Language, Culture, and Funds of Knowledge in Academic Settings

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Purpose of Training Series

Provide professional development and practical online tools that will support classroom teachers and other educators in:

• Conducting home visits as a means of:
  • Engaging the parents of English Language Learner (ELL) students to increase communication and collaboration and to seek their input in the evaluation and planning of the district’s English Language Development Program.
  • Gathering information about students’ funds of knowledge to integrate into classroom practices.

• Building on ELL students’ background knowledge as a means of strengthening connections between classroom content and the students’ cultural schemes to enhance academic progress and increase student engagement.

• Structuring classroom practices based on ELL students’ funds of knowledge.

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
Professional Development

School district board of directors duties

WAC 392-160-010

(3) Shall provide professional development training for administrators, teachers, counselors, and other staff on bilingual program models, and/or district's alternative instructional program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students.
Family Engagement

"Each LEA using Title III funds to provide a language instruction educational program must implement an effective means of outreach to parents of limited English proficient children. LEAs must inform such parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content and student academic achievement standards as all other children are expected to meet."

Title III Non-regulatory Guidance

Alyssa.Westall@k12.wa.us  –  360-725-4476  –  Program Supervisor, Bilingual Education
How can Title III support this work in my district?

• **Professional development costs** (trainer, coaching, stipends or extra hours to attend training, substitute teachers, collaboration time, travel, training supplies)

• **Home visits with families of Title III-eligible students** (extra hours or stipend for classroom teachers to conduct home visits, mileage, interpreter if needed)
## Background Experiences

### EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Field/Subject</th>
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</thead>
<tbody>
<tr>
<td>Gig Harbor High School</td>
<td>Spanish &amp; Anthropology</td>
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<tr>
<td>Western Washington University</td>
<td>Spanish &amp; Anthropology</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>Curriculum and Instruction</td>
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<tr>
<td>Arizona State University</td>
<td>Sociocultural/Linguistic Anthropology</td>
</tr>
<tr>
<td>Apache Junction High School, AZ</td>
<td>Spanish, ESL</td>
</tr>
<tr>
<td>Murphy School District, AZ</td>
<td>4th –7th Summer Science</td>
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<td></td>
<td>7th Social Studies</td>
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<tr>
<td></td>
<td>2nd after school literacy (21st Century)</td>
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<tr>
<td>Pasco School District, WA</td>
<td>7th Social Studies</td>
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<td></td>
<td>4th Math/Science</td>
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</tbody>
</table>

### K-12 TEACHING

<table>
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<th>Grade/Subject</th>
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Webinar Outline

1. Culture & Context
2. Culture, Language, & Literacy
3. Identifying & Applying Funds of Knowledge
4. Home Language Skills as an Asset
WA State Language Policy

“English Language Learners will meet state standards and develop English language proficiency in an environment where language and cultural assets are recognized as valuable resources to learning.”

(Washington TBIP: Malagon & Chacon, 2009, p. 1)
What is Culture?
Ethnocentrism
Ethnocentrism & Cultural Bias

A

B

C

D
Markedness Theory
Understanding Context

Emic perspective (insider)

Etic perspective (outsider)
Emic/Insider Perspective
Emic/Etic
Etic/Outsider Perspective
Cultural Relativism
Understanding Acculturation

https://www.youtube.com/watch?v=BT0kzF4A-WQ&noredirect=1
Questions/Comments?
Culture & Literacy:
How are language, culture, and literacy related?
"CULTURAL" PERSPECTIVES OF ENGLISH

Old English Text
What survives through writing Represents Primarily the literary register of Anglo-Saxon.
“CULTURAL” PERSPECTIVES OF ENGLISH: PART II
Context & Literacy
WA ELP Standards & Language Domains

English Language Proficiency (ELP) Standards

with Correspondences to K-12 English Language Arts (ELA), Mathematics, and Science Practices, K-12 ELA Standards, and 6-12 Literacy Standards

April 2014
**Alternate Organization of the ELP Standards**

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain.)

<table>
<thead>
<tr>
<th>Modalities</th>
<th>Domains</th>
<th>Corresponding ELP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive modalities:</strong> This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</td>
<td>Listening and Reading</td>
<td>1. construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</td>
</tr>
<tr>
<td><strong>Productive modalities:</strong> The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</td>
<td>Speaking and Writing</td>
<td>2. participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</td>
</tr>
<tr>
<td><strong>Interactive modalities:</strong> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</td>
<td>Listening, Speaking, Reading, and Writing</td>
<td>3. speak and write about grade-appropriate complex literary and informational texts and topics</td>
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<td>4. construct grade-appropriate oral and written claims and support them with reasoning and evidence</td>
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<td>5. conduct research and evaluate and communicate findings to answer questions or solve problems</td>
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<td>6. analyze and critique the arguments of others orally and in writing</td>
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<td>7. adapt language choices to purpose, task, and audience when speaking and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. determine the meaning of words and phrases in oral presentations and literary and informational text</td>
</tr>
</tbody>
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3 The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

