllabus construction action.

***As the syllabus maker is, so is the syllabus;
as the teacher and the learner are, so are their teaching and learning of the syllabus.***

Stage 1: State of Disposition and Impulsion

1. State of Disposition
 1. Guna:s (Traits)
 2. Vishaya Jna:nam [Phenomenal (syllabus + other related) Knowledge]
 3. Va:sana:s
2. Desire
 1. ESP Context Related Desires
 2. Aims and Objectives
 3. Scope and Limitation of the Desires
 4. Significance of the Desire (Syllabus Construction Desire)
3. Effort
 1. Conceptualization of the Syllabus and Its Construction Action
 1. Conceptualization of the Syllabus
 1. Theory: KLTA and Resolution of the Syllabus Type
 2. Organization of Knowledge:
 1. Form; 2. Function; 3. Socioculturalspirituality; 4. Dispositional Bias
 3. Concept: KLTA Syllabus Conceptualization
4. Design
 1. Procedure: KLTA Patterning and Structuration of the Syllabus
 2. KLTA Contextual Techniques: Creative and Adaptive
 1. *Networks – within- Networks and Atomic-Holistic Functionality*
 2. *I-I-ling 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*

5. Text-Formation

Stage 1: State of Disposition and Impulsion

1. State of Disposition

Disposition is the constituent state of an individual's personality. It consists of:

1. Guna:s (Traits)
2. Vishaya Jna:nam [Phenomenal (syllabus + other related) Knowledge]
3. Va:sana:s

in Ka:rmik Linguistic Theory.

1. **The gunas (traits)** should be ka:rmik in their makeup, i.e., *holistic, I-I-I in their networking, experiential, etc. as outlined in the ka:rmik linguistic theoretical principles and concepts.*

2. The syllabus maker should have a comprehensive **vishaya jna:nam (phenomenal knowledge)** of not only the concepts and principles of KLT, but also of the formal, functional, cognitive, and dispositional levels of the concerned Science or Technology subject register in addition to the required principles of syllabus framing.

3. He must be experienced with the general procedures of syllabus construction and be in a position to apply the skills gained from that experience to KLTA Syllabus Construction. These **va:sana:s (skills or internalized habits)** are having both the general and particular view of the content of the register, ability to nest the lower into higher constituents, binding the different levels into an organic network, integrating *the means* to produce the required *effect* from the stipulated *cause*, etc. in addition to such skills as selection, gradation, presentation, repetition, and evaluation of the ESP data in a ka:rmik process.

Stage 2. Desire

The desire is the cause for the construction of the type of syllabus that unfolds as it unfolds and it can be analyzed under the following headings:

1. ESP Context Related Desires
2. Aims and Objectives
3. Scope and Limitation of the Desires
4. Significance of the Desire (Syllabus Construction Desire).

1. ESP Context Related Desires

The syllabus maker should be in a position to visualize the general and particular desires of the ESP learners with reference to the concerned ESP register. There is an inherent problem in such visualization: the ESP learners of a particular register may not get these desires before the start of an ESP course because they will not be fully conversant with their subjects at the beginning and also will not be familiar with the English language requirements to be able to get the appropriate desires. However, they will discover their problems as they want to recreate their subject knowledge in English. Therefore, the syllabus maker should be an expert with a thorough knowledge of what is required in English to express ideas about the ESP subject. For example, an architectural engineering student needs the vocabulary related to housing, design, and topography. Hence, the syllabus maker for this subject should be in a position to formulate desires related to housing vocabulary and description: 1. I want to know the English terms used for housing (such as the names of the parts of a house as room, parlour, kitchen, drawing room, study, etc., the names of different types of houses, the materials used in building construction, etc). Such a desire will come to the learner when he starts reading the subject *housing and urban design*. If the syllabus maker anticipates this desire and includes the vocabulary on housing, the syllabus will be relevant to the learner in fulfilling his desire and consequently learning that vocabulary of ESP for Architecture successfully.

The particular desires are individual and they can be anticipated from fulfilling the general desires. For example, a general desire is to describe a housing plan. To do so, a learner requires the technique of analysis and illustration. In illustration, a learner may not be aware of serialization and spatial ordering techniques by using the connecting words: *first, second, third, etc.* and *front, back, above, below, etc.*

2. Aims and Objectives

The aims and objectives are I-I-I with the findings of the register analysis, the prescribed requirements of the course by the administration, the time schedules allotted for the course, and the background of the learners.

Depending on these factors, **the aims** of the syllabus are framed. For example, the standard of proficiency expected by the administration can be *advanced, intermediate or elementary* and the syllabus has to be prepared accordingly for achieving such a goal. In such a case, the mastery of vocabulary, sentence patterns, and composition skills will be very high, or intermediate, or elementary with such an aim as:

The aim of the ESP course is to enable the students to write research projects in English as part of their requirements for the award of their degree (ADVANCED);

or

The aim of the ESP course is to enable the students to write their own answers in English for simple questions in their subjects as part of their requirements for the award of their degree (INTERMEDIATE)

or

The aim of the ESP course is to enable the students to write simple paragraphs in English as part of their requirements for the award of their degree (ELEMENTARY).

Again depending on the aims, **the objectives** will be decided. They will also be advanced, intermediate, or elementary. At an advanced level, the type of research projects, their length, and quality will be stressed; at an intermediate level, the type of answers, their length and quality will be stressed; and at an elementary level also, the type of paragraphs, their content, length and quality will be emphasized.

3. Scope and Limitation of the Desires

The scope and limitation of the desires are I-I-I with the aims and objectives of the syllabus on the one hand and the findings of the register analysis on the other hand. If there is no need for nomenclature and classification of compounds in the register such as that of civil engineering, the syllabus will be *limited* to teaching only the ordinary and simple affixes in English but its scope includes *technical drawing* which is out of a chemistry ESP syllabus.

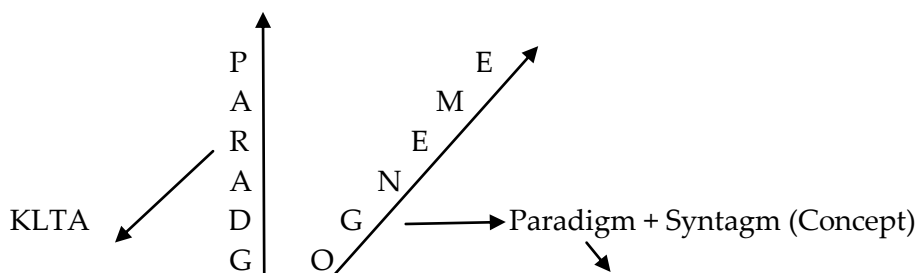
4. Significance of the Desire (Syllabus Construction Desire)

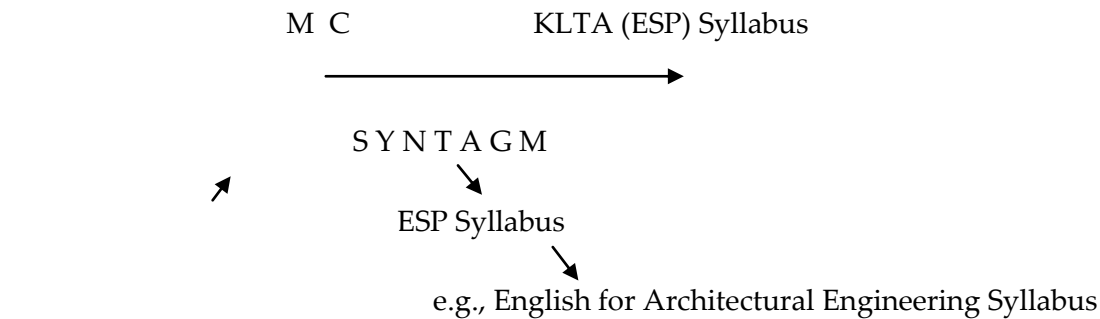
The Significance of the Desire (Syllabus Construction Desire) is that it is a ka:rmik linguistic teaching approach desire which provides a holistic, I-I-I, experiential learning-teaching-materials-administration process in the syllabus.

