



# Celebrating Language in the Classroom

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Faculty Advisor: Alison Cook-Sather

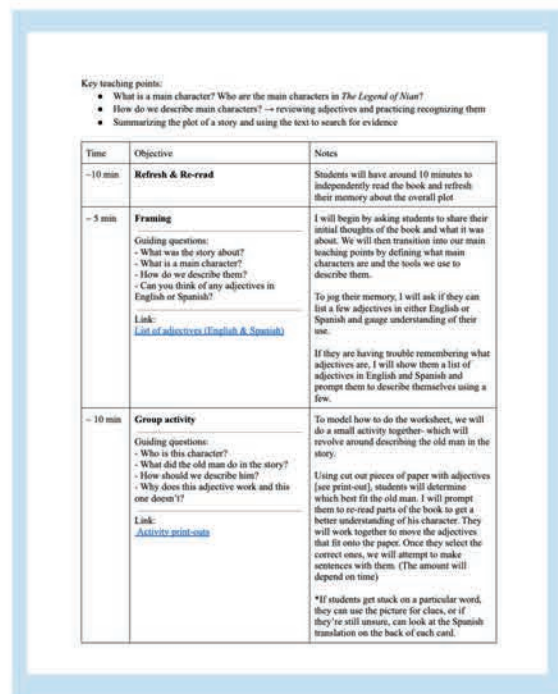
Field Supervisor: Lucinda Megill-Legendre



Class Number: 1158 This course focuses on educational policies and practices related to language minority students in the U.S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. Fieldwork required.; Prerequisite(s): EDUC 200 or instructor consent; Lottery Preference(s): Priority to students pursuing a minor in Educational Studies or teacher certification Social Science: B: Analysis of the Social World (: Hav: SO, B)

**Purpose:** to apply what I was learning in Education courses to an actual classroom

**Intention:** to observe and learn ways to celebrate students' full linguistic repertoires



"FACTS is designed to provide expertise and knowledge regarding the needs of Asian- American and immigrant students; to bridge the gulf of isolation, unfamiliarity with institutions, and language barriers..."



## Field Site

I worked at the Folk Arts-Cultural Treasures Charter School in Chinatown, Philadelphia

My role was to help support 14 students in an English Language Development classroom through small groups and one 1-1 sessions



Standardized Testing  
Translanguaging  
Building Trust  
Brave Space



## Growth

- Communicating with my host teacher for help
- Using non-verbal communication more frequently
- Improving conflict resolution skills

## Challenges

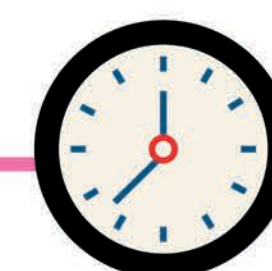
- Differentiation in lesson planning
- Working beyond my English and Spanish knowledge
- Understanding classroom dynamics

## Forming Connections

One of my takeaways has been expanding my library of pedagogical resources that connect to and extend beyond my specific field of interest. Although my faculty advisor focuses on higher education and my work is in a K-12 setting, we discuss themes across the board that are relevant to creating liberating classrooms but also self-developing as an educator. Among my favorites are bell hooks, Mays Imad, and Ofelia García.

## Teaching a Whole-Group Lesson

By developing a relationship built on trust with my host teacher and students, I gained enough confidence and a deep understanding of our classroom room dynamics to lead a lesson. Although I did not envision myself teaching U.S. history, it was rewarding to approach the subject from a decolonizing standpoint and teach students the importance of critical thinking while unlearning things myself.



## Next Steps

This year, I've especially come to learn and experience the need for bilingual educators. As I delve further into the world of education, I hope to continue developing a culturally responsive teaching practice and educating myself on methods to celebrate students' diverse experiences.

01. Teaching a Social Studies lesson on the making of the U.S. Constitution while centering the role of Native Americans in its creation.

