

EST Syllabus 2: Syllabus Construction in the KLTS Paradigm

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ABSTRACT

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 (1) is followed in syllabus construction also.

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

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-