Article

The Construction of Value Identity through Multiliteracies in the Perspective of Core Competencies

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Abstract: As an interdisciplinary literacy, reading and writing is one of the key abilities in the system of core competencies for the development of students in China. Value identity reflects the essential characters of core competencies. The combination of the theory of multiliteracies and core competencies provides an important path for the construction of value identity in modern education. By integrating multimodal resources, cross-cultural awareness and critical thinking, multiliteracy practices can help students form a systematic cognition ranging from language ability and cultural understanding to value judgment. From the perspective of cultivating core competencies, reading and writing activities should select appropriate multimodal resources, provide the correct orientation for the outlooks on the world, life and values of adolescent students, and help them form value identity.

Keywords: core competencies; multiliteracies; value identity

1. Introduction

1.1. Reading and Writing Abilities and Value Identity in the Perspective of Core Competencies

1.1.1. Reading and Writing Abilities as the Cornerstone

In the core competency systems established by numerous international organizations, countries and regions, there are many new ability requirements put forward to adapt to the survival and development in the information society. It is worth noting that literacy, one of the most important abilities in the 20th century, is still regarded as a core skill in future education and receives much attention [1]. Core competencies require students to possess the key abilities to adapt to future society, and reading and writing abilities are of primary importance. Through reading, students can extract useful information from a vast amount of books, newspapers, and online materials, and understand the laws of how the world operates, the latest achievements in science, and the context of history and culture. For example, when studying history, by reading ancient books and academic papers, students can learn about the succession of dynasties and the evolution of civilizations, thus expanding the boundaries of their knowledge. At the same time, writing is a process of outputting thoughts. From choosing words and constructing sentences to planning the overall structure of an article, it can exercise logical thinking and innovative thinking. For instance, when writing an argumentative essay, students need to systematically prove their viewpoints, which helps cultivate critical thinking; when writing a narrative essay, they can give full play to their imagination to create plots, improving their innovative ability, enabling students to express their thoughts more clearly and systematically.

1.1.2. Value Identity as the Core

When students form value identity, they can shape a sound personality and enhance their cultural confidence simultaneously. In key competencies, the emotional attitude and

values are important dimensions. When students identify with positive values such as integrity, kindness, and patriotism, they can adhere to the moral bottom line during their growth and shape a correct outlook on life and the world. For example, when students study articles about environmental protection in English classes, it can stimulate their environmental awareness and prompt them to practice green actions in their daily lives. At the same time, value identity is also reflected in the love and inheritance of local culture. When students identify with the excellent traditional Chinese culture and comprehend the cultural essence behind poetry, songs, and traditional craftsmanship, it can enhance their national pride and cultural confidence, and enable them to maintain cultural stability in the era of multicultural integration.

1.2. The Construction Paths of Value Identity in Multiliteracy Practices

1.2.1. Integration of Multimodal Resources and Meaning Generation

With the development of modern technology, especially as digital platforms and online communities have become sources of information and tools for communication for people, the concept of "ability" has been given more meanings. Students are not only required to possess professional abilities, but also should develop general competencies that include critical reflection, information processing, teamwork, innovative learning, and so on. In other words, the traditional reading and writing mode can no longer meet people's communication needs. Apart from language, the role of multimodal communication means in generating meaning has prompted people to recognize the value of developing multiple abilities [2]. Starting from contextualized input, we can utilize multimodal resources such as documentaries, news charts, and film and television clips to create real-life contexts, activating students' background knowledge and emotional resonance. For example, by analyzing TED talk videos on the theme of environmental protection, students can be guided to explore the value conflicts between "anthropocentrism" and "ecological ethics". Meanwhile, in terms of cross-modal transformation, students can be required to transform text information into visual works (such as posters, short videos), strengthening the internalization and expression of values in the process of creation. Nowadays, the newly added project part in the new-edition English textbooks requires students to apply theoretical knowledge to practice, solve problems through practical operations and exploratory research, and complete tasks by using multi-disciplinary knowledge. At the same time, it is carried out in groups, so students need to collaborate and divide the work to jointly achieve the project goals. This enables students to learn to listen to others' opinions, give full play to their respective advantages, and cultivate teamwork spirit. The themes and contents of the project often involve different fields, cultures, and social phenomena. During the participation process, students will be exposed to diverse values, broaden their horizons, and enrich their understanding of different value concepts. By completing the project, students can more deeply understand the application value of subject knowledge in practice, recognize the importance of the subject to personal growth and social development, and thus enhance their identification with the value of the subject. In hands-on experiences, students can more profoundly feel the results brought about by different behaviors and choices, and then understand the corresponding values. For example, in the environmental protection-themed project, students can truly feel the value of protecting the environment through actual participation in environmental protection actions. Finally, by participating in some projects that focus on social issues, students can enhance their sense of social responsibility, recognize their own value and mission as members of society, actively contribute to social development, and further strengthen their identification with the mainstream social values.

