Current Event 1: “Supporting Science Learning through Science Literacy Objectives for English Language Learners”
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This article described the importance of the role of science teachers when helping English Language Learners (ELLs) become successful in the science classroom. Science teachers have a responsibility in writing science literacy objectives that are not only meaningful to the content but more importantly for the students. Teachers need to take the reigns in writing their objectives so that ELLs can effectively use the skills they learned in their language classes and see the connection in their core classes. One of the main mistakes that science teachers make in writing literacy objectives is the focus on vocabulary. Science, in itself, has its own language. ELLs feel intimidated in making this connection. If objectives are written in a way that students can easily understand the goal, they can easily monitor their progress. Science literacy objectives does not only focus on the importance of vocabulary but the connection it has with writing, listening, and oral skills for the students.

The article was strong in describing the issue that ELLs face in the science classroom. It strongly described the different strategies that can be applied in the classroom so that students will be successful. The strategies were not out of reach but it can be realistically applied in the classroom. The article did not provide the type of research used in order to obtain their data. Is there data to show the effectiveness of these strategies? The article provided the “to do”, but no actual data. Examples were given through the eyes of the science teacher. This allowed the article to stand on its own. The article could be improved upon by showing its true application from the voice of teachers rather than generalities.

As a science teacher so focused on content standards, it is easy to forget the other objectives that needs to be met in the classroom. Many teachers believe that literacy is not their responsibility, but the responsibility of English teachers. This article reminds me that the only way to teach my content, students must have a grasp of literacy in all content. Science cannot be
taught without the skills of writing, listening, speech, and reading. We need to embrace the idea that all teachers are responsible for literacy in the classroom. If ALL students feel comfortable with their skills of writing and reading, science literacy will soon follow. Science has its own language. We need to break down and scaffold for our students so that science becomes a subject that they can be literate in.