Introduction

Purpose: The purpose of this OSIR project is to reflect on how development of an autobiographical digital story about my cultural funds of knowledge:

(1) supported self-reflection as an ENL teacher (TESOL 2e);
(2) cultivated greater appreciation for ENL challenges in schools (TESOL 2a);
(3) guided my development of a lesson plan to engage ELL and students in reflection on their funds of knowledge to share with others.

Theoretical Framework

Funds of Knowledge: Understanding the Concept

Moll et al., 1992

Moll et al. (1992) encourages innovative teaching that draws upon the knowledge and skills of local households, and aims to portray the "complex functions of households within their sociocultural context" to replace false narratives of ELL homes being poor economically and in life quality (p. 132).

ERIC, 1994

Teaching can enrich a classroom by drawing upon language minorities' funds of knowledge, defined here as the "historically developed and accumulated strategies, skills, abilities, ideas, or ways of knowing that are essential to a household's functioning and well-being" (p. 2).

Velie-Idem & Greenberg, 1992

Public schools do not acknowledge the "strategic and cultural resources" or "funds of knowledge" (p. 333) that U.S.-Mexican ELLs bring to the classroom from their home environments. Constructive relationships among students, teachers, and parents are needed to achieve equity in the classroom.

Funds of Knowledge: Recognizing Need to Integrate ELL FoK in Schools

Gallo & Link, 2015

Preparing educators to practice humanizing pedagogies that draw upon ENLs' politicized funds of knowledge can support students in developing critical thinking, literacy skills, and to participate in the process of social equity for all by connecting their lived experiences to school curricula.

Kinney, 2015

This study found the funds of knowledge of five families present counter evidence to deficit narratives about minority ELL populations. Home and church visits, classroom observations, informal conversations, and semi-structured interviews highlighted families' valuable knowledge and skills.

Thomson & Hall, 2008

Three instances of ELL funds of knowledge in the classroom were not recognized and valued as classroom resources by teachers. It is important for ENLs' families to share a model of recipe procedures and value description:

I drew upon this principle in developing the unit plan below.

Unit Overview: ELL Family Recipes as Funds of Knowledge

Dworin et al., 2006


Moll et al., 1992

The work "dynamic" in this standard stands out to me because this word reminds the teacher that effective instruction is dynamic and always changing or adapting to the students' needs. Rather than marginalizing the learning experience, the teacher finds a way to acknowledge and create the present conditions the students are experiencing. For example, since the outbreak of the Covid-19, my ELL students have been at home taking my class online. I designed a unit plan turning present situation into a strength. They have been asked to share a family recipe and its taste, nutritional, and/or tradition-based values. Some students already may be taking on leadership roles in their homes by helping to cook, particular ELLs and during the Covid-19 crisis creating potential job-related stress on ENL parents. This unit plan supports students in this role and capitalizes on the opportunity to teach grade-level content and English language skills related to measurement (math), nutrition (science), and writing (ELA).

TESOL Standard 2d

This unit plan invites my ENL students to learn more about and then share a favorite family recipe. This requires the student to explore the nutritional and traditional-based values of a recipe by talking with their family members. This helps me as the teacher to understand both the cultural and personal traditions of my ELLs, and provides a window into how food is discussed and experienced in their family's homes.

TESOL Standard 2e

In developing my own autobiographical writing about my family's funds of knowledge, I noted how my favorite foods have changed over the years. As a white American child, I liked spaghetti with butter. Later in high school, I learned about Japanese cuisine and a Japanese restaurant opened up, and my favorite food changed to sushi. In reflecting on my upbringing, I see the importance of education and the doors if can open to one's tastes, like my introduction to Japanese cuisine. Food plays a huge role in a person's cultural and emotional well-being. After experiencing my American ideal for a delicious spaghetti sauce, I later learned about the specific emphasis on one specific vegetable in the sauce. The spaghetti sauce with pineapple bits did not provide the emotional comfort I was made only for spaghetti had for me. Yet, I could appreciate the value it may hold for this Asian community.

References


Model Pedagogies for Integrating ELL FoK in Elementary Classrooms

Alvarez, 2018

Bilingual 1st grade students wrote and drew pictures each month as a "window" into their understandings of their life experiences in a bilingual classroom.

Dowin, 2006

Bilingual 4th grade students in a biliteracy (Spanish and English) classroom revealed ELL self-perceptions as contributors to family well-being. It is important for ELLs to share a model of recipe procedures and value description:

• Demonstrate in class OR show a video of creating a family recipe, procedures, and values (nutrition, tastes, and tradition-based) first to work in mixed language ability groups to peer edit the recipes.

• Provide an authentic example of a family recipe and its taste, nutritional, and/or tradition-based values. Some students already may be taking on leadership roles in their homes by helping to cook, particular ELLs and during the Covid-19 crisis creating potential job-related stress on ENL parents. This unit plan supports students in this role and capitalizes on the opportunity to teach grade-level content and English language skills related to measurement (math), nutrition (science), and writing (ELA).

• Use: Recount, Explain

• Students need to have general knowledge about what a recipe is, and prior knowledge:

• Ingredients, materials, and the finished product.

• Expressions and their meanings (in English and/or in their home language).

• Vocabulary/Key words: Nikon, Recipe, Ingredients, Value, Nutrition, Tradition, US vs. Metric Cooking Measurements

• Prior Knowledge:

• Students need to have general knowledge about what a recipe is, and how to measure ingredients in following a recipe.

• Possible Misconceptions:

• Students may not realize a commonly shared family dish represents cultural and historical traditions.

• Assessment Planning:

• Formative: Graphic organizer to label a recipe's ingredients, procedures, and values (nutrition, tastes, and tradition-based) first to use as a class for the teacher's recipe and then to use for their own.

• Summative: Class recipe book

Unit Overview

Lesson 1

Teacher shares examples of cultural/family foods from around the world and models describing a family recipe and explaining its value:

• Demonstrate in class OR show a video of creating a family recipe, including ingredients, materials, and the finished product.

• Share a model of recipe procedures and value description.

Lesson 2

Students develop written descriptions of their selected recipe's ingredients and procedures, and explanations for the nutritional, taste, and tradition-based values for their family's recipe. Students work in mixed language ability groups to peer edit the recipes.

Lesson 3

Students share their completed class recipe book with their parents invited to a class presentation, and as a paper and online document that can be accessed by parents unable to attend the presentation.