

TITLE

A Study on the Asymmetric Development of Applied Linguistics and Pragmatics: Looking Back to the Origins of Communicative Language Teaching.

ABSTRACT

The information presented in the current study addresses the relationships between the development of two primary fields in the study of language: the communicative approach in second/foreign language teaching and pragmatics.

Data obtained from a comparative analysis of *Notional-Functional Repertories*, the original cornerstone of communicative language teaching (CLT), are contrasted with the development of pragmatics itself.

This study shows that both disciplines started from the same foundation but soon their paths split. At one point, CLT turned its back on the findings of its theoretical counterpart. As a result, what should be one of the pillars of CLT –i.e., the description of the contents component– is in fact anchored in a forty-year-old framework.

If this is true, as this research demonstrates, there is no need to insist on the importance of such an investigation, and its applications become obvious: for CLT, it can be directly applied to the assessment and further elaboration of materials and linguistic contents. For pragmatics, foreign language instruction becomes an ideal setting where theories can realistically be put to the test.

This study is an example of the benefits that interdisciplinary research can bring to the understanding of how language works.

KEY TERMS

Second/Foreign Language Teaching
Pragmatics

TYPE OF PRESENTATION

Work in progress

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