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Article Review on: Second Language Acquisition and Language Pedagogy by Talebinejad and Moattarian (2015)

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Abstract

The article Second Language Acquisition Research and Language Pedagogy by Talebinejad and Moattarian (2015), which investigates the degree to which English language instructors in Iran interact with and incorporate findings from Second Language Acquisition (SLA) research into their teaching practices, is critically examined in this review. The original study, which used data from semi-structured interviews with ten instructors with different educational backgrounds and teaching experiences, discovered that although teachers typically had favorable opinions of SLA research, they hardly ever use its conclusions in the classroom. Constraints relating to feasibility, practicality, and particularity, including low research literacy, institutional limits, inflexible teacher training courses, top-down syllabi, and various learner needs were highlighted as important impediments to adoption. This review highlights the merits of the work, including its clear title, coherent structure, and brief abstract, while also addressing methodological drawbacks such as the limited participant pool, lack of different data sources, and absence of research questions. The reviewer advocates expanded future study involving managers, teachers, and students, supported by multiple data-collection approaches such as classroom observations, questionnaires, and interviews. Overall, the analysis underlines the continuous gap between SLA

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theory and pedagogical practice and urges for better collaboration between researchers and instructors to promote the relevance and applicability of SLA research in classroom environments.

Keywords: Second Language Acquisition (SLA), language pedagogy, teacher attitudes, classroom application, teacher education, institutional constraints

Introduction

Article review is the summary and the evaluation of another writer's article through incorporating the main points, themes including the author's strong and weak sides. Bem (1995) stated that whenever we critique another's research, our review should be set up from summary. The summary of the article should focus on the important points, claims, and information; when reviewers review, they should discuss the positive side of the article. There is a need to think about what the author does well, good points she/he makes and insightful observations.

Identify contradictions, gaps and inconsistencies in the text are also expected from reviewers; find any unanswered questions left in the article. Therefore, I have read the article entitled "Second Language Acquisition Research and Language Pedagogy: A Critical View" among the journals of International Journal of Linguistics which is written by Talebinejad, and Moattaria (2015)in Iran. I have reviewed it based on the above criteria.

1. **The Purpose of the Study**

The purpose of the study is set to enrich teachers' understanding about their ideas to engage with SLA research in their daily practice of teaching. Thus, the result of the study enables them to use the research findings in their actual classroom situation while providing lessons.

2. Method

2.1. Participants

The participants of the study were 10 language teachers teaching English at different language institutes in Iran. The participants who attended the interviews came from different educational background, and teaching experiences. 5 of them were MA holders, and the rest 5 were BA degree holders; the majority of the participants who had MA degree were experienced teachers. Others were novice that taught averagely 5 years.

2.2. Instruments

Researchers used only semi-structured interview to collect the required data from the respondents of the study. In fact, various sections were included. The questions of interview were prepared on the feedback received from a panel of experts in Applied Linguistics. These questions incorporated various sections. Participants' background information; they were asked about their age, teaching experience, and their familiarity with SLA research; the other parts contained questions on particularity, possibility, and practicality of applying research in their everyday teaching practice.

2.3. Procedure

First, researchers forwarded issues about the purpose of the study. After explained the purpose, they asked questions. All the interviews were conducted through the native language of the respondents so that there might not be any misinterpretations.

2.4. Result and Discussion

The result of the study shows researchers found that teachers had a positive attitude towards the value of research. They mentioned this positive attitude is mostly fostered in university environment and not language institutes. Researchers indicated that teachers who were more experienced had motivation for using SLA research in their teaching practice. However, novice teachers were not eager to employ SLA research. Even though more experienced teachers were eager to use SLA research, there were lots of problems in applying research in practice. The interview questions were designed in a way to lead the respondents to discuss the problems within the main principles of possibility, practicality and particularity.

Possibility-teachers believed that applying SLA research to language pedagogy are not always possible to be applied in language classrooms. Because teachers had lack of knowledge in analyzing research articles, lack of time, and lack of facilities.

Practicality-applying the results of SLA research in language teaching may not be practical due to the following reasons: teacher training courses-language institutions have unified methods of teaching; they ask their teachers to apply the method presented in TTCs step by step. Researchers stated that teachers did not have a ground to apply the results found in a research in their classrooms. Teachers' employment-teachers were employed/selected/ based on their general English; it was not based on specialized knowledge in SLA. Supervisors' ideologies and classroom observation-in some institutes teachers complained that classroom observations do not

let teachers deviate from the normal techniques offered in TTCs. Institutions insisted on TTCs which were given to teachers. Top- down syllabus-teachers are obliged to not to employ new syllabus, except that the institutions ratified. Selected materials-teachers were not allowed to develop other materials except the institution prepared. In regard to teachers' knowledge and motivation, teachers were not motivated to apply the finding of the research in their classroom because of supervisors' and managers' criticism, students' demotivation. Teachers were not capable enough to employ the finding of the research.

