Chapter 9
A Successful Collaboration Between Language Arts and Science

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ABSTRACT
This chapter contains findings from the preceding chapters in the project addressing language difficulties in science education in large classes.

INTRODUCTION
It is difficult to merge the worlds of language ("arts") and science largely due to the persistent insouciant stance of scientists and science educators on the primacy of language comprehension for scientific learning (Yore & Treagust, 2006). Through genuine cross-collaboration with a colleague from the humanities, science academics have bridged this traditional gap and have effectively embedded language into tertiary science education. While not a panacea to the challenges of teaching science, for motivated students the benefits are clear as they look to enhance their deep and meaningful understanding of complex scientific concepts and principles. To ensure an impact across the broad range of student attitudes and ability, instructional methods like those described herein may now also need to examine how to augment motivation to study with enhanced comprehension and practice via the multiple languages of science (Lemke, 1998; Pickersgill & Lock, 1991).

In this casebook, we have described a project that brought together experts from language teaching and various fields of science to produce a new