ABSTRACT

CREATIVE PROJECT: COMMUNICATION IN THE WORKPLACE

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PAGES: 30

Larson-Freeman (2003) suggested that grammar, semantics, and pragmatics are three, interconnected dimensions of language. Ideally, these three dimensions should all be developed during SLA, with one not taking precedence over another. However, there is an obvious imbalance in current ELT materials with grammar and semantics far outweighing pragmatics (contextual constraints on language that assign meaning to an utterance or text (Brown, 2007, p. 420), which served as the catalyst for the creation of the current materials, as well as insufficient academic discussion on the subject. Additionally, Tomlinson (2011), argued that “[l]anguage learners who achieve positive affect are much more likely to achieve communicative competence than those who do not” (p. 7). Therefore, the current materials attempt to introduce more abstract and pragmatically-based language features (politeness, directness, formality) as well as non-verbal forms of communication, such as eye-contact, while encouraging student affect.