



Title of Project:

Conceptualizing a Culture-based Mobile-assisted Narrative Writing Practice for Young English Learners from the Perspective of Funds of Knowledge

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Project Summary:

The rapidly increasing enrollment of English Learners (ELs) is becoming one of the most striking phenomena in the educational system of the United States. ELs are a highly heterogeneous group who has brought a wide range of educational and academic experiences and have reshaped the terrain of multiliteracy education with their diverse socioeconomic, cultural, linguistic, and ethnic backgrounds as well as their technological experiences.

By drawing on the perspective of postmodern educational philosophy, this research takes an approach of exploratory sequential mixed methods design (Creswell, 2015) and applies the culture based model (Young, 2008) as the instructional design framework to explore the learning effects of scaffolding 6-8th grade ELs' narrative writing skills using Google Apps for Education through the perspective of Funds of Knowledge (FoK) (González, Moll, & Amanti, 2005). FoK describes a body of knowledge, skills, and strategies accumulated by individuals, families, and communities to ensure that they can function appropriately within a social and community context. By connecting ELs' household culture to their formal learning, the cultural preservation functions in their narrative writing artifacts will be explored to substantiate innovative multiliteracy pedagogy.

This research focuses on the intersection of language and literacy learning for emergent mobile technology, second language acquisition, cultural relevance, and curriculum design. Also, this research addresses the current fragmentation in these disciplinary fields and encourages further interdisciplinary research and debate on thought-provoking issues benefiting instructional technology, second language acquisition, and multiliteracy education in and beyond the United States.