

EST Syllabus Design for Architectural Engineering 2: Illustration of a Lesson in KLTA

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ABSTRACT

This is the second part of 'EST Syllabus Design For Architectural Engineering 1: The Ka:rmik (Linguistic) Language Teaching Approach' (Bhuvanewar 2012-13) in which a model lesson is given for illustration of the approach after "Illustration of a lesson in KLTA" in page 194 of that paper. Owing to constraints of space, it is not included there but given as this separate paper. In this paper, an attempt has been made to extend the ka:rmik linguistic theory to the teaching of languages and develop a new model of syllabus design in the ka:rmik language teaching approach (KLTA) 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. It is done by I-I-Iing the form-function-meaning (semantics)-discourse content of language in the syllabus with teaching-learning-administration network on the one hand and the knowledge-practice-traits of the learners in an integrated framework to bring in the va:sana (internalized habituation) of using the language in a systematic manner as and when the need arises.

Keywords: EST syllabus design; lesson plan in KLTA, architectural engineering; interconnected-interrelated-interdependent networking; integrated framework