3. Effort

3.1. Theory: KLTA and Resolution of the Syllabus Type

Once the desire (from his disposition) has come to prepare a KLTA syllabus, the syllabus maker will be driven to make the necessary effort to fulfill his desire. As a result, he will reflect on his knowledge of syllabus making and choose KLTA as the

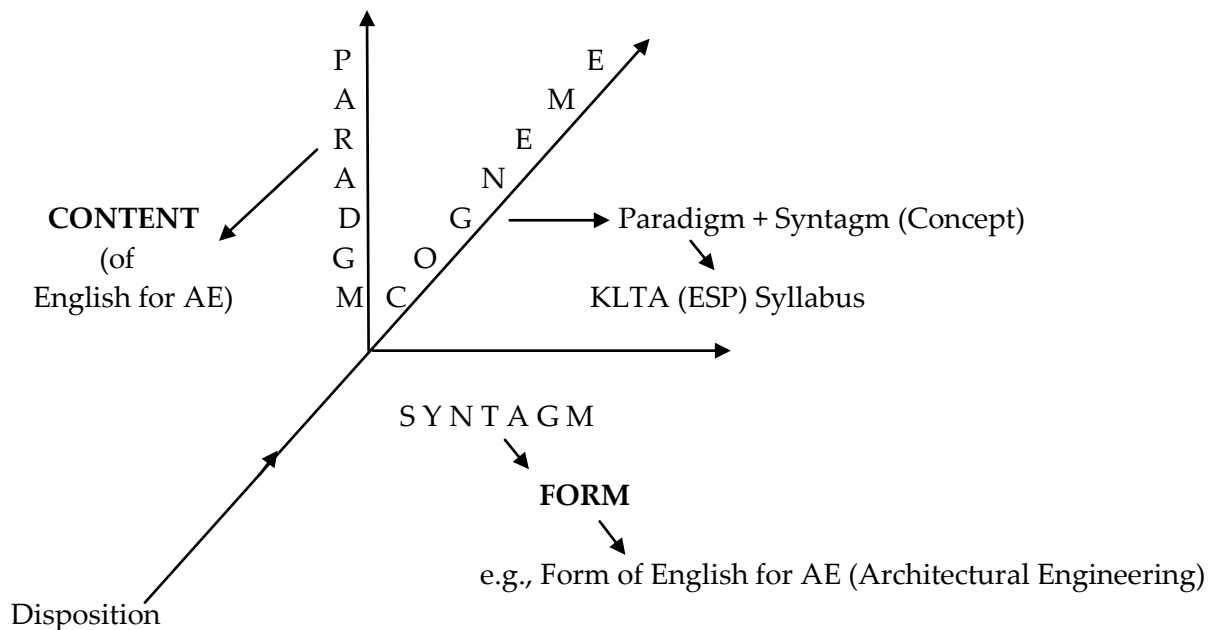




Disposition

Graph 1. A: The Triaxial Graph of Conceptual Process: Actional Reality Quadrant (3) in Ka:rmik Linguistic Theory

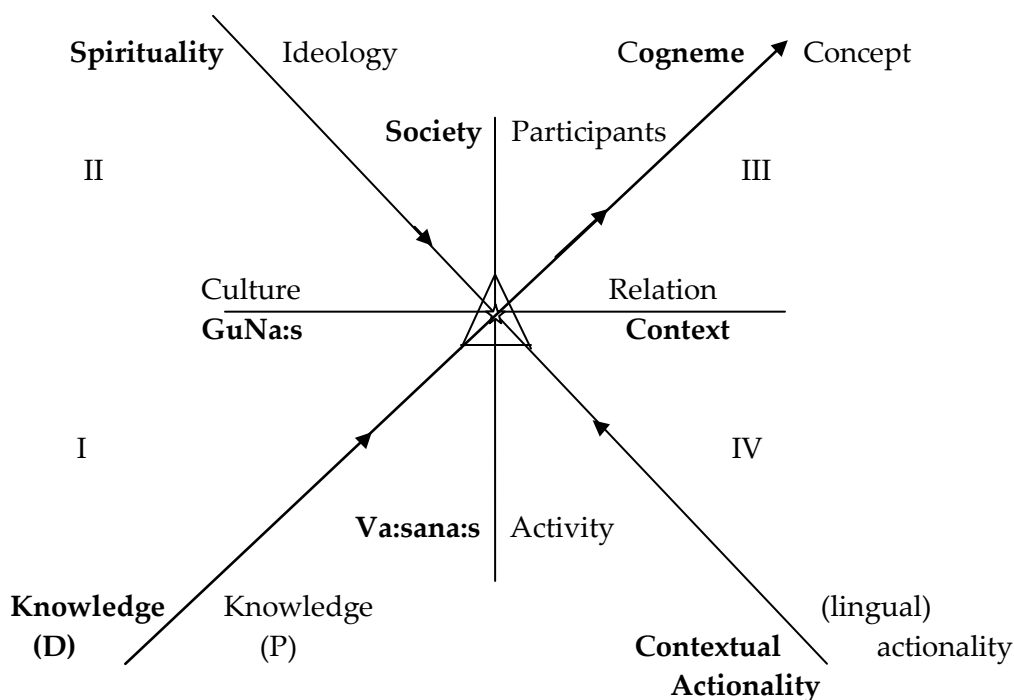
paradigm (*paradigmatic axis* shown as the vertical axis) from among the other choices. Within that paradigm, he will also choose the specific structure (*syntagm* shown as the *syntagmatic axis* by the horizontal axis) of the ESP in consideration, say, English for Architectural Engineering (AE) Students in the Brack Campus of Sebha University. Finally, both *the paradigm and syntagm* will be dispositionally resolved into *the cogneme* (shown as the *diagonal axis*) of KLTA (ESP) Syllabus as shown in the Graph I.A. This kind of resolution into a *cogneme* from *the paradigm and syntagm* configuration occurs *recursively* in the Networks-within-Networks Principle. Thus, the KLTA (ESP) syllabus is itself a product of the resolution of *the content and form* of the specific, say, architectural engineering, ESP register at a different resolution as shown in the Graph I.B.



Graph 1. B: The Triaxial Graph of Conceptual Process: Actional Reality Quadrant (3) in Ka:rmik Linguistic Theory

This is the third quadrant in the cognition of lingual actionality. It is produced when the guna:s impact on the (KLTA Syllabus) **knowledge** under the influence of va:sana:s in the first quadrant and further qualified by the resolved **spirituality** from culture and society in the second quadrant. Finally, the cogneme is realized as contextual (lingual) actionality of the constructed syllabus as shown in the Graph 2.

[Here, an important point to be noted is the difference between *the individual dispositional resolution* of the KLTA (ESP) syllabus and *the collective dispositional resolution* of the KLTA (ESP) syllabus. The collective dispositional resolution of the syllabus is done on the principles, concepts, procedures, and techniques that have been evolved after the collective standardization of the KLTA (ESP) syllabus construction as a whole. The individual resolution is a contextual reaction to the collective resolution that results in a specific individual syllabus that may be similar or deviant from the standard pattern. We are now concerned with the collective resolution of the KLTA (ESP) Syllabus Construction.]



Legend

- ☆ *The Individual Consciousness (soul or the ji:va)*
- △ *The Triad (sattoa giving knowledge of activity; rajas giving choice of activity by traits; and tamas giving inertia or materiality of activity by va:sana:s) of Disposition.*
- *Horizontal Line;* | *Vertical Line;* / *Diagonal Line: Horizontal, Vertical, and Diagonal Axes*

I, II, III, and IV the quadrants 1, 2, 3, and 4

Graph 2. A: Combined Triaxial Graphs of Cognitive Actionality Quadrants in Ka:rmik Linguistic Theory

Once the paradigm and structure are decided, the syllabus maker then visualizes the ESP Syllabus (AE) by cognition as *an AE Syllabus-Cogneme. This is the seed of the AE syllabus.*

For any Syllabus, the resolution (diagonal axis in the graph) will be from that of *content* (vertical axis) and *form* (horizontal axis) to give *the cogneme* of the syllabus; and the ESP syllabus will be from that of ESP content and form to give the cogneme of the ESP syllabus; and the ESP (AE) syllabus will be from that of ESP (AE) content and form to give the cogneme of the ESP (AE) syllabus.

