Who Are Our Students? A Synthesis of Foreign and Second Language Research on Individual Differences with Implications for Instructional Practice

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ABSTRACT Teachers of second or foreign languages, to be most effective, must understand who their students really are. This means teachers must comprehend differences among their students in many individual characteristics, such as age, sex, motivation, anxiety, self-esteem, tolerance of ambiguity, risk-taking, cooperation, competition, and language learning strategies and styles. This article synthesizes previous and current research on these individual differences among students and provides implications for instructional practice. Researchers, teachers, and administrators should heed the article's message: we need to have keys for knowing our students better, and here are some of the most significant keys available.
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24. ncca. 3 Implications for research on effective language teaching. 8 Balancing form-focused and meaning focused activities. Individual teachers could consider using CLIL informally. and challenges them to use the target language for cognitive purposes to acquire knowledge. Effective Language Teaching: A Synthesis of Research Research shows that using the European Language Portfolio A Synthesis of Foreign and Second Language Research on Individual Differences with Implications for Instructional Practice. Article. Jun 1992. R.L. Oxford. Teachers of second or foreign languages, to be most effective, must understand who their students really are. There is a growing demand today to fill the gap in the literature with studies that focus on teaching English to adult refugees who are illiterate or have had interrupted education and no English proficiency. This group has been ignored because ESOL courses are not designed to serve their needs, namely, to be self-reliant and socially integrated. Running head: LINGUISTIC OUTCOMES OF FOREIGN LANGUAGE INSTRUCTION 3 Abstract Early foreign language (FL) programs have grown rapidly worldwide in the past two decades, resting on the assumption that “earlier is better” for learning a FL. Given the substantial differences in the quality and quantity of input and instruction, whether or not the results in immersion contexts can be generalized to FL learning contexts remains unknown. The majority of the empirical research on the CPH has been conducted in an immersion context. Spanish as a second language for elementary students: A study of participation on literacy benchmark scores. Journal of Modern Education Review, 2 (2), 77-89. Bongaerts, T. (1999).