4 The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELLs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.
Proficiencies across Language Contexts

<table>
<thead>
<tr>
<th></th>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive</strong></td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td><strong>Receptive</strong></td>
<td>Listening</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Language domains across contexts:

- **School**
- Shopping
- Cooking
- Sports
- Art
- etc.
Football Oracy & Literacy

Football Language

Oracy Skills

Literacy Skills
lentil, spinach, and feta enchiladas

Ingredients:
- Tortillas (about 6-8)
- 1 Medium Onion, chopped
- 1 Cup Brown Mushrooms, chopped
- 1 Cup Lentils, cooked
- 2 Handsfuls of Fresh Spinach, chopped
- 1 Feta round (1 cup crumbled feta)
- Mexican Spice (we use NoMu Mexican Rub)
- 1 Cup Tomato Basil Soup
- Grated Cheddar Cheese to top

Directions:
Preheat Oven to 180c/350f

1. Sauté Onion until clear, add mushrooms and cook for further 2 minutes.
2. Add in lentils and Mexican spice and stir to combine.
3. Stir in the spinach and feta
4. Spoon lentil mixture into tortillas and roll up side by side until the baking dish is full.
5. Pour the Tomato Basil Soup to coat the top
6. Top with grated cheese and a bit more spice and bake until the cheese begins to brown (10 min)
<table>
<thead>
<tr>
<th>Oracy</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive Skills</strong></td>
<td></td>
</tr>
<tr>
<td>• commands</td>
<td>• recipe genre</td>
</tr>
<tr>
<td>• food specific vocabulary</td>
<td></td>
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<tr>
<td>• quantities</td>
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<tr>
<td><strong>Receptive Skills</strong></td>
<td></td>
</tr>
<tr>
<td>• receiving instructions</td>
<td>• ingredients vocabulary</td>
</tr>
<tr>
<td>• procedural adverbs</td>
<td>• abbreviations</td>
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<td>• metric &amp; standard</td>
<td>• time</td>
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<td>measurements</td>
<td>• temperature</td>
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<td></td>
<td>• measurements and conversions</td>
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<td>• procedures</td>
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<td></td>
<td>• calories</td>
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<td></td>
<td>• visual literacy—diagrams</td>
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Domains of (Academic) Language Proficiency

<table>
<thead>
<tr>
<th></th>
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<td>Listening</td>
<td>Reading</td>
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</tbody>
</table>
Reframing Academic Language

Academic Language

Oracy Skills

Literacy Skills

Images of students engaged in activities.
Academic Language of XYZ

Oracy Skills

Literacy Skills

School
- Math
- Social Studies
- Science
- Language Arts
- Arts
- Band
- Soccer
- etc.

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<td>Reading</td>
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</tbody>
</table>
Questions/Comments?
Cultural Background & Context Clues

“Lord, we thank thee.”
"Lord, we thank thee."
Identifying Strengths to Enhance Academic Progress

Bridging Home Knowledge to the Classroom
Guiding Principles

1. Potential

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate\(^1\) curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their native-English-speaking peers, “it is possible [for ELLs] to achieve the standards for college-and-career readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. Funds of Knowledge

ELLs’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities’ valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs since “the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text” (National Standards in Foreign Language Education Project, 2006, p. 37).

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\(^1\) Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.
Funds of knowledge refers to an individual’s historically accumulated set of abilities, strategies, or bodies of knowledge. (González et al., 2005; Vélez-Ibañez & Greenberg, 1992)

Funds of knowledge can be recognized by observing “the wider set of activities requiring specific strategic bodies of essential information that households need to maintain their well being.”

(Vélez-Ibañez & Greenberg, 1992, p. 314)
Funds of Knowledge
Accumulation of life experiences, skills, and background knowledge

Economics
Geography
Politics
Agriculture
Sports
Technology

Religion
Language
History
Childcare
Art
Cooking

[Image of a Russian festival]
[Image of a Chinese market]
[Image of a group of women]
Lessons at the Dining Room Table
~Language
~College
~Schools
~Parent Roles
## Recognizing Funds of Knowledge

<table>
<thead>
<tr>
<th>Funds of Knowledge</th>
<th>Home/Community Practices</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td></td>
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<tr>
<td>Geography</td>
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<td>Politics</td>
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<td>Agriculture</td>
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<td>Technology</td>
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<tr>
<td>Religion</td>
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<tr>
<td>Language</td>
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<tr>
<td>Health</td>
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<td>Childcare</td>
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<tr>
<td>Art</td>
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<tr>
<td>Cooking</td>
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<td>Entertainment</td>
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</table>
# Applying Funds of Knowledge

