PRAXIS PAPER

Inventors and Their Inventions

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Necessity is a mother of invention. (Famous English Proverb)

Words are not for mere communication but for production of great creative ideas(Karen,2008). The idea of “Inventors and their Inventions” is a pedagogical tool based on the concept of Multiliteracies in which practical use of multimodalities (language, gesture, images, visual, aural) is the cornerstone. The descriptive video entails a warm-up activity for a 2-part lesson focused on Significant people in Canadian History. Moreover, this video will generate visual and spatial connections in students’ minds. Hence, there cannot be an enthralling idea closer to ELL students and teachers alike than Inventors and their inventions because it shows that how ***connections*** can lead to ultimate discoveries. For instance, who could know that the crude ideas of Abbas ibn Firnas, Spanish polymath of 9th century AD, would take Wright Brothers to fly their airplane?

Establishing well-meaning discursive connections and structurally sound sentences is one of the key components of English language (Lee,2013). English language likes connectors because they inform the readers about the upcoming ideas (Norris.2009). We start the lesson of Inventors and Innovations to make some connections so that students can figure out as to what is going to happen in the upcoming video. For that reason, we start a lesson with a quote of Steve Jobs which says “we are here to put a dent in the universe. Otherwise why else even be here”. Then, a voiceover informs us about the lesson and next slides. During the passage of a lesson, we introduce some old inventors and some new inventors to expose language learners to help them connect theoretically, and explain practically the ideas being presented to intermediate learners. By this activity, they will be able to synthesize, combine and juggle intellectually with new ideas.

**Aspect of Social Justice:**

Cazden (2005) asks the educators as to how “we can ensure that cultural differences are not barriers to educational success” (p.247). The design of this pedagogical tool is culturally inclusive as it takes into consideration some innovators and their inventions from other continents such as Africa, Asia. Here, our prime purpose is to praise cultural differences amongst the ELL cohort. In addition, through the vehicle of differences, students will learn the importance of rising aspect of multiculturalism in our daily lives, let alone education. According to Heritage Canada (2014), culture contributed 54.6 Billion to Canadian economy. In sum, students will also be asked to appreciate vibrant role of the culture of innovators who have been excluded from the mainstream discourse such as Elijah J. McCoy1844- a Canadian automotive engineer from the visible minority.

**Active Role of Teachers**

Teachers will also complement the lesson information in this pedagogical tool by discussing with students the scientific principles behind some of the highlighted inventions; for example: Bell’s Telephone, Kayak, papyrus, steam engine, weaving machine ancient Egypt’s papyrus.

Students could also be asked to research and write about inventors from their country. Finally, teachers can use this lesson to encourage their students to enter science fair competitions and to use their creativity to invent. Although “Inventors and their Inventions” is an intermediate level lesson which is supposed to optimize last two dimensions of Multiliteracies pedagogy i.e. Critical Framing and Transformed Practices. But rather, it will make use of complete four dimensions of Multiliteracies pedagogy -Situated practices, Overt Instructions, Critical Framing and Transformed Practices (Cope & Kalantiz,2000).

**Multiliteracies Theoretical Framework**

**Situated Practices:**

This lesson will practically bring around the students and instructors to predict, define, link, and plan over their background knowledges and experiences. In this regard, students will immerse in discussion over the checkered lifespans of different innovators and their innovations which will open the floodgate of ideas to the class by making vivid connections.

**Overt Instruction:**

As soon as a teacher has helped students to predict different aspects of Canadian innovators, now he/she will help students to investigate fundamental ideas around which generalizations and meaning making of the said innovator is hidden. Now, a teacher will subtly overlook his students’ participations (scaffolding the class discussion). The class warm-up conversation will concentrate on the functions of some of the inventions and also discuss some of the important details that must be included in a biography. Thus, students will be able to connect the dots in a more meaningful way with the help of a teacher.

**Critical Framing:**

Once clear connections are successfully made by interventions and successful immersions are achieved, students will critically analyse the topics at hand. Now , they are ready to question the broader issues and lifeworlds of innovators. For example, they will learn a new word “papyrus” which might not be a part of their vocabulary .Thus , their process of contextualization will start leading them to frame new questions around cultural differences , social backgrounds and financial situations of innovators. Therefore, they will be actively engaged to link a theory to a practice. Finally, 21th century innovators will also be considered for the students to synthesize past with present scientists and their extraordinary lifespans.

**Transformed Practices:**

It is now time for a student to produce his/her own project of interest based on the previously discussed class knowledge and participation. Now crop is ready for harvest in which a student will separately discuss his project in the aftermath of insightful discussions in the class. The student is self-sufficient by this time to inter-relate the four components of Multiliteracies pedagogy.

Finally, the lesson “Significant figures in Canadian history” will generate interdependence as it depends on multimodalities. Furthermore, students will generate direct connections from the past and present historic innovations. The lesson will flow smoothly from one dimension of Multiliteracies framework to another as it is going to engage ELLs to a maximum point. The video includes visual, verbal, and kinesthetic modes which allows for students of multiple intelligences and abilities to engage with the material (Cazden et al., 1996).

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