

## Praxis Paper

Regardless of what language one speaks, there is something that all cultures have in common: a love of food. Thus, when teaching a language, using food within the context of a lesson plan has the potential to increase student engagement. This could be applied in China's English foreign language (EFL) classrooms, which have traditionally relied on teacher-centered pedagogies. However, this fails to integrate the culturally responsive multiliteracy approaches prescribed by the New London Group (2000), which focuses on culture and technology/multimodalities.

This multiliteracies project connects the theory with practice, aiming that every student could get practice to use the target knowledge learned from Zongzi making activities and then interact with others. Also, they could develop their creative and critical thinking by applying all these multiliteracies and multimodalities we designed in this class. Students are provided lots of practices and activities to get access to English. Therefore, students could more easily engage in English learning because this project is designed according to "Transfer of practice" (Thorndike & Woodworth, n.d.). Our activities in this class mainly focus on that students learning new knowledge (the target English vocabulary) from familiar contexts (Chinese traditional food) and reach to local and global differences in culture. In 1990, the New London Group proposed that language learning should be involved in global and local issues. In our class, students explore the depth reason for cultural diversity step by step throughout watching our video.

Besides, not only our video but also word pictures and body language in this class provide students enough visual and audio stimulation as well as linguistic contexts. According to the function of multimodalities, language learning should focus more on two or more modal designs: Linguistic, Visual, Audio, Gestural, Spatial Designs (the

New London Group,2000). This means that students would enjoy more English learning by watching, making, speaking, and listening in this class. It is natural for students to transform Chinese food into English, and meanwhile, students also could improve their language skills. With the support of our pedagogy tool, language learning is not simply a translation from Mandarin to English, but a shift in thinking between two language linguistic styles. Moreover, the structure of our class is derived from “learning by design” (Cope & Kalantzis, 2000). To get the desired results, the theoretical designs of experiencing, applying, conceptualizing and analyzing are found in our three activities. This means students could get a deeper understanding of the target words. Similarly, “Realia Strategies” (Echevarria, Vogt & Short, 2010) we used in this class could leave students more impressions of how to use the target English words. Thus, students could learn and acquire these target words effectively. This class aims to motivate students to share their opinions about local and global cultural diversity through encouraging them to find their Zongzi preferred flavours. When they are making their own Zongzi, they will familiarize the target English words. Students should be encouraged into playing with learning process, so that they would enjoy language learning with low anxiety.

(word: 500)

### **References**

- Cope, B., & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. Routledge
- Herrell, A. L., & Jordan, M. (2020). *50 strategies for teaching English language learners*. Pearson.