These JEP Reflective Questions are designed to help you reflect upon your experiences as a member of a mini-team so that you can make the most of your community teaching experiences. Additionally, these questions ask you to critically reflect on the ways in which your experiences teaching French relate to the concepts you are studying in your French class.

Please read through all of the Reflective Questions prior to beginning your JEP assignment. The questions are related to and build upon one other. We encourage you to refer back to previous responses and to take seriously your P.A.’s weekly feedback. Doing so will help you to develop your ideas and arguments over the course of the semester and to learn more from your experiences.

As you respond to the questions, you should concentrate on addressing the main topic/question (the highlighted one). The subsequent prompts are focusing questions to help you identify critical factors related to the main question. Please feel free to go beyond the prompts and write whatever seems important to you about your experiences — especially when the topic is related to the issues raised in the main question. For all weeks except Week 8, you may substitute one of the Alternate Questions on the last page when your JEP site does not allow you to adequately answer a Reflective Question.

***Journals for Weeks 1-7 should be a minimum of 1-page long. The journal for Week 8 should be a minimum of 2 pages.

*** Additionally, all students are required to write a fixed number of their journals in French (with the exception of students participating in JEP for a French or history course in which all readings and discussions are conducted only in English). The number of journals you are required to write in French varies based on the course for which you are enrolled. Your PA will inform you of the exact numbers of for each French course. Please also refer to the JEP Grading Rubric and the PA agreement you received in training for instructions regarding journal due dates and format requirements.

Note: If you are participating in JEP for two separate courses, you must submit two completely different sets of journal responses. You might want to make liberal use of the alternate questions (and we particularly recommend substituting an alternate question for Weeks 6 and 7 for one of your assignments). With the exception of Week 8, you should be able to write completely separate responses to the same questions by focusing on the different group dynamics, community experiences, and French course material of each of your two JEP assignments. For Week 8 only, you may submit one journal that summarizes and integrates your experiences in both of your JEP assignments.

**Week One –** Describe your initial experience at your JEP assignment. What are your most vivid impressions from your first day at your site? What are some of the notable social and physical characteristics of your JEP site (for example, the number, age, sex, race, and ethnicity of the people and the size, space, decor, noise level, etc., of the classroom, buildings, and grounds)? What are your goals and expectations for the next eight weeks? How do you think your teaching experiences will help you to better master your French course material?
**Week Two** – Consider the eight-week plan that you completed with your mini-team. **What are the major themes in your French course that you plan to emphasize throughout the following weeks?** Why are these themes important to understanding the concepts you are studying in your French course? How will you go about developing lesson plans that get these points across? What are some of the activities you have been preparing for the students in order to emphasize these themes?

Hint: If you are taking a French grammar and composition course, are there particular grammatical concepts that you will attempt to teach the students? If you are a student in a French literature course, are there particular topics in the course readings that you will emphasize when discussing French culture? If you are taking a French conversation course, how will you teach the students to pronounce French terms properly?

**Week Three** – **Describe your impressions of your mini-course team.** How well are you gelling as a team? What strengths do you think each member brings to the table? What weaknesses are you concerned about, if any?

**Week Four** – **Compare and contrast your experiences at your JEP site with your own K-12 education.** How is the JEP school, its facilities, its approach to education and teaching, etc., similar to or different from what it was like at your school? What are some of the unique strengths of the students, from your perspective? What are the students’ weaknesses? Think back to any experiences you may have had learning about French or French culture in K-12 settings: how would you have responded to lesson plans such as the ones you have been creating for your students? How would you categorize the students’ attitudes towards French and French culture?

**Week Five** – **Identify one activity that worked really well and one activity that you will not be repeating. Why?** How are you translating the complicated course concepts you are covering in your college French course for the younger students at your community school? How are the students responding to your efforts? Do you think that your presence is anticipated and/or appreciated by the students?

**Week Six** – **To what extent does the experience of teaching in a mini-team help you better understand the subject matter in your French course?** Provide a specific example from the material you’ve covered in the mini-course thus far. Do you feel everyone is cooperating and making an equal effort? What have you taught others in your group? What have you learned from others in your group? Are the students in your team from different kinds of French courses? If so, how are you dealing with the interdisciplinary nature of your team?

**Week Seven** – This week, you will be using the Modern Language Association’s Language Map in order to gather data to answer your journal question. Go to [http://www.mla.org/map_single](http://www.mla.org/map_single) and learn about French speakers in the United States by following these directions:

--Under “Language” click on “French (incl. Patois, Cajun),” under “State” click on “Mainland USA,” and under “Show Data” click on “% by county.” Click on “Update Map” and make some observations. Which regions in the United States have the largest percentage of French speakers, and which counties have the smallest percentage of French speakers? Pay special attention to how
Los Angeles county (and Southern California as a whole) compares to the rest of the country in terms of the percentage of French speakers.

--Now, under “Language” click on “French Creole” and leave the rest of the data the same (i.e., under “State” keep “Mainland USA” and under “Show Data” keep “% by county”). Click on “Update the map.” What has changed on the map? Again, pay special attention to how Los Angeles County (and Southern California as a whole) compares to the rest of the country in terms of the percentage of French speakers.

--Now spend some time experimenting with English, Spanish, and at least one other language of your choice. Again, how has the map changed? How does French compare with these other languages in terms of the percentage of speakers across the United States and in Southern California?

Given the percentage of French speakers in Southern California and the United States as a whole, what are the benefits for your students to learning French language and culture? Drawing from the information on the website, are your students likely to be introduced to French and French culture in other contexts (for example, in the home)? Why is it important for students to be introduced to foreign languages in K-12 settings? Do you think it is important for a variety of languages to be taught to students at your site? Why or why not? How do you make learning a foreign language such as French relevant to them?

Week Eight – (Note: You may not substitute an “Alternate Question” this week. Also, your response should be 2-pages long.) Review your journals for the entire JEP experience, and then compose a summary of what you learned over the last eight weeks. What kinds of things do you think the children learned from your mini-course? What did you learn in the process of teaching them (about teaching, about the subject matter, about the community, about yourself, etc.)? Have you achieved, modified or given up on any of the goals and expectations you set at the beginning of the semester? Describe any special highlights from your experiences this semester.

Alternate
Option 1 – Identify one activity that worked really well and one activity that you will not be repeating. Why? How are you translating the complicated course concepts you are covering in your college French course for the younger students at your community school? How are the students responding to your efforts? Do you think that your presence is anticipated and/or appreciated by the students?

Option 2 -- Describe a meaningful event or series of events (positive or negative) in which you were involved at your site, briefly describing the who, what, where, when, why, and how. Why does this event stand out as particularly important or meaningful to you? How has it affected your relationship to others at the site, your role there, and/or your perspective about your JEP assignment?

Option 3 -- Reflect on your role as a teacher and service provider at the site. List one or two things that you’ve done that might benefit the children with whom you are working in terms of foreign language acquisition, either immediately or in the long run. Consider some of your personal limitations as a teacher. Was there something you could have done to benefit the children (as French speakers or otherwise) but did not do, perhaps because you could not do it?