Praxis Paper:

With the creation of our multiliteracies project and 10-second grammar game, we sought to create an interactive and engaging activity to help present a potentially dry subject in a manner that encourages students to build the foundations of their English grammar skills. Using a multiliteracies pedagogy to inform our planning, we put a large emphasis on play-based learning to generate interest and create lasting classroom memories that students could carry with them in the long term. In our collective experience, English grammar is often a topic that receives limited explicit instruction, especially at a high school level, with a seeming expectation that students enter this age with a sufficient prior grasp. This however is not always the case, which causes written and oral production to both suffer as a result. Homophones, homonyms, synonyms, and antonyms can cause confusion for even the most educated native English speakers, so this influenced our decision to base our game around these aspects of the language. In western, majority English-speaking countries like Canada and the United States, English language skills are an invaluable asset that forms the basis of success in both academics and in life, so developing these skills in our students was of high priority when brainstorming our project.

In terms of serving a multiliteracy purpose, our lesson and game are both designed to break the mould of traditional education strategies, where materials like pen-and-paper worksheets have dominated for decades. The same grammar-based lesson could be taught in a multitude of ways; however, we feel as though our non-traditional and play-based approach could be very effective in achieving lasting knowledge retention. Amir Michalovich from the University of British Columbia wrote in 2021 that; "Although there is no common definition of play among scholars, established definitions often include features of activities such as spontaneity and lack of rigid goals, and qualities of felt experience such as pleasure, anticipation,

flow, and surprise." This quote from our course readings informed our decision-making, and we feel that our multimodal lesson fits all the described criteria of play-based learning.

2021 studies conducted by Fei Liu et al. in *Frontiers in Psychology* "reveal that games are very good at promoting students' attitudes toward learning English. They also reveal that by using games, students learn the target language appropriately and enthusiastically." While not from our classes' required readings, this study, dealing with a group of 60 Iranian English as a second language (ESL) learners came to many of the same conclusions as those found in many of our in-class discussions regarding games and their role in a multiliteracies pedagogy. With an emphasis on ELLs, this study also reinforced our belief that our game could be adapted for the purpose of creating a knowledge base for new English learners. By increasing or decreasing the topic or difficulty of prescribed questions, the 10-second game could theoretically be used at any level, or any subject (French, for example) and this also influenced our decision to center a lesson around it.

As a group, we found this exploration of multiliteracy strategies to be extremely beneficial, eventually yielding a tool that each of our group members could theoretically use in each of our classrooms, regardless of the teachable subject. Collectively, we look forward to seeing what each of our peers has created and hope to add some multiliteracy tools to our individual pedagogies.

Works Cited

Liu, Fei, et al. "Using Games to Promote English as a Foreign Language Learners' Willingness to Communicate: Potential Effects and Teachers' Attitude in Focus." *Frontiers in Psychology*, vol. 12, 2021, https://doi.org/10.3389/fpsyg.2021.762447.

Michalovich, Amir. "'You're the Boss, Yo!': Role-Play in Digital Multimodal Composition of Newcomer Youth." *Language and Literacy*, vol. 23, no. 1, 2021, pp. 25–48., https://doi.org/10.20360/langandlit29503.