The resolution can be hierarchical in a taxonomy (general or biological) from a superordinate level to its subordinate levels (say, from a category-to-type-to-class-to-subclass; or order-to-genus-to-species-to-subspecies), or it can be in a network where there is no order *per se*. For example, a syllabus can be hierarchically ordered as follows:

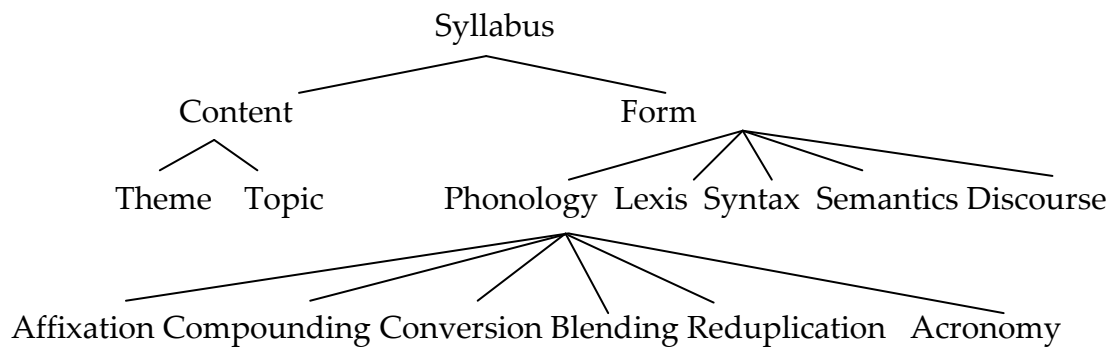


Fig. 5. A Taxonomy of Syllabus: Hierarchical Structure
or

it can be arranged in a network with interconnected-interrelated-interdependent nodes as follows:

1. An example of a **star network** is already given in the resolution of syllabus in *Fig. 1. A Star Network of Syllabus.*
2. A simple radial network consists of coordinate and / or subordinate I-I-I nodes.

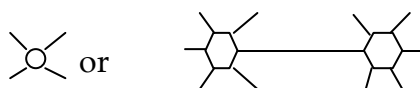
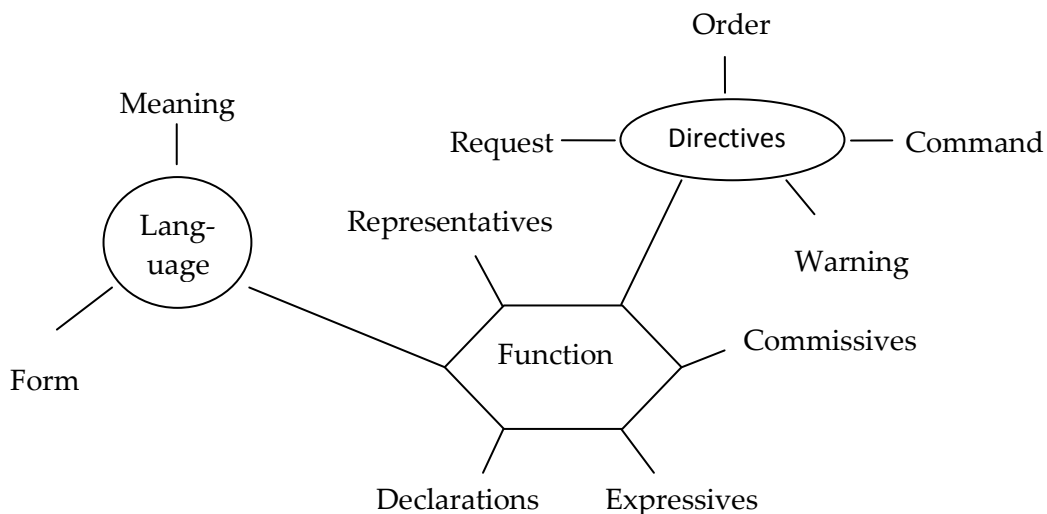


Fig. 6. A Simple Radial network

Therefore, even though it is a radial network where all the nodes in the network are of equal rank, there can be hierarchical order within the nodes. For example, *form, function, and meaning* are of equal (coordinate) rank in *language*; however, *within form, or function, or meaning, there can be nodes which give the network a hierarchical structure. For example, within function, we have the five speech acts: representatives, directives, commissives, expressives, and declarations*; and again, within these speech acts, there can be a further division. For example, *request, order, command, warning*. To elaborate further, we can have a hierarchical taxonomical structure within the network along with the radial structure.

In the following network, both the types of radial and hierarchical structures are shown. Form-Meaning-Function network is radial while Language-Function-Directives network is hierarchical since directives come under functions, and function under language.

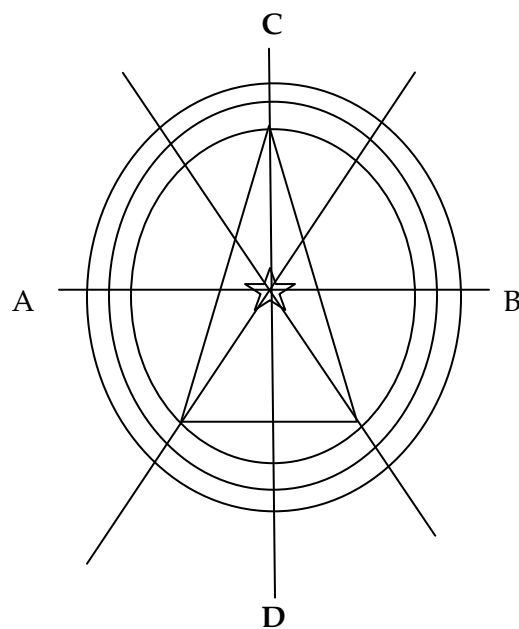


Legend: ○ Central Node; ⬡ Outer Node; ◌ Peripheral Node

Fig. 7. A Radial Nodal Network of Language in Syllabus

At any stage of the materialization of action, there is always an evolution of the concerned action from its conception (cogneme) to patterning to materialization in form. The graph shown in 2.A gives us a cognitive outline of how the cognition takes place. After its cognition, it is materialized in a context as shown in the following figure. The Consciousness-qualified-Svabha:vam shown by the triangle with an embedded star is impelled to get the desire and the consequent concept. It is shown by the first inner circle – the Pasyanthi (Concept) stage. Then, the concept gets patterned as a pattern with its structure. It is shown by the second middle circle – the Madhyama (Pattern) stage. Finally, the structured pattern of the conception materializes

as form with a patterned structure of the conception. It is shown by the outer circle – the Vaikhari stage (Form or Matter).



Legend

AB, CD are the vertical and horizontal axes that give the four quadrants

Os inner, medial, outer : pasyanthi ‘cognitive’; madhyama ‘pattern’; vaikhari ‘form or phonic’ levels of realization of language

△ The Triad of Svabha:vam; ☆ or • The Individual Consciousness

☆ The graph indicating the formation of lingual action

Graph 2. B: Tricircled Disposition (personality)-Qualified-Consciousness Creating Action in Ka:rmik Linguistic Theory

2. Organization of Knowledge

The syllabus maker dips into the treasured knowledge of KLTA syllabus making and gathers knowledge about *the form, function, and style of the concerned register*. He does this by consulting the data bank of *the form, functions, and styles* of the concerned register. He also takes into consideration the socioculturalspiritual values of the society for which the syllabus is meant. For example, in the Libyan situation, the political, cultural and religious values are given proper attention in framing the syllabus. That means **the content** selected should not only be comprehensive and relevant to the subject of the register but also be socioculturalspiritually acceptable to the society as a whole. After a proper selection of the content, the syllabus maker embarks upon making a **decisive curriculum** of *what* content and form has to be taught. To elaborate further, *the themes and topics* which are *representative* of the general content of the register will be identified and *selected*, and *graded for presentation, repetition, and evaluation*. The selection should be such that the representative samples are exemplified by other similar samples in the primary, secondary textbooks and guidebooks as well. In a similar way, all the levels of the form such as *phonetics/phonology, lexis, syntax, semantics, and discourse* should be analyzed and the representative samples of the data in the form of *phonemes, stress, and intonation (for Phonology) word-formation processes (for Lexis), sentence patterns for syntax, types of meaning (for semantics), and discourse structure (for written and spoken discourse)* should be identified for selection, gradation, presentation, repetition, and evaluation. Finally, a *rhetorical structure analysis of the register* has to be made and the different ways of saying the same thing in an alternative but popular way should be explored- however, the emphasis should be on the common and simple ways of expression.

Some guidelines for the organization of the teaching materials is given below.