1.2.2. Cross-Cultural Comparison and Critical Reflection

"Multi-literacies", also known as "multiple abilities", is a concept proposed by the New London Group. They believe that in addition to the literacy ability mainly based on

reading and writing, learners should also be cultivated to use information technology and possess "the multi-literacies of critically reading and understanding the information provided by various media through multimodal forms such as language, vision, and hearing" [3]. Multiliteracies provide rich materials for cultural innovation. Combining traditional culture with modern forms can create new works with the characteristics of the times and the connotations of socialist culture with Chinese characteristics. To enhance students' identification with local culture, through reading and writing tasks, for example, when explaining traditional Chinese festivals to students, various multimodal resources can be used to enable students to deeply understand the history of traditional Chinese festivals. With the help of various teaching forms and methods, an interesting English class on traditional Chinese festivals can be provided for students. At the same time, students can be guided to think about and discuss the similarities and differences between traditional Chinese festivals and Western festivals, such as the Spring Festival and Christmas, so that students can understand the differences in festival cultures under different cultural backgrounds, cultivate cross-cultural communication awareness, and be encouraged to express their views boldly in English, promoting students' in-depth understanding and value identification of local culture.

1.2.3. The Design of a Teaching Closed-Loop Integrating Reading and Writing

In English classroom teaching, the design of this dynamic circular process from reading to thinking and then to writing is crucial for teaching. For example, in reading classes, after the warming-up, formal text teaching often starts with skimming, allowing students to understand the main idea of the article. This step enables students to carry out reading activities. Then, scanning starts the students' thinking process, improving their understanding of the details of the article. Finally, when assigning homework, writing can be used to test students' learning achievements, carry out knowledge transfer and innovative expression. Each step is closely linked to the teaching content and progresses layer by layer to achieve a qualified teaching effect. At the same time, through teacher-student collaborative evaluation, attention can be paid to whether the value expression of students in the writing process is logically consistent and whether it reflects a sense of social responsibility. The design of this teaching closed-loop from reading to thinking to writing is of great significance for the construction of students' value identity. Taking reading as the starting point, thinking as the key, and writing as the destination can help students develop in an all-round way. With the development of integrated media, multimodal writing has also become an important means of cultivating students' multiple literacies. Moreover, multimodal writing assessment can not only test students' learning ability and effectiveness, but also provide them with multi-faceted feedback during the assessment process, promoting students to continuously improve their relevant knowledge and skills [4].

2. Practical Strategies and Case Analysis

Taking the integration of English and ideological and political education as an example, when integrating the "Belt and Road Initiative" theme into English teaching: First, multimodal resources such as maps, pictures, or videos can be utilized to show students the route map of the "Belt and Road Initiative" and the involved countries and regions, and introduce its geographical scope and significance. For instance, by playing a short video introducing the "Belt and Road Initiative", students can directly feel its scale and influence. Then, ask students in English about their initial impressions of the "Belt and Road Initiative" to guide them to express their observations and thoughts in English. When presenting English articles related to the "Belt and Road Initiative", such as those describing the cultures and economic cooperation projects of the countries along the line, multimodal resources like pictures and charts can be combined to help students understand the text. For example, by showing pictures of the characteristic architectures of the

