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KAWASAKI, K., (2002). A Cross-Cultural Comparison of English and Japanese Linguistic Assumptions Influencing Pupils' Learning of Science, *Canadian and International Education* ***Vol.31***(1), pp.19-51.

ABSTRACT: Abstract nouns are essential for scientific thought. Because the Japanese language has never contained abstract nouns in contrast to languages in the West, and because people tend to see the world in terms of the language they use, Japanese science pupils likely develop different science concepts from their counterparts in Western countries. As a natural consequence of language-laden cognition, this article proposes a theoretical framework "linguistic mode of science education" to remind science educators of varying worldviews in language-culture units. The framework serves for science educators to accomplish their equitable treatment of the Japanese culture where people have a different worldview from the Western scientific one, and may be applicable to all non-Western countries, with appropriate linguistic interpretation. The article also describes linguistic features of Standard Average European languages used in developing scientific thoughts. These fundamental features, contrasted with different features of the Japanese language, lead to the proposed framework "linguistic mode of science education." Awareness by science educators of linguistic conceptual incommensurabilities is the first step toward overcoming them. Identifying science education with foreign language education is the second step.