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<th>Classroom Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
<td>Toni’s father, Jose, works at Tyson Foods and has been working there for about 5 years. Before that, he worked in the fields and spoke to me about his experiences picking apples and asparagus. Toni’s mother, Esmeralda, works as a Childcare provider for New Horizons Alternative School.</td>
<td>Many students at Virgie Robinson Elementary have parents just like Toni that work or have worked in the fields. I can incorporate the topic of farm working in a literacy unit by reading aloud books about the topic. I can also have Jose come to the classroom and share his knowledge about crop production and how to harvest certain crops.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>Jose and Esmeralda are both from Mexico. Jose is from Guanajuato and Esmeralda is from Michoacán.</td>
<td>Geography is one of the main content areas that are covered in Mr. Cruz’s class. I could create a geography unit on Mexico and talk about culture and heritage in each state. This way, I will be able to cover not only Toni’s family background but also the rest of the class.</td>
</tr>
</tbody>
</table>
Oye, we speak Spanglish también!
The Economics of Spanglish
artisan is how this club rolls
su secreto es la salsa Big Mac
CHIVOS 4
SALE
202 MORSE
837-2043
607-5097
THIRSTY?
¿TIENES SED?
99¢
16 oz
Coca-Cola
### NCAAF AP Rankings

<table>
<thead>
<tr>
<th>RK</th>
<th>TEAM</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Florida State (27)</td>
<td>1416</td>
</tr>
<tr>
<td>2</td>
<td>Oregon (13)</td>
<td>1405</td>
</tr>
<tr>
<td>3</td>
<td>Alabama (13)</td>
<td>1387</td>
</tr>
<tr>
<td>4</td>
<td>Oklahoma (7)</td>
<td>1357</td>
</tr>
<tr>
<td>5</td>
<td>Auburn</td>
<td>1270</td>
</tr>
</tbody>
</table>
Di No Al Spanglish
Linguistic Background Knowledge: Fun with Spanglish

Spanish: Ayer, cuando estaba/estuve en la biblioteca/librería, vi un libro chevere sobre elefantes.

Yesterday cuando estube en la libreria I saw a cool book about elefantes.

English: Yesterday, when I was at the library, I saw a cool book about elephants.
The Art of Translation

文明整洁的环境
是一种美的享受

THE CIVILIZED AND TIDY CIRCUMSTANCE
IS A KIND OF ENJOYMENT

出口

EXIT

RACIST PARK

小草有生命，
请脚下留情！
I like your smile,
but unlike you put your
shoes on my face.

勿因一时疏忽
破坏永恒美好

A SINGLE ACT OF CARELESSNESS LEADS
TO THE ETERNAL LOSS OF BEAUTY

DEFORMED MAN TOILET

RACIST PARK

exit

民族园

文明整洁的环境
是一种美的享受

THE CIVILIZED AND TIDY CIRCUMSTANCE
IS A KIND OF ENJOYMENT

出口

EXIT

RACIST PARK

小草有生命，
请脚下留情！
I like your smile,
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勿因一时疏忽
破坏永恒美好

A SINGLE ACT OF CARELESSNESS LEADS
TO THE ETERNAL LOSS OF BEAUTY

DEFORMED MAN TOILET

RACIST PARK

exit
Academic Applications of Community Language

Ebonics Jeopardy!

https://www.youtube.com/watch?v=xX1-FgkfWo8
Questions/Comments?
Next Steps

- June 3rd—Webinar #2: Home Visits & Funds of Knowledge in the Classroom

- Contact me with home visit experiences: strategies, different contexts, success stories, challenges

- Scheduling summer workshops
Upcoming Webinars

Home Visits
Register Now!: https://attendee.gotowebinar.com/register/6026598420532505857
June 3, 2015, at 3:00 PM
- Building on families’ strengths
- Parent engagement through home visits
- Framework for conducting home visits
- Applying funds of knowledge from home visits into classroom practices
Presenter: Dr. Eric Johnson

Content-Based and Sheltered Instruction: Components for Success
Register Now!: https://attendee.gotowebinar.com/register/8158937395699819522
June 5, 2015, at 10:00 AM
This one-hour webinar will highlight essential components for successful implementation of a Content-Based or Sheltered Instructional program.
Presenter: Dr. Joan Nelson

Alyssa.Westall@k12.wa.us  –  360-725-4476  –  Program Supervisor, Bilingual Education
Upcoming Webinars: To be scheduled soon

**Academic Language: Important for ALL, Essential for ELLs**
Participants will gain a theoretical understanding of the dimensions of academic language and instructional implications for ELLs, including the role that language register plays in the classroom.

**Academic Language: From Paper to Practice**
Participants will a) be familiar with specific strategies for incorporating academic language in plans for student learning; and b) be able to use ELP standards as a tool for academic language instruction for ELLs in mainstream classrooms.

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
State-sponsored August Trainings

In Eastern and Western Washington:

• Funds of Knowledge and Home Visits
• Academic Language
• English Language Proficiency Standards

Does your district have a training space that can accommodate 60+ people comfortably at tables? Would you like to host one of these trainings? If so, please contact Terrie.Beckman@k12.wa.us (360-725-6147).

Alyssa.Westall@k12.wa.us – 360-725-4476 – Program Supervisor, Bilingual Education
Thank you!

- I will email responses to any unanswered questions/comments from the chat box.

- Any further questions/comments can be emailed to me at: ejj@tricity.wsu.edu