

Symposium on Science Teacher Education, 30th January, 2013
(Lehrerbildungssymposium im Rahmen des Projektes QuiRL – Qualität in der
Regensburger Lehre)

16:00 pm – 18:30 pm, Room PHY 9.0.04 (Lernforschungslabor)

Dr. Clas Olander (University of Gothenburg) und Prof. Dr. Jörg Zabel (Universität
Leipzig)

The Use of Language in the Science Classroom: Investigating and Improving our Ways to Communicate Scientific Ideas

Abstract

The symposium dedicates on the meaning and the potential of language in the science classroom. Teaching and learning implies specific oral and written communication practices that can be investigated and improved.

Leisen (2010) suggests adapting science teaching carefully and stepwise to the pupil's communicative abilities (*sprachsensibler Fachunterricht*, language-sensitive science teaching). Our symposium will refer to this general idea and point towards some specific elements that are typical for school science language. Furthermore, we will go beyond this, by discussing and exemplifying two approaches to school science language that focus on scientific concepts and reasoning. These approaches examine how teachers and learners use oral and written language in the science classroom, and suggest activities that strengthen communicative abilities.

Clas Olander: *Developing students' and teachers' awareness of the characteristics of school science language*

Jörg Zabel: *Narrative meaning making: How stories and metaphors can contribute to scientific concepts*