B. Organization of the Teaching Materials

1. Unit and Lesson Organization

i. Networking all the Levels in the Lesson according to KLTA

ii. Practice according to KLTA:

a. Citation of Words – Tautological Repetition – Code [Mixing –Switching - Swapping]

b. Exposure by Citation – Contextual Citation – Individual Contextual Application – Conscious Repetition of Application – Recall – Retention -Evaluation

c. Graded Reading Materials for Comprehension

d. Listening - Reading – Writing – Speaking – Recall

iii. *Meticulous, Rigorous and Graded* Presentation of the Materials in *the Self-Learning*

Model: Nothing is Taken for Granted;

Review of Background Knowledge as a Prerequisite

iv. Evaluation and Application by KLTA

3. Concept: KLTA Syllabus Conceptualization

Having made the appropriate and required selection of the content and form and function and style of the concerned ESP register, the syllabus maker has to conceptualize the syllabus in a systematic procedure with tested techniques. The conceptualization should be atomic-holistic, networks-within-networks oriented, I-I-I, and five reality (ka:rmik: dispositional, cognitive, socioculturalspiritual, contextual actional, and ESP Syllabus Constructional Actional Realities) layered. At this stage, there is no detailed patterning of the syllabus; only the general outline is visualized and the syllabus is seen like a house with all the parts as *the whole* without focus on them – it is *the whole* that is visualized. To explain more, it is like the topic outline in words of a book. Here, the book is visualized as a whole without a detailed focus on the chapters, etc. In the next stage of design, the whole is seen as *all the parts* by focus – it is *the parts* that are visualized to constitute the whole. To explain more, it is like the detailed chapter division of the book where each part is fully patterned in a networking to weave the web of the book.

4. Design

This part is the most crucial part in syllabus construction. It outlines the procedure of syllabus construction which implements the KL Theory and the techniques which are used to implement the procedure. The procedure and techniques constitute the HOW of KLTA Syllabus construction; while the theory gives us the rationale (WHY) for doing so.

1. Procedure: KLTA Patterning and Structuration of the Syllabus

If the syllabus maker patterns and structures the syllabus in the KLTA paradigm, he has prepared the blue print/plan of the syllabus. At this stage, there is an overall idea about *what* is to be taught: the themes are specified and the topics (content) selected. Then, *how* it is to be taught, *when and where* it has to be taught is decided to be in the KLTA paradigm: the procedure of teaching the content, its order within a time schedule and the techniques used for teaching the content within the spatiotemporal material setting of context are planned; so also, the division of the content into the required number of units, and the further division of the units into lessons and sub-sections within the framework of each lesson consisting of the teaching materials for the Four Sections of Form, Function, and Meaning, and Application in an I-I-I circuit that are presented in *atomic-(w)holistic , networks-within-networks, systematically repeated, and regularly evaluated* model.

The atomic-holistic and networks-within-networks principles are further explained for more clarity of these principles in the construction of KLTA syllabus.

1. Atomic-Holistic Functionality and Networks – within- Networks Principles

A very crucial factor in design is the implementation of *the Atomic-Holistic Functionality and the Networks – within- Networks Principle*.

a. Atomic-Holistic Functionality Principle

The entire syllabus has to be designed as a whole first as an aggregate of all of its parts; second, the whole has to be maintained as a self-regulating structure which is greater than the sum of the parts (gestaltian view); and finally, the syllabus as beyond the whole being firmly rooted in the *ka:rmik* (dispositional) desire. At the same time, the syllabus has to be designed with each of its parts functioning as a whole at its own level: there should be *Atomic-(W)holistic Functionality*. All the same, each part should have its own internal network which should be a part of a major network at a higher level. Each function contributes to the larger function in the network. For example, phonology evolves into lexis, and lexis into syntax, and all of them into semantics and discourse. Furthermore, lexical items and grammatical items, and semantic items should be networked together at a higher level to produce a network of sentence structure and then discourse structure. Furthermore, the teaching points in each lesson should be I-I-I within the unit and across the units to fulfill the overall objectives. For example, the syntactic patterns taught in each lesson should be I-I-I with those *within* the unit and *across* the units by **gradual evolution in a simple-to-complex order**.

b. Networks – within- Networks Principle

At the same time, each part at its own level should have its own network. For example, the syntactic part will have its own structure at its independent level – here, there is no need to look at the phonology component in teaching and hence the whole is greater than the sum of the parts; similarly, the meaning of an utterance in a context can be beyond the sum/or a part of it as in *contextual (Gricean) or dispositional implicature (implicature according to one's attitude or disposition)*.

Web networking is also recommended if it is not complex. For example, words that function as nouns are selected from an ESP text and these words are turned into noun phrases containing articles. Here, articles are a separate section and independent at their own level but they form a part of the network of noun phrases at a higher level. At the level of the noun phrase, it is independent at its own level but it will be a part of a clause/sentence section ... and so on. This is one network – *a formal network*. It has to be interconnected-interrelated with another network, say, *the functional network* which deals with speech acts and implicature in a context, and the contextual network that contains the formal and functional networks has its own network of the immediate, wider, and global contexts, and finally it ends up in a discourse network with its own internal structural networks of speech acts, turns, and exchanges in conversation and sentence, paragraph, and essay, and so on. This systemic network should again be

interconnected-interrelated with *the dispositional network* with its own internal network of desires, lingual action, coordination of action, result, and experience to produce the *Networks-within-Networks* grid. In addition, each sub-unit can be further broken down into smaller networks, for example, desires into a network of lingual, and non-lingual; lingual desires into general and specific; and specific into EST, EAP, etc. This is the SYLLABUS NETWORK. This is somewhat similar to *the functions and notions model* but it is more comprehensive and broader than that. This Syllabus Network is further I-I-ied with *the teacher's and the students' working networks* and all of them to *the administration network* in an appropriate manner to constitute the ultimate **KLTS Network**.

A typical lesson in the KLTS consists of three major parts in a top-down process:

1. Experiential Reality; 2. Dispositional Reality; and 3. Actional Reality

each consisting of the other in an a:nushangik process (the cause inherited into the effect like clay in the pot) but presented in a bottom-up process for convenience. This is in accordance with the fundamental principle that language is used as a resource for the construction of actional reality at the lower level, dispositional reality at the middle level, and experiential reality at the higher level.

(9) Experiential Reality \blacktriangleright Dispositional Reality \blacktriangleright Actional Reality.

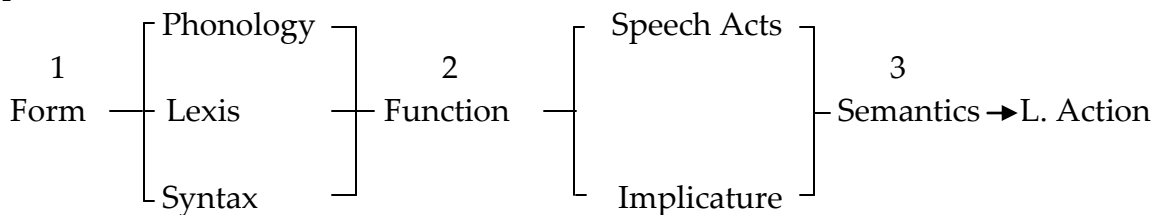
Each lesson is interconnected and interrelated with the following lesson and becomes a part of the next lesson in its functional structure; in a similar way, each lesson can be devolved into the preceding lesson by removing the content of the following lesson. This process continues until the last lesson. For example, if the first lesson is about articles (syntax), it will be a very short lesson introducing the articles *a/an* and *the* and they will be related to the articles in the native language (say, the articles in Arabic). The second lesson/section will be about the Noun Phrase which contains nouns (+ articles). If the lesson deals with the basic noun phrase, it deals with *count* and *non-count nouns* and *specific* and *generic reference* as parts of it at its own level but still contains articles. If the text is an ESP text, say, English for Science and Technology: English for Civil Engineering/Architectural Engineering to ESL learners, the lexical items chosen will be from, say, *a house* with a gloss in the native language. *Here lexis, syntax, and semantics go together.* When these noun phrases are presented in a conversation/composition drill discourse practice leading to experience takes place. By introducing a choice of lexical items in the conversation, dispositional creativity will not be neglected- *the form is taught in connection with the dispositional function of the learner and the form-function-choice-dispositional creativity network is nourished.* In a similar way by introducing *games, competitions, etc.* the interest will be sustained. What is more, at the level of lexis, another network-within-network will be formed which is related to different types of houses, buildings, and so on. On a ka:rmik process, the students will be motivated to prepare

their own extensive ESP word lists in their own leisure time and submit them for marking. This will build up a good vocabulary basis for them in due course of time. The concerned lecturers (Non-English teachers, say, Lecturer of Building Construction, Soil Mechanics, etc) will refer to some of the important words in their native language and give the English equivalents during their lecture in a casual way. This is done by reference to the glossaries, and handbooks already prepared. As the syllabus is developed, all the four levels are made interconnected-interrelated-interdependent in an *economical, elegant, and effective way to save time, bring in order, and generate systematic and effective learning.*

Part III: Actional Reality

It consists of three sections: 1. *Form*; 2. *Function*; and 3. *Semantics*.

