



Paper Summary

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Student Engagement in Scientific Argumentation in a Sheltered English Instruction Classroom Community

In Event: *Poster Session 10*

In Poster Session: *Learning Sciences SIG Poster Session*

Mon, April 11, 10:00 to 11:30am, Convention Center, Level Two, Exhibit Hall D
Abstract

Despite expectations that all students engage in the science practices that are promoted in recent reform efforts, little prior research has focused on how such opportunities will be created for English-learning students. This case study uses the conceptual framework of communities of practice to investigate the relationship between English-learning students' argumentation and their middle school sheltered English immersion (SEI) science classroom community. Exploring the argumentation in this classroom allowed us to identify classroom characteristics that both facilitated and hindered students' opportunities to engage in this science practice. This work suggests the importance of: 1) conceptualizing SEI classrooms as communities of practice, and 2) considering the pedagogical shifts required to truly engage English-learning students in science practices.

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