

Pedagogical Grammar Of Hawaiian: Recurrent Problems

SLA 28, 93-116. Printed in the United States of America.

SLA AND LANGUAGE PEDAGOGY

A Socioeducational Perspective

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The connection between SLA research and second and foreign language (SFL) teaching is discussed in this paper, from the viewpoint that such a relationship is desirable and that it is advantageous to see it as one mediated by a variety of factors. At the same time, it is asserted that the relationship is presently often weaker than it should be. The conditions under which SFL language teaching takes place are identified as strongly contributing to this state of affairs, though other aspects of SLA research that might have limited its relevance to teaching are also considered. A call is made for empirical studies into the use by teachers of research.

Whether there is or should be a relationship between SLA and language pedagogy is not something on which SLA researchers agree. Some feel there need be no such relationship or that, if there is one, it is not one for which they have any responsibility. Others, and I count myself among them, originally SFL teachers, became involved in SLA research out of a desire to improve SFL teaching—that is, we saw SLA as potentially having a positive relationship with SL pedagogy. At the same time, there has been a long-standing concern, expressed both in SLA literature and perhaps more outside it, over the perceived or actual lack of relevance of SLA research to SFL teachers and to teaching. In this, our area is typical of any area of research concerning a social practice and practitioners. Education research certainly has this sort of strained relationship with teachers, as do other similar areas.¹ This apparently persistent problem gives rise to intermittent considerations of the relationship, to which the present effort is one more contribution.

Despite the persistence of this concern, there has been little empirical study of it in our field, so in this discussion I will also consider some work in education in the belief that its implications apply to the SFL area. I will emphasize the role of teachers as the practical link between SLA research and classroom practice, rather

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attention" is one of the major issues in language teaching today. Answers.

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