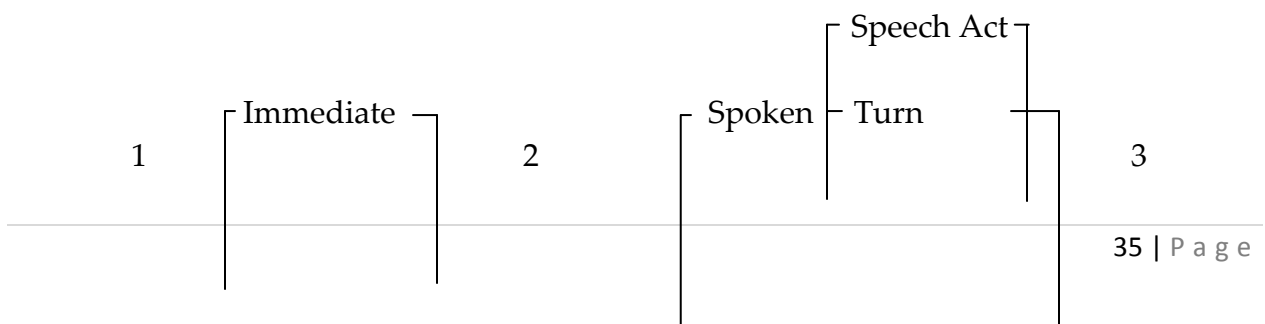
In each section, the concerned words, and sentences along with their functions are introduced. The aim of this part is to enable the learner *acquire formal knowledge (grammatical competence)*. This is concerned with the **what-aspect** of language, that is, the **form and content** of language. This section aims to provide the learner with the means aspect of coordinating the coordination of dispositional lingual action. Since these three levels are dispositionally learnt, the creativity of the learner is not affected and he can manipulate its use as he likes.

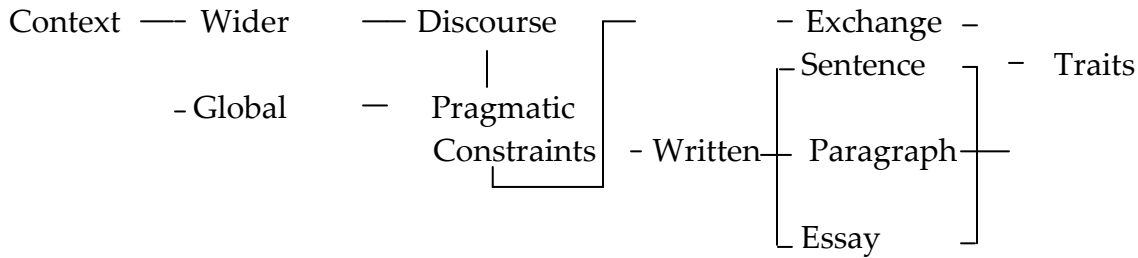


Network 1: Actional Reality Network

Part II: Dispositional Reality

It consists of three sections: 1. *Context*; 2. *Discourse: a. Spoken; b. Written*; and 3. *Traits*. In each section, the formal knowledge acquired will be further augmented by its application in a *specified context through specific speech acts in a discourse structure*. The aim of this part is to enable the learner *acquire functional skills in language use (functional or communicative competence)*. This is concerned with the **how-aspect** of language, that is, the **processing or application** of language in a **context**.





Network 2: Dispositional Reality Network

1. CONTEXT

a. Preparation of the Materials

The context can be divided into immediate, wider, and global levels. These levels are **relative** but can be broadly defined. **The immediate context** is the context in which the syllabus is *going to be taught*. It is the classroom situation in a *particular* educational institution. It can be a single group or multiple groups. For example, a textbook of secondary school English in state secondary schools. This is constrained by the influence of all the four aspects of *teacher-student-(educational) materials-administration* network obtained in that particular educational institution. This is similar to *setting*. **The wider context** is the context in which the syllabus is *framed and implemented*. It is the ministry/directorate of education which oversees the teaching-learning-materials production-administration in a region. For example, it is the ministry of state secondary school education in a state. The regional levels can be hierarchically considered in a *top-down* process from the apex body to its lower level administrative networks, for example, the branches in district educational centers. Sometimes, the apex body may be within the own educational institution if it is autonomous, or it can be outside if it is not. For example, universities in a particular country offering post-graduate courses. It is *the stage* on which the setting is obtained. **The global context** is the context in which the syllabus is compared and contrasted with other syllabuses of *the same subject at the same level but in different organizations*. It can be within a particular region/state/country or internationally. For example, the syllabus of secondary schools run by a state school and the syllabus of secondary schools run by the central government in India and the syllabus of secondary schools run by another country such as the U.K., or Nigeria or Libya. it is similar to an inter-stage level.

b. Content of the Materials

In the content, the same networking of networks-within-networks and atomic-(w)holistic functionality will be applied. The content of the materials should be context sensitive. **The immediate context of the content** is the subject matter that they are going to read for passing in the examinations; **the wider context of the content** is the use to which the materials can be put in their relevant area of study. For example, in an ESP textbook on civil engineering, the wider context is the context of the application of the

linguistic knowledge obtained from the materials in understanding and expressing the ideas in their relevant field of education. **The global context of the content** is the inherent ability of the materials to prepare the students to creatively apply this knowledge to any other area of study above their given level of learning. It means a further creative application/transfer of these acquired skills to new areas of knowledge.

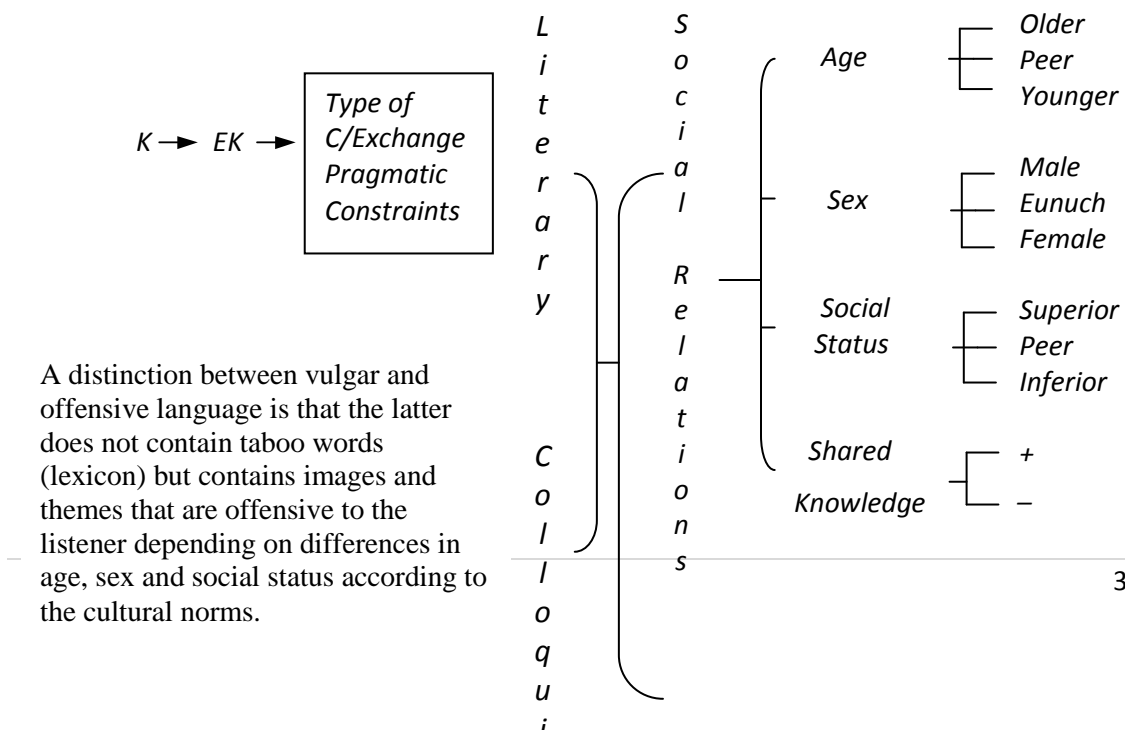
2. DISCOURSE

Discourse is constrained at both the spoken and written levels by *pragmatic constraints* and *style*. The entire network of the teaching-learning-information (materials)-administration is carried out by that discourse which is affirmative in action, and optimal in its results. A *positive ka:rmik field* (a field of learning experience that is enjoyable, productive, and useful) is created by appropriate discourse strategies and discourse structures. To do so in the context of learning the required pragmatic constraints in the use of literary, colloquial, vulgar and offensive language; the rules governing social relations, situation and status, and setting in the field of discourse have to be carefully implemented.

