

*The University of California, Irvine*

The Department of Education

Presents

***Kelly Ryoo, Ph.D.***

*University of California at Berkeley*

***Friday, January 21, 2011***

***12:00PM – 1:15PM***

***Room – 3238 Education***

**Learning Science, Talking Science:  
Using Technology to Improve Linguistically Diverse Students' Science  
Learning**

In the United States growing numbers of linguistically diverse students need support to master both the content and the language of science. However, scientific language is fundamentally different from the everyday language that English Language Learners (ELLs) use in their daily lives. The distinctive gap between everyday language and scientific language often presents barriers to many ELLs' science learning. This presentation describes research exploring two instructional approaches in technology-enhanced instruction designed to support ELLs' science learning. One approach involves teaching science in everyday language prior to introducing scientific language to improve ELLs' integrated understanding of scientific phenomena. Another approach involves using computer simulation to help ELLs develop a better ability to use scientific language.