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Foreign Language Textbooks in the Classroom: Bridging the Gap between Second Language Acquisition Theory and Pedagogy

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Oral Presentation 1.3

**FOREIGN LANGUAGE TEXTBOOKS IN THE CLASSROOM:
BRIDGING THE GAP BETWEEN SECOND LANGUAGE ACQUISITION THEORY
AND PEDAGOGY**

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Second language acquisition (SLA) research encompasses various theories of language learning in which the theoretical perspectives sometimes are not connected to SLA methods used by instructors in the classroom. This paper discusses several theories of SLA in an effort to better understand their connection to pedagogy. Foreign language (FL) pedagogy accounts for various methodological approaches the most common being grammatical translation, direct instruction, audio-lingual, and communicative. These distinctive methodologies have produced a variety of FL textbooks which focus on one or several methodologies.

The following research examines a selection of textbooks in which the methodologies in beginning language learning are analyzed and evaluated. By looking at how such activities are used in the classroom, we can attempt to see the connection between topics in SLA theory and these implementations seen in the textbooks. It will be shown how linguistic concepts are presented as well as how particular strategies are supplemented with activities created by teachers, reflecting current SLA research.

In addition, the views of instructors are considered in this study in an effort to bring together theory and pedagogy. Their thoughts and ideas regarding the effectiveness of certain methods and activities are explored in detail through a series of clinical interviews. My survey should prove to help instructors decide what should be included in choosing the best FL textbook to help second language learners develop in proficiency. It will serve to bridge the gap between theory and pedagogical practice which often is ignored.