**Praxis Paper**

Chinese people often use number gestures, a visual and gestural method to emphasize their meaning in daily communication. Gradually, numbers gestures have developed into an essential part of Chinese custom and culture. There are more than 150 dialects in Chinese and several numbers own the similar pronunciation. Therefore, learning Chinese numbers along with their gestures is a practical and effective way to master the number system of Chinese Mandarin. For Chinese early production learners, the gestures have created a Total Physical Response (TPR) environment that validates the accurate communication before fully mastering the pronunciation of the numbers.

This multiliteracies project put the priority on the pronunciation and gestures of number 1-10 in Chinese Mandarin. Arabic number system, a symbol of globalization in literacy, is universally used worldwide to make our communication into a unity. According to Joseph Lo Bianco, globalization is not considered to reduce the diversity. On the contrary, Arabic numbers, as the barrier and bridge of multilingual and multicultural, have opened the door to the diversity of phonetic, linguistic, cultural elements for us.

The New London Group states that “Linguistic Design, Visual Design, Audio Design, Gestural Design, Spatial Design and Multimodal Design” should be taken into consideration during the planning process. Number gestures, as one typical form of the gestural field, could inspire the movement of physical response. In addition, number gestures, unlike other auxiliary body languages, could convey accurate context independently. For the audio part, we actively introduce the pronunciation to accompany with the gestures. Even some pure Chines dialogues are also seen in the video to enable the learners expose to a target language environment. Moreover, some background music and songs like Number 8 song also include the learning materials to help to concentrate the learners’ attention and make the informal learning happen. In terms of the visual designing, apart from attractive pictures, we also adopt several animations to show the connection and conversion process between Arabic numbers and Chinese number characters, from which the students could use their imaginationto do the code-switching in their learning process. In spatial perspective, the role play strategy is used in four numbers. Most of the scenes are shot according to the daily life discourses. In this circumstance, it is easy for learners to get involved and feel being one part of the dialogue in person regardless of the time and spatial limitation. All these mentioned features are integrated together to create a firm framework of multimodal teaching system.

This project also throws great importance on the preservation and integration of cultural multiplicity. Culture-characterized features could also be observed in various areas through the whole process. Background music, customs, gestures, Chinese characters, pronunciations of numbers interpreted in the video reveal distinctive Chinese cultural characteristics.

Through the ten-minute video, the early-production learners could have a good mastery of the pronunciation and gestures of number 1-10 in Chinese Mandarin. At the same, learners could also have a fantastic tour of Chinese cultural elements. In conclusion, Chinese numbers are acquired both linguistically and culturally through multiple modes.

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