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Article

Multimodal Teaching of Red Classics A Three-Dimensional