

LANGUAGE AND ADJUSTMENT ANXIETIES OF FIRST-YEAR COLLEGE STUDENT ENGLISH LANGUAGE LEARNERS

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Previous studies frequently investigated problems English Language Learners (ELLs) incur in school settings. The present study focuses on adjustment anxieties expressed by first-year college student ELLs. These students were from multi-national backgrounds and enrolled in a basic communication course at a large urban university. These culturally diversified ELLs (n = 68) were placed in the course to improve students' English language competency. After demographic questionnaires, students were administered pre- and post-intervention surveys at the semester's beginning and end. During the semester, reading, writing, and oral exercises were completed. Student anxieties and future expectations were noted on initial pre- and final post-intervention surveys. Fischer's exact tests were performed comparing students by gender and regions of origin. Pre- and post-intervention surveys indicated significant English language anxieties for Chinese students, although their progress in English at the semester's end was also significant. Although Latino students expressed fewer English-speaking concerns than the other groups, they expressed significant concerns with tuition and financial demands. Time management anxiety emerged as a significant concern across cultural groups. Classroom approaches are suggested to reduce the perceived anxieties of the ELLs.