

KLTA SA 2 EST Syllabus Design for Architectural Engineering: A Ka:rmik Language Teaching Approach

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ABSTRACT

There is a proliferation of modern teaching methods, theories, designs, and procedures in the field of second and foreign language teaching and learning 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 (see Bhuvanewar 2008). 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: some excel by their own ingenuity; many 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-material experience.

From my teaching experience of almost three years in the Faculty of Engineering and Technology, Brack in the University of Sebha in particular, and an observation of English language teaching in other engineering and technology institutions in Libya, I find that students who study English show very little progress in their learning and their proficiency in English is deplorable – students could hardly write or speak a few sentences correctly. The teaching