countries along the line, students can have a more intuitive understanding when reading the relevant descriptions and, at the same time, learn related English vocabulary and expressions, such as "the unique architecture of Central Asia". When organizing group discussions among students, the topics can be the opportunities and challenges brought by the "Belt and Road Initiative" to the countries along the line. Let students use multimodal resources such as collected texts, pictures, and data to support their viewpoints and elaborate in English. For example, students can display the comparison pictures of a certain country's infrastructure construction before and after the "Belt and Road Initiative", describe the changes and the positive impacts in English, and explore the values of win-win cooperation. After that, role-playing activities can be carried out. Let students play the roles of businessmen and diplomats from the countries along the "Belt and Road Initiative" respectively, and simulate the scene of communication and cooperation at an international conference. They can use multimodal resources to assist their expressions, such as using PPT to show the planning diagrams of cooperation projects. In terms of task assignment, ask students to write a short essay on the theme of the "Belt and Road Initiative", introducing the cultural characteristics or economic development changes of a certain country along the line. Require students to use the information obtained from multimodal resources in their writing, such as citing relevant data and describing the scenes in the pictures. For example, when describing the cultural characteristics of a certain country, students can mention the traditional festival celebration scenes seen in the documentary and vividly describe them in English. After class, practical extensions of social participation can also be carried out. For example, hold a "Belt and Road Initiative" cultural festival, and let students in groups display the cultures of different countries along the line. Students can present the cultures of various countries through multimodal means such as making posters, playing music, and performing dances, and explain them in English. When showing Chinese culture, play Chinese classical music, students wear Hanfu to perform classical dances, and introduce other cultural elements such as clothing and cuisine to other classmates in English, transmitting cultural confidence from the perspective of teenagers. On the surface, this whole class is an English class. In fact, it is a two-subject integrated class carried out based on students' value identification of politics. In this process, students come into contact with, observe, understand, apply and evaluate the textual and non-textual information in various scenarios in a multimodal way. Thus, they can enhance their understanding that what they learn in the language classroom is not only the language itself, but also includes the training and improvement of knowledge, culture and thinking. And this is exactly what is required by the core competencies of the English subject [5].

3. Difficulties and Challenges

3.1. The Transformation of Teachers' Roles

Teachers need to transform from "knowledge transmitters" to "value guides". In the context of multimodal teaching, the roles of English teachers have undergone multifaceted transformations. Teachers need to collect various modal English teaching resources such as texts, images, audios, and videos from various channels, like the Internet and multimedia libraries, and screen, integrate, and optimize them according to teaching objectives and students' needs to provide students with rich, diverse, and targeted learning materials. Meanwhile, in multimodal teaching, the information that students face is more abundant and complex. Teachers should guide students to learn how to obtain effective information from multimodal resources and cultivate their information-processing abilities and autonomous learning abilities. For example, after playing an English video, teachers guide students to understand the video content by observing the images and listening to the dialogues in the video and answer relevant questions. Moreover, teachers should use multimodal resources to create real and vivid language-learning situations, enabling students to experience and apply English in these situations. For instance, by playing a

video about traveling abroad, a travel situation is created, and students are allowed to practice dialogues in the simulated travel scenario to improve their language communication skills.

Multimodal teaching often adopts learning methods such as group cooperation. Teachers should promote collaboration and communication among students. In group activities, teachers encourage students to give full play to their respective advantages and jointly complete tasks. For example, some students are good at processing image information, while others are proficient in analyzing texts. Teachers guide them to cooperate with each other.

3.2. The Innovation of the Evaluation System

Different from traditional teaching, the multi-literacies teaching method emphasizes cultivating students' ability to use various modal symbol resources to achieve communication purposes, and pays attention to communication resources such as language, characters, pictures, body language, sounds, as well as their integration and interaction [6]. It is necessary to construct multi-dimensional evaluation criteria. In addition to traditional language knowledge and skills, such as vocabulary, grammar, listening, speaking, reading, and writing abilities, it is also necessary to examine students' abilities to understand and process information in multimodal resources, such as whether they can obtain key information from pictures and videos and accurately express it in English. At the same time, evaluate the learning strategies that students use in the multimodal learning environment, such as whether they can choose appropriate learning methods according to the characteristics of different modalities and whether they are good at using multimodal resources for autonomous learning and collaborative learning. Furthermore, it is also necessary to pay attention to students' emotional experiences in multimodal teaching, including their interest in and participation in multimodal learning methods, as well as their attitudes and cultural awareness in cross-cultural communication situations.

3.3. The Selection of Teaching Resources

The screening and integration of teaching materials pose a significant challenge. There is a vast amount of multimodal materials on the Internet, but their quality varies greatly. Teachers have to spend a great deal of time and energy sifting through numerous texts, images, audios, and videos to select materials that align with teaching objectives, are of appropriate difficulty levels, and have accurate content. For instance, when preparing a course on the cultures of English-speaking countries, the cultural introduction videos that are screened may have one-sided viewpoints or outdated content. Moreover, organically integrating different modal materials to ensure their logical and content-based coherence is also a complex task. Meanwhile, using unauthorized multimodal resources carries the risk of copyright infringement. Therefore, when obtaining resources, teachers need to identify the copyright ownership to ensure legal use, which undoubtedly increases the difficulty and cost of resource acquisition.

3.4. Limitations of the Teaching Environment

Multimodal teaching requires good hardware support, such as high-definition projectors, audio equipment, and multimedia teaching all-in-one machines. In some schools, especially those in remote areas, the teaching hardware facilities are backward and cannot meet the needs of multimodal teaching, thus restricting the implementation of multimodal teaching. At the same time, multimodal teaching classrooms are more open and interactive, with high student participation, which may make classroom management more difficult. Activities such as group discussions and role-playing can easily make the classroom atmosphere overly lively, affecting the teaching progress.

