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ANY LANGUAGE CAN BE THE MEDIUM OF INSTRUCTION OF SCHOOL SCIENCE, BUT...

An anti-essentialist investigation of science education

SUMMARY

Accepting that a language entails a worldview inherent in that language, this article presents a general approach to teach pupils correct understandings of scientific concepts irrespective of the language-culture setting for science teaching. The approach advocates forming a supplementary consideration that science teachers should bring into their lessons where pupils' first language is incommensurate with the European languages which promulgate the scientific worldview. This will lead pupils to a correct understanding of scientific concepts. Furthermore, when using the supplementary consideration, science teachers will not encourage pupils to replace their traditional worldview by the scientific one but will nurture pupils' sound language-culture identity.

Fair is foul, and foul is fair. (Macbeth, Act I, Scene I)