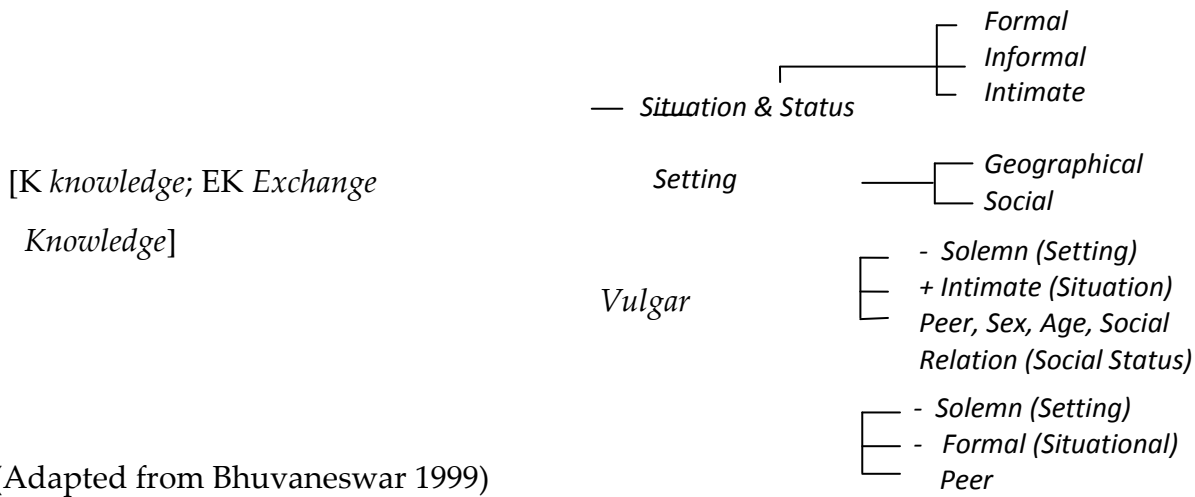
In the case of learning, the students should gain *communicative competence* to further use it to gain *experiential (ka:rmik) competence*. In the development of conversational skills, the learners should master the knowledge of pragmatic constraints; in the case of writing skills, the learner should master the various skills of composition according to their level of learning. These skills have to be integrated into the concerned syllabus. In the case of ESP syllabus, the writing skills are geared towards acquiring the specific skills of the register.

A network for such pragmatic constraints is given below in Network 3.

Network 3. Pragmatic Constraints in a Conversational Exchange Network



A distinction between vulgar and offensive language is that the latter does not contain taboo words (lexicon) but contains images and themes that are offensive to the listener depending on differences in age, sex and social status according to the cultural norms.

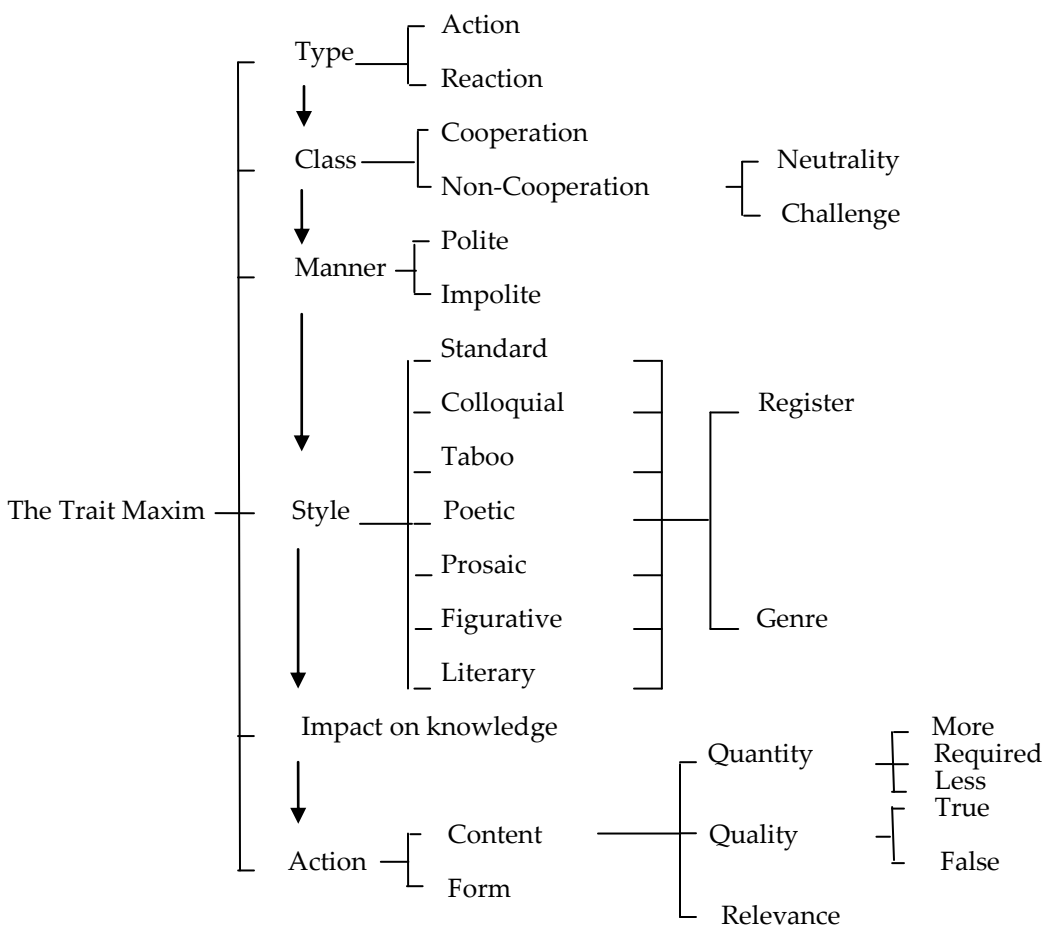


(Adapted from Bhuvanewar 1999)

The style of discourse is also a very important factor in the design of discourse strategies and structures. It is connected with the trait maxim in Ka:rmatics (Ka:rmik Pragmatics).

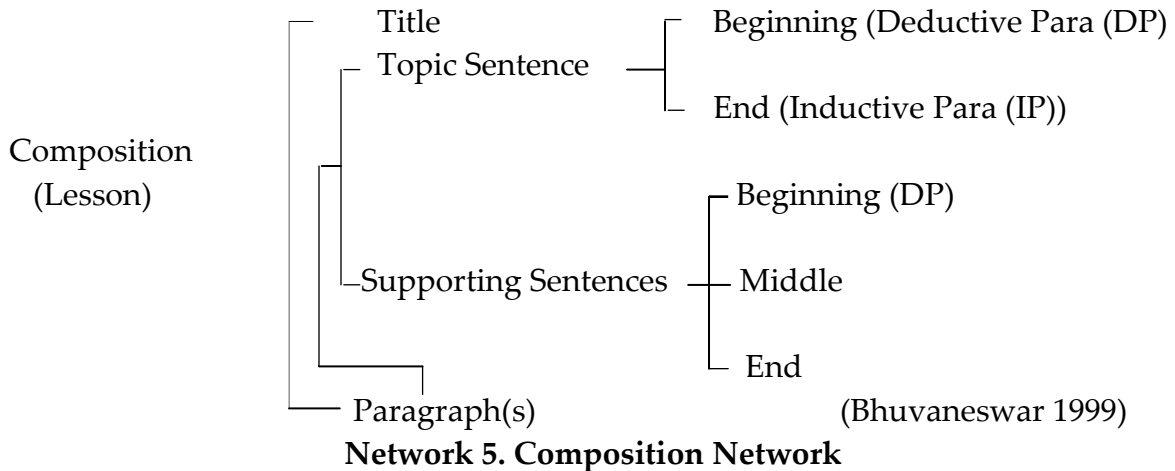
It can be captured in the following network.

