The relationship between SLA research and language teaching practice has been extensively problematized (e.g., Gass, 2019), and it can be examined at least in three ways (Ellis, 2015): a) applying research findings to language-teaching practice in the classroom, b) promoting action research, or c) identifying teaching problems and examining them from the perspective of SLA. Instructed SLA (ISLA) is consistent with both the first and third perspectives. Following Ellis’ (2005) recommendation, we identified a problematic area of language teaching in a number of languages—namely, the teaching of tense-aspect forms and meanings—and explored two types of papers published between 2000 and 2020: instructional effects studies (ISLA) and pedagogical proposals. Purely acquisitional studies of tense-aspect were not included (see Bardovi-Harlig & Comajoan, 2020, for a review). A systematic literature review returned multiple instructional approaches including Implicit/Explicit comparisons, Processing Instruction, Corrective Feedback, and Cognitive Linguistics. The review provided evidence of three main trends: a) ISLA studies on tense-aspect rarely took the findings of the last 30 years of L2 tense-aspect research to account in either design or analysis, b) ISLA studies that discuss the acquisition of tense-aspect had few connections with classroom practice, and c) pedagogical proposals that discuss the acquisition of past tense-aspect established general rather than concrete connections with SLA research, but tended to include linguistic descriptions missing in the ISLA studies. These results suggest that, when researching a specific teaching problem, the gap between theory and practice may be narrowing less than currently argued (cf. Gass, 2019); that is, even though general calls for narrowing the gap abound in ISLA, at least in tense-aspect studies, ISLA seems to be doing little to promote the integration of SLA research with language teaching. We end with a discussion of the potential (and obligation) of ISLA to bridge SLA and teaching.