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## Understanding English as a Second Language Acquisition Processes: Findings From ESL Pre-service Teachers' Studies of Local Learners and Schools. Part II

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## **Understanding English as a Second Language Acquisition Processes: Findings from ESL pre-service teachers' studies of local learners and schools. Part II**

**Shelby Denney; Dulce Herrera; Kelsey Young**  
**Faculty sponsor: Deborah Romero**

Over the past few years, Colorado has seen over 200% growth in English language learners in schools across the state. This change in classroom demographics puts increasing importance on the preparation and graduation of qualified teachers, who possess sound knowledge about how linguistically diverse individuals learn and acquire a second language, as well as the skills and dispositions to work and support their academic success in K-12 education.

With these points in mind, this panel shares findings from undergraduate pre-service English as a Second Language (ESL) teachers and their projects which explore how English language learners acquire and develop communicative and academic competence. Pre-service ESL teachers were required to conduct case study projects as a part of their ESL preparation. These projects helped to ground their understanding of theories of second language acquisition, linguistics and other sociocultural variables that affect student learning. They used qualitative observational methods, and in some cases participant observation, to gather a range of data from English language learners.

Findings from individual presentations explore English language acquisition and teaching in a variety of contexts, across elementary and high school. Presenters will explain how theories of second language learning inform their learning about ESL and will offer examples of

empirical data and linguistic analyses to explain the challenges and successes encountered by English language learners in our schools and society. Findings discuss issues of pronunciation, grammar, motivation and instructional strategies and their respective relationships to linguistically diverse students' English language learning and academic success.

All presenters are teacher candidates pursuing a K-12 endorsement in teaching English as a Second Language through the department of Hispanic Studies.