Network 4. Style in Conversation: The Trait Maxim Network



(Bhuvanewar 1999)

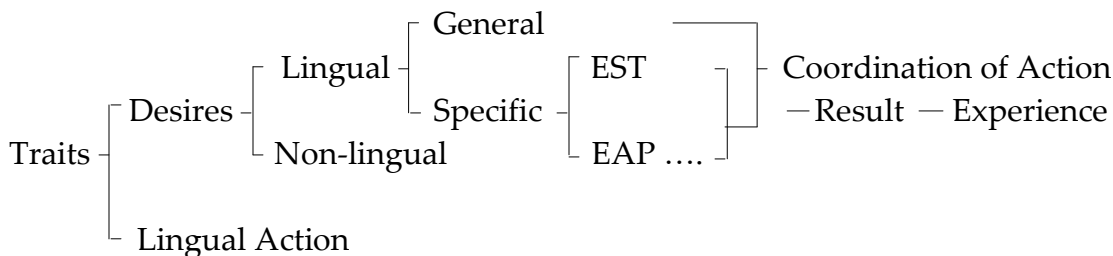
The style in written discourse is governed by its own rules of composition. Below is given a simple network for composition at the paragraph level.



3. TRAITS

Traits are needed for generating the appropriate dispositional impulses for creating the appropriate *desires* to produce the appropriate *lingual action* to *coordinate the contextual action* for its subsequent *experience*. All the skills acquired at the two levels mentioned above should be I-I-Ily networked with the concerned traits to produce the desired *lingual action* for performing *action*. For example, the lingual desire is to pass in the ESP / General English examination (or to learn a particular grammatical point as sub-desire). This is to fulfill a non-lingual desire to become an engineer/officer by getting a degree. In order to pass in the examination, a student has to acquire the English language skills; in order to acquire these skills, he has to read the syllabus. To explain it further, the student is performing lingual action to fulfill a lingual desire which is done to be so to further fulfill a non-lingual desire. To produce these traits, the syllabus maker has to do a *needs analysis* and based on that the required *tasks* have to be built into the syllabus. This involves a multidimensional networking of the needs of the learner [at the formal (phonology-lexis-syntax-semantics-discourse structure),

functional (speech acts), semantic (meaning of the words and sentences in context), and discursal (discourse patterns) levels]; their fulfillment by the appropriate and necessary teaching materials; relevant teaching methods; and a learner-friendly administrative ambience.



Network 6. Traits-Desire-Lingual Action Network

A Typical Lesson in a KLTA Syllabus consists of Three (dealing with learning) + Two (dealing with practice and evaluation) parts. Part I consists of *five sections* dealing with *a. desire specification*, leading to *b. knowledge acquisition*, leading to *c. knowledge application and skill acquisition*, leading to *d. coordination of action (for the construction of dispositional reality)*, and *e. dispositional reality construction leading to f. experience of action*.

(10) Desire → Knowledge Acquisition → Skill Acquisition → Coordination of Action Experience.

Within Part I, *knowledge acquisition* consists of *three sections* dealing with *a. form*, *b. function*, and *c. meaning*; again, *knowledge application and skill acquisition* consists of *two sections* dealing with *a. context specification* and *b. discourse construction*. In Part II, different exercises are given for practice and establishing the concerned lingual habits for coordination of action. In this part, there will be guidelines and hints for practice. Part III is devoted for testing and evaluation without any guidelines or hints. The whole lesson is interconnected-interrelated-interdependent on each network-within-network in an atomic-wholistic functional framework.

In a similar way, each preceding lesson is I-I-Ied with the following lesson and the whole syllabus is worked out in a holistic networking model.

Finally *why* it is to be taught is established through the procedure of the syllabus that realizes the functions: what is to be taught and how it is to be taught is harmoniously related to fulfill the aims and objectives instantiated through the desires specified. However, the details are not exemplified, but they are clearly mapped out.

This intermediate stage offers the skeletal structure of the syllabus. In the case of expert syllabus planners, they reach the stage of perfection and almost no changes are made at the time of execution. In view of the magnitude of lexis, and syntactic patterns and

types of essays, such a perfect stage is not easily achieved by *automaticity*; syllabus patterning is generally *heuristic* (by trial and error). This is *the sprout of the syllabus*

Illustration of a Lesson in KLTA

How a lesson is designed in the KLT Approach is illustrated in English for CEE III Unit I given separately (Please see Designing a CEE Unit: A KLT Approach.)

PART III: EXPERIENTIAL REALITY

This is the final part in the lesson. It is divided into three parts: a. Learning ; b. Practice; c. Habituation. It is the application part of the lesson whereas the first two parts can be the theoretical parts. What is learnt in Part I and II is now concretely applied to fulfill academic desires. Each academic desire is specified; the language needed to fulfill the desire is *identified* and *selected*; the outline of linguistic action to be performed is made out; and finally, the action is executed step by step to fulfill the concerned academic desire. If the results are not good, remedial learning is initiated till the appropriate result is obtained.

Once the desire is successfully fulfilled leading to its experience, it is practiced in different contexts of knowledge and perfected.

What is perfected by practice is used consciously as and when the occasion demands in the context of its need and thus internally habituated as *va:sana*.

b. Some KLTA Techniques for Syllabus Design

In KLTS design, different techniques are adopted or innovated at different levels to bring about success in doing the desired action. These levels are the level of the:

1. syllabus maker in constructing the syllabus
2. teacher in teaching the syllabus
3. learner in learning the syllabus
4. administration in executing the syllabus.

b.1. The Level of the Syllabus Maker in the Construction of the Syllabus

The syllabus maker should be aware of the important KLTA techniques such as the *superimposition, a:nushangik, radial networking, and grading techniques* in the construction of syllabus in general and other specific language techniques in offering exercises for *practice, testing, evaluation, and feedback*.

i. The superimposition technique is the most crucial technique that has to be carefully exploited in a systematic way.

First, the themes of ESP should be selected and graded and the topics should be superimposed on them to achieve the first level of superimposition.

(11a) Topic ⇨ Theme.

In the gradation of themes, there should be **gradual evolution**; they should evolve from one into another according to the degree of their complexity. For example, *dwelling in urban areas* is a theme: the topics can be *houses, condominiums, and palaces*; the sub-topics for a house can be *single storey, duplex houses / single, double, triple bedroom houses*. The style of description can be *analytical (describing how a house is divided), spatial-ordered (describing the parts in a spatial order), and serial (serializing the description)*. The evolution of description of dwelling places should be gradual from a bare hut to a simple house to complex houses to palaces.

Second, the lexis, the syntax, and discourse elements should also gradually evolve from one into another a:nushangikally in the course of these descriptions.

(11b) Discourse ⇨ Syntax ⇨ Lexis.

For example, from *house/place (word)* to *a house/place – a house in a colony/a dwelling place (phrase)* to *A house (in a colony) is a dwelling place (sentence)*. It consists of many rooms... and so on. In another lesson, the same topic should be interconnected-interrelated to palaces. This topic should be interconnected to other related dwelling places such as hostels, hotels, etc. on the one hand and other aspects of grammar such as a simple sentence to a complex sentence with their sub-divisions;

Third, the rhetorical structure of discourse should also be dealt with in a similar way. For example, developing a paragraph from a topic sentence and adding supporting sentences to complete the paragraph should be by gradual evolution and I-I-I of Theme-Topic-Topic Sentence with word-phrase-sentence-paragraph with cohesive markers to exercises with cloze passages, etc. to testing by the selected syntactic patterns in questions. Drawing flowcharts in planning is a simple technique to ensure neatness and ordered I-I-I.

