

Timothy Ashe, Jr. (TJ) Educational Philosophy

“Language is the road map of a culture. It tells you where its people come from and where they are going” (Rita Mae Brown). As a language learning proponent and enthusiast, I want my students to better understand both their native language and the one they are trying to learn. Hence, my mission as a world language teacher who teaches courses and researches language use is multi-faceted. I constantly work to guide people through the target language and culture that I am teaching. As a Spanish language teacher, I work to build community in my classes by focusing on developing trusting relationships with my students to create an engaging learning environment. I consistently strive to set goals for my students, and those goals and objectives revolve around planning tasks and assessments that consider their listening, reading, writing, and oral fluency skills and capabilities.

I embrace a philosophy in my innovative classroom that challenges my students' academic growth. I encourage them to develop a new learning lens with Spanish, while at the same time, giving them the tools and knowledge to express creative ideas and a key understanding for what it takes to learn a nuanced romance language. I clearly set expectations in my classroom for whichever course I may be teaching so that the contract I form with my students is respectful and clear. The learning partnership we embark on together allows students to form a relationship with me and give them the freedom they need to explore both the endless linguistic and cultural learning opportunities that exist in the Spanish language and culture discipline.

In my teaching, my mission and attitude are non-judgmental but also hold students accountable for their performance and efforts in class. That said, I do not allow myself to be held unaccountable either. My goals are always that students do not become distracted or off task in my classroom because I want them to stay engaged with the content and to enjoy their language learning. Furthermore, the students are always made aware of the academic rigor that is necessary for proper learning and staying engaged with second language acquisition tasks and assignments. My communication is active and descriptive in my classes and integrates other technology platforms. My implementation of various technology tools to accompany my dynamic lessons that we use to distribute the class information helps me scaffold the learning and enhance my lessons so that my students can better their academic growth in the target language. Exploring distinct types of themes through well planned task-based activities is the type of teaching that I try to employ with the hope that students will think and communicate more critically.

My demeanor in my classroom could be described as patient and culturally aware/sensitive. I foster a culturally receptive and astute audience where students know that they will have to explore a critical way of analyzing topics. I am cognizant of all my students' needs, especially students who may have learning or physical disabilities that could hamper their ability to perform or complete any assignments/tasks related to the coursework or content. My flexibility and resourcefulness as the facilitator of my classroom permits me to positively impact the team environment amongst the group and hopefully generate lively discussions and discourse to properly explore, synthesize, and apply all aspects of whichever Spanish language or cultural curriculum I am teaching.