**Praxis**

According to the actual learning ability and situation of elementary-leveled Chinese learners, it is challenging for them to be equipped with proficient reading and writing literacy skills. Therefore, Pinyin, which is a helpful tool to facilitate students’ literacy acquisition, plays a fundamental and significant role in their pre-productive stage of Mandarin Chinese learning.

This multiliteracies project is targeting on the four intonations in Mandarin Chinese. As Mandarin is a tonal language, often times the tonal mispronouncing of a single Chinese character will completely transform the overall message of the sentences. The project connects the theory with practice, aiming to address mispronouncing issues with rules of intonations in Mandarin Chinese.

The video produced for the purpose of this assignment is associated with John Dewey’s *Experiential Education Theory.* “The learning process occurs between the teacher and student, and infuses direct experience with the learning environment andcontent.” In terms of employing this theory into pronunciation practice, this multiliteracies project displays the video about the commonly mispronounced Mandarin Chinese phrases in students’ daily lives, which enhances their realizations on pronouncing intonations accurately in actual situation dialogues and diverse scenarios. Afterwards, showing the flash cards that marked with tones of Chinese characters tend to reinforce their memories as well as proficiency in pronouncing and primary reading ability.

Meanwhile, the multiliteracies project is also connected to the *Transfer of practice* introduced by Edward Thorndike and Robert Woodworth. “They explored how individuals would transfer learning in one contest to another, similar context- or how ‘improvement in one mental function’ could influence a related one.” In the former lesson, students have already acquired the first, second and third intonations in Mandarin Chinese as well as the Mandarin phrases of “lions (shī zi)”, “be a nun (chū jiā)”, “cup (bēi zi)” and “kiss (wěn)” with these mentioned intonations. Furthermore, utilizing students’ words in first language as tonal exemplars benefits the learning process as well. In this class, students are supposed to acquire the couple of new phrases with different intonations- the forth intonation. Although they may easily mispronounce the forth intonation into other ones, in the procedure of correcting their pronunciations, students could acquire the meaning of these new phrases, which are based on their known phrases and intonations. This can be regarded as an extra effort of teaching.

Beyond the lesson and the classroom, students are supposed to acquire extra inquiry and practice in terms of social interactive activities. Social interaction theory is an explanation of language development emphasizing the role of student-student, student-teacher social interaction. Class activities are designed to provide students with adequate communicative, collaborative and practical opportunities. According to Vygotsky (1978), social interaction plays import role in the learning process and proposed the zone of proximal development (ZPD) where learners construct the new language through socially mediated interaction.

Mastery of the four intonations is the first and the most challenging task for the elementary-leveled European and North American students learning Chinese. Instructors are supposed to lead the students in repeatedly experiencing the four intonations through the aforementioned tonal exemplars vocabulary in English , then facilitated tonal identification exercises in Chinese. Through classroom experiments, it has been established that the majority of students are able to accurately identify the four intonations in Chinese when provided with similar and corresponding tonal cues from their first language. Moreover, students are immediately able to identify their own tonal errors in Mandarin Chinese when prompted with tonal exemplars vocabulary in English.