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# Anniversary article. Classroom SLA research and second language teaching

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## Abstract

In Lightbown (1985a), I summarized SLA research by stating ten generalizations which were consistent with the research to that date. I

concluded that SLA research could not serve as the basis for telling teachers what to teach or how. One of the reasons for that was the limited scope of SLA research at that time. Another reason was that most of the research had not been designed to answer pedagogical questions. However, I suggested that SLA research was one important source of information which would help teachers set appropriate expectations for themselves and their students. In this paper, following a review of language teaching practices of the past fifty years, I reassess the ten generalizations in light of the considerable amount of classroom-based SLA research which has been carried out since 1985, especially that which has addressed pedagogical concerns in primary and secondary school foreign and second language classes. For the most part, this research tends to add further support to the generalizations, and this gives them greater pedagogical relevance. Nevertheless, I argue that teachers need to continue to draw on many other kinds of knowledge and experience in determining the teaching practices which are appropriate for their classrooms.

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