4. Countermeasures and Future Prospects

First and foremost, it is essential to strengthen teacher training in classroom management. Training courses specifically tailored to multimodal teaching classroom management should be carried out to help teachers master effective classroom management skills. For example, teachers can be taught how to group students rationally to enable efficient interaction during group discussions and role-playing activities. They should also learn how to formulate clear classroom rules to maintain classroom order while ensuring high student participation. Moreover, teachers need to understand how to use diverse teaching instructions, such as voice and gestures, to promptly guide students' attention back to the teaching focus and ensure the smooth progress of the teaching schedule. Simultaneously, a resource sharing platform can be established. The education department or schools can take the lead in building a multimodal teaching resource sharing platform. Professional teacher teams are organized to conduct preliminary screening and review of resources, and then upload high-quality texts, images, audios, videos, and other materials that meet the requirements of the teaching syllabus. Teachers can conveniently search for the resources they need on the platform, saving screening time. They can also exchange and share their experiences in using resources on the platform, continuously improving the resource library. In addition, copyright knowledge training should be carried out. Regular copyright knowledge training lectures should be held for teachers, and legal experts can be invited to explain relevant copyright laws and regulations, such as the provisions on the use of teaching resources in the Copyright Law. This will enable teachers to clearly understand the scope of fair use and the boundaries of infringement. Schools can also cooperate with some formal copyright resource suppliers to provide channels for teachers to obtain legal resources, reducing the cost and risk of resource acquisition. Furthermore, teachers can be encouraged to create resources independently. Schools should provide technical support and training to encourage teachers to create multimodal teaching resources according to actual teaching needs. For example, organize skill training workshops on video production and image processing to enable teachers to master the use of creation tools. The resources created by teachers are more in line with teaching objectives, have no copyright issues, and can also enhance teachers' control over teaching content. Finally, greater investment in hardware facilities is needed. The government should increase investment in educational hardware facilities, especially tilting towards schools in remote areas. Special educational funds can be set up to purchase high-definition projectors, audio equipment, multimedia teaching all-in-one machines, and other equipment required for multimodal teaching, improving school teaching conditions. Regular maintenance and updates of equipment should be carried out to ensure the normal operation of the equipment.

The integration of multiliteracies and English classrooms holds unlimited potential and opportunities for the future, and is expected to bring profound changes in teaching models, student ability cultivation, and the expansion of educational influence. Firstly, in terms of teaching model innovation, with the continuous progress of educational technology, future English classrooms will integrate more diverse digital resources, such as virtual reality (VR) and augmented reality (AR) technologies. This will allow students to immerse themselves in the cultural atmosphere of English-speaking countries and participate in immersive English reading and writing activities. Teachers can use intelligent teaching platforms to push personalized multiliteracy learning tasks according to each student's learning progress and characteristics, achieving true individualized teaching and breaking the traditional "one-size-fits-all" teaching model. Secondly, it can enhance students' comprehensive abilities. In the environment of multiliteracies, students will exercise their language abilities, critical thinking, and innovation abilities in all aspects. When analyzing English materials of different modalities, students learn to screen information, raise questions, and form the habit of independent thinking. In output activities

such as creative writing and multimedia work creation, the application of the English language is deeply integrated with innovative expressions. Not only will students' English proficiency be significantly improved, but they will also grow into innovative talents who can meet the needs of future society and calmly face the various challenges brought about by globalization. Finally, it is of great significance for expanding educational influence. The integration of multiliteracies and English classrooms will help English education break through classroom and geographical limitations. Online education platforms can spread high-quality English multiliteracy courses around the world, promoting the balanced distribution of educational resources and benefiting more students. Through international exchange projects, students from different countries can cooperate around common English reading and writing themes, enhancing cultural understanding and communication, cultivating a global perspective and cross-cultural cooperation abilities, and contributing educational strength to building a community with a shared future for mankind.

5. Conclusion

Multiliteracy practices, through the integration of multimodal resources, cross-cultural interactions, and technological empowerment, provide dynamic and multi-dimensional paths for the construction of value identity from the perspective of key competencies. In the context of core competencies, multiliteracies contribute to the construction of value identity from multiple levels such as knowledge, thinking, practice, and emotion. This enables each student to adhere to correct values in various environments, achieve all-round development, and simultaneously contribute to the realization of the ultimate goal of "holistic education", promoting the high-quality development of China's education cause.

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