

PRACTICAL RECOMMENDATIONS FOR INSTRUCTING NON-NATIVE ENGLISH-SPEAKING STUDENTS IN THE UNITED STATES

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ABSTRACT

Many business students in U. S. colleges and universities struggle with writing, but the English Language Learners (ELLs) face challenges that are different from their English-speaking classmates. Because their challenges are different, there is a misconception that ELLs are weaker writers. These misconceptions lead to problems such as anxiety about speaking and writing in English that can have a negative impact on the student's performance and educational experience. Not only do the ELLs themselves have these misconceptions, but their American classmates and instructors may have these misconceptions as well. This paper presents the perspectives of a Brazilian student and three business instructors at the University of West Florida and offers recommendations that instructors can use to help alleviate the language anxiety and improve the learning experience for ELLs.