

EST Syllabi: Guidelines for a Ka:rmik 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