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## Observations:

- Journaling encouraged my L2 students to apply their French in full-sentence contexts, which contributed to their ability to fluidly and confidently integrate French vocabulary into their oral expression.
- I was better able to diagnose and assess my students' level of comprehension after asking them to re-teach me concepts in their *Journal d'Apprentissage*.
- Cognitive Journaling is a key strategy for creating a learner-centred environment.
- I was able to assess their French without needing to wait until I could assign a project.
- There are key pieces of information about my students (for example, in regards to their learning styles, their home life, their confidence in the classroom, or lack thereof) that I never would have otherwise discovered.
- The journals allowed for direct, personalized feedback between teacher and student.
- My students appreciated learning about my own memories of being in highschool, as well as discovering how I learn because it allowed them to relate to me while feeling like it's okay to be different.

## Key Tactics:

- encouraged educated guessing and risk-taking in the classroom. *Qui pense qu'il sait la réponse? Lève la main!*
- asked students to re-explain concepts out-loud so as to model differentiated thinking to the whole class.
- openly discussed the multiple intelligences.
- practiced open questioning involving classroom polls: *"Raise your hand if you think everyone's brain works differently. Can you give me some examples how your brain works best?"*
- allowed and encouraged students to reflect on my teaching. *What do you like about how Mme Jarvis teaches? What could she do better?*
- developed a comprehensive rubric that commented not only on language use, but also foregrounded the importance of forward & backwards-thinking, critical judgements of classroom material, depth of thought and overall expressiveness.

## Works Consulted

Draft Curriculum. BC Ministry of Education. 2011.

### Les Stratégies d'Apprentissage:

→ Établir des buts personnels réglés dans des capacités linguistiques et surveiller leurs progrès

### Connexions aux RAP, à l'approche expérientielle - communicative

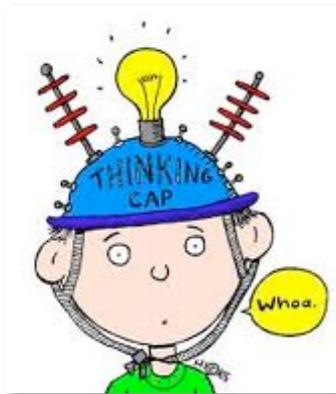
→ "encourager l'élève à planifier, à échanger, à faire des choix, à faire preuve d'initiative, bref à être responsable de son propre apprentissage."

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LTS:metacognition. Prof Stephen Heppell. 12 Nov. 2011. <http://www.youtube.com/watch?v=7OsQ7ENMquM&feature=related>

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"Cognitive Strategies" *Instructional Strategies for Engaging Learners*. Guilford County Schools TF, 2002. 15 Nov. 2011. <http://its.guilford.k12.nc.us/act/strategies/cognitive.htm>.



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LA RECHERCHE ACTION

# METACOGNITION IN THE LANGUAGE ARTS CLASSROOM



NICOLE JARVIS

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PFP MODULE