(11c) Paragraph ⇨ Supporting Sentences ⇨ Topic Sentence

(11d) Paragraph ⇨ Sentence ⇨ Phrase ⇨ Word

Some flexibility can be given in the gradation but it should be neat and flowing from one into another smoothly. Taxonomies will be very useful. The same should be the case with the topics also; and the topics should be many both as tokens of the same type as well as varieties.

Another very important technique is **the a:nushangik processing** (the cause being inherited into the effect like the clay inherited into the pot) of the content and form. This is actually a procedure in creation but it can also be viewed as a technique when

applied to implement the procedural aspects of syllabus construction. For example, the teaching of syntax can be done by a:nushangik processing by developing sentences from clauses from phrases from words as follows:

**(12) Words → Phrases (+ Words) → Clauses [Phrases + (Words)] →
Sentences [+ Clauses + (Phrases + (Words))]**

ii. I-I-I Principle

Interconnection-Interrelation-Interdependence (I-I-I) Principle is a very important feature of the KLTA syllabus. By this, a lot of teaching time is saved, unnecessary repetition of content and form is avoided, neat and rigorous planning of the content and form is established, and solid binding of the content and form that is included in the syllabus is achieved which brings in stronger retention, and quick retrieval of information.

To achieve, I-I-I in the syllabus construction requires a patient, analytical, and holistic understanding of what is to be taught and how it is to be taught within the required time with available resources. There should be two levels of planning: overall and particular. At the level of overall planning, the entire level should be considered as a whole. At the particular level, the whole should be broken down into parts by systematic analysis, ordering, and complexity. Then, these parts should be sequentially presented in the units and lessons in the units. To explain further, at the particular level, there will be linear processing according to complexity, at the inter-particular level across the units and lessons, there will be parallel processing of the different parts, and finally at the general (overall) level, there will be radial (ka:rmik) processing. In other words, what is learnt at the particular level is I-I-Ied with the inter-particular and overall levels. To I-I-I in the syllabus, flowcharts, diagrams, and outlines about the syllabus content and form will be very useful.

iii. Incorporating Bilingualism and Extra-curricular Activities as Part of the Syllabus

In the Libyan situation, almost all the students are native speakers of Arabic with a few exceptions of Targi and Hausa speakers. A lot of time has to be spent by the Non-Arabic teachers of English in trying to explain the meaning of abstract nouns and some concrete nouns whose meanings cannot be easily explained by using the direct method. One technique to overcome this frustrating problem is by using bilingualism. In KLTA, bilingualism is accepted if it is judiciously used, but not over used (see Bhuvaneshwar 2009) and it advocates the use of bilingual glossaries and preparation of bilingual word-lists by students as assignment. In addition, mini-projects that involve free translation of articles and their mini-projects in Arabic are also encouraged for their continuous assessment. A timely translation will save a lot of bother in understanding the texts as

well as maintaining the flow of reading. Therefore, bilingualism should be used as and when required in making a syllabus.

Another important technique to enhance learning is through extra-curricular activities. Language games can be profitably included in the syllabus to make learning interesting and faster. The choice of the games is a very crucial factor to make them relevant and acceptable. For example, adult learners may not like to play the games of children. Thus, asking Architectural Engineering students (above the age of 17/18) to play Nageza may not be effective. In fact, it will be a waste since they may not play the game at all. On the other hand, cards, or cube games which involve designing may be highly attractive: Different strokes for different folks.

iv. Integrating Subject-Teaching into Syllabus by Time Management

Another important factor to be taken care of in syllabus construction is time management: to provide maximum knowledge processing within minimum time. One technique to do so is to incorporate subject-teaching exercises into the syllabus: the students will be asked to mention a few more words they learn in their regular subject classes in Arabic. In this exercise, words, or sentences that are **outside** those given in the regular ESP teaching course book are included by *indirect reference* (that is, these items are referred to in English by the subject teacher in his class; for example, a teacher teaching *urban design* in Architectural Engineering will include the English equivalents for these words such as *urban planning, urban design, cultural ecology, route pattern, etc.* in his regular class in a *casual manner* without extra teaching. The students will note these words and add them to their own word-lists; in addition, they may also refer to the glossaries and handbooks for such exercises. For this purpose the ESP teacher has to liaise with the subject teacher and I-I-I his ESP syllabus materials with those of the regular subject materials in Arabic. This is a very productive technique that will maximize ESP vocabulary learning.

v. Mini-Projects

Mini-projects during all the semesters will fortify what is learnt and increase interest in the learning activity. They can be elementary-intermediate-advanced in their degree of difficulty. Lexis, syntax, discourse projects relevant to the context of their regular subject learning can be included at the beginning, middle, and end of the course in the syllabus.

b. 2. The Level of the Teacher in the Teaching of the Syllabus

The syllabus maker should keep in mind how the teacher will tackle the syllabus and what will be his problems in the successful teaching of the syllabus. The syllabus should

be clear in its movement and enable the teacher to have a clear understanding of how the syllabus unfolds step by step. Then, he must be provided with clues to teach all the four levels of LSRW and fulfill the aims and objectives with the techniques to be used in teaching. The time constraints should be clear to the teacher for teaching the syllabus. Sometimes, the time limits may be stretched and sometimes they may be shortened depending upon the pace at which learning takes place. He must have a general idea and a specific schedule to coordinate the syllabus for the coordination of the learning process of the students.

i. An important technique to make the syllabus easily teachable is the technique of constructing the lessons in the units, and the units in the course in a **bottom-up** process while preparing the teaching materials in the easy-to-complex processing of information. While teaching composition skills, a **top-down** process will be useful: starting with the central idea as the topic/topic sentence and developing the paragraphs/supporting sentences.

ii. A **top-down** process is also useful in generating the form of the text: from desires-to-function-to-formal lingual action. Therefore, in syllabus construction, the technique should be *context sensitive, learner friendly* and *adaptable: different horses for different courses*.

b. 3. The Level of the Learner in Learning the Syllabus

The learner should keep three important points in mind: 1. the structure of the syllabus: what is given, how it is given, and how it should be learnt; 2. the teaching method employed to teach and test the syllabus; and 3. his strengths and weaknesses to tackle the syllabus and the teaching.

A good syllabus designer will structure the syllabus in parallel recursive patterns that will be immediately visible to the learner; in graded presentation that will be conducive to faster and efficient learning; in systematically ordered tests and evaluation procedures that will encourage and challenge him to learn.

A good syllabus will provide a number of strategies to the learner to tackle the syllabus content in a *simple, quick, and comprehensive* manner. *The Linear-Parallel-Radial Processing Technique* will be needed to facilitate such learning process.

b. 4. The Level of the Administration in the Construction of the Syllabus

The syllabus maker should take into consideration the requirements of the administration as well as their limitations in executing the teaching-learning process. Provision of audiovisual materials, monitoring of teaching-learning progress, allocation of the required time, selection of the qualified students, etc. by the administration

should be kept in mind while preparing the syllabus. For example, if a syllabus demands the use of many technical gadgets, or electronic games in institutions where they are not available, its implementation will be a failure. A breakdown at one node may cripple the entire system.

5. Text-Formation

Taking into consideration all the above mentioned points in the conceptualization, and patterning of the syllabus, the syllabus maker finally starts forming the syllabus as this and that to be so and so in such and such manner. As he constructs the syllabus, he will check for uniformity in the selection, gradation, presentation, repetition, and testing and evaluation of the content and form within the framework of KLTA concepts and principles. He will draw outlines, flowcharts, notes, etc. while finishing the draft and arrive at the final product through cause-means-ends analysis.

IV. Summary and Conclusion

a. Summary

In I. Introduction, it has been pointed out that the teaching-learning-materials-administration network is disjointed and the new theories and methods of syllabus design are atomic in their approach. They could not bring out good results either because of lack of knowledge about them or because of their inadequacies. Hence, a new integrated KLT approach has been suggested.

In II. Literature Review, a number of approaches in syllabus design have been reviewed and it has been shown that they are atomic in their approach and so not productive and efficient in achieving the learning outcomes.

In III, the five stages of KLTA syllabus design are discussed in detail. They are: Stage 1: State of Disposition and Impulsion; 2. Desire; 3. Effort; 4. Design; 5. Text-Formation. Finally, the end product will be reviewed and revised and completed.

b. 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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