Particularity-the researchers mentioned that the findings of the research did not compromise the whole social context of the society. Due to students came from different backgrounds, the findings might not be applicable that fitted to the whole learners in the classroom.

The results showed that language teachers do not frequently apply the findings of SLA research in their classroom situation (Krashen, 1982). They believe that the obtained findings may not address the whole needs of learners; the findings were specific. Teachers were given TTCs by the institutes; they have to follow the rules and the steps dictated to them in TTCs; as a result, teachers didn't have autonomy.

Researchers also dealt that teachers did not know to apply research findings in the classroom due to lack of knowledge, attitude, and motivation. They believed language teachers and SLA researchers belong to communities with very different discourses; there were disagreements between SLA researchers and language teachers. Researchers stated that the findings of SLA researcher sometimes had little relevance to pedagogical issues which are not applicable in everyday language teaching practices.

3. Conclusion

The purpose of the study is set to enrich teachers' understanding about their ideas to engage with SLA research and to apply the findings of SLA research in their daily practice of teaching. The researchers found out that there is a big gap between theory and practice. The obtained data from interview indicated that teachers did not usually use the findings of SLA research in their teaching practice

The findings of the study strongly suggest that teachers' knowledge and experience, developed through teaching practice should be acknowledged as the main source they rely on to find solutions for the problems they encounter in language teaching. There were problems between

language teachers and SLA researchers. Therefore, researchers suggested that there should be effective collaboration between teachers and researchers.

4. Evaluation and Research Area

Researchers choose a researchable title; its words are not too long. It is brief which is not ambiguous for readers. The title of the journal matches with the content of its manuscript that convinces readers to recite the full text. Shah (2014) and Gass et al (2025)stated that the title of journal includes key phrases which effectively and accurately highlight the content of the article; it will eventually increase the relationship and the visibility of the article; it initiates readers and they are forced to carry out investigation on the same area; to the contrary, when research titles are wordy, too long, readers are going to be ambiguous that they couldn't understand easily. Therefore, I have found that it is one of their main strength.

The other strength of this journal is that the way researchers have written its abstract is worthy which has been written in one paragraph; it is brief and understandable; its abstract subtends all the important issues stated in the main body of the journal. According to Liang et al (2014) and Long (2015), an abstract is a single paragraph, without indentation, succinct summary of a paper's substance including the research question, background, purpose, methodology, results, and conclusion in 250 to 350 words. This enables readers to get easily the main idea of the journal. Therefore, this has great contribution that elicits other researchers to conduct further. The article has good instruction which elicits readers to catch points throughout the text; it has good flow. The purpose of the journal is expressed well which addresses the aim of the study. Therefore, this is also the strength of authors in this article.

In this article, researchers take only 10 participants to get the required data; all are teachers. As I read the article, there is a ground that managers and learners can be the target groups of the study. Even these teachers are very limited in number; all are BA and MA holders; there are no doctors and professors. Drawing a conclusion through using the obtained from only 10 respondents may not applicable to represent the whole population. As a result, this is researchers' weakness. They wouldn't also formulate research questions (hypothesis) in their study.

To collect the required data, researchers used a single tool (semi-structured interview). However, in my view, the most appropriate instrument to this study is classroom observation. If researchers carry out classroom observation, they will observe teachers that where they implement the

findings of SLA research or they merely depend on TTCs. Questionnaire can also be the other supplementary tool. Therefore, it is better that researchers use observation, interview and questionnaire.

In terms of the procedure, researchers clearly stated procedures what they are going to do one after the other in order to collect the required data from the target groups of the study in which each of the participants is lasting 30 to 45 minutes.

The other issue is research result; the result section is where researchers report the findings of their study based up on the methodology they apply to gather information. Here, in this document, researchers tried to state the findings of the research. However, the result of the study is obtained from a single tool i.e semi-structured interview; and the participants of the study are only teachers. If researchers were employing classroom observation, questionnaire, reliable, trustful data would be obtained, even these teachers are very limited in number. Only 10 teachers are the target groups of the study. Therefore, even though researchers come with findings, I am afraid to say that researchers' obtained result is truthful, and accurate.

Therefore, to fill the gap, it is better that researchers are going to conduct a study on Second Language Acquisition Research and Language Pedagogy. For carrying out the study, the target groups of the study can be university managers, directors, English language teachers, and students. For collecting the required data, it is recommended that researchers use classroom observation as the major tool. I recommend that questionnaire will be the second instrument to be administered for managers, English language teachers and students. Furthermore, the reviewers pose that the upcoming researchers can employ semi-interview as a supplementary tool to teachers and students. Thus, the study is proposed that the main purpose is to assess second language research and language pedagogy; the study will replay the following research questions:

1. Are the findings of SLA research relevant to language classroom environment situation?

2. Do English language teachers practice the findings of SLA research in their classroom?

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