This study looks at teaching literacy strategies in Science class to late French Immersion students. Lessons focused explicitly on the cognitive strategies involved in reading, writing and discussion, all while covering the Science curriculum.

Facts
- Two methods for teaching Science (a unit on volcanoes and earthquakes) were compared: the literacy approach (experimental group) and the traditional approach prescribed by the school board (control group).
- What are the effects of these two teaching methods on the acquisition of scientific knowledge?
- How do students use their first and second languages as linguistic and cognitive tools?
- Since students already knew a lot about volcanoes, there was not much increase in their knowledge. However, students in the experimental group experienced a significant increase in their knowledge about earthquakes.
- There was a significant increase in the number of French words used in the experimental group.
- The students in the literacy group seemed to communicate their conceptual thinking in a more complex and coherent manner.
- Between the pre and the post test, student errors in the experimental group decreased from 52 to 32.
- The first language is important in consolidating second language knowledge.
- Linguistic and conceptual knowledge build together since thought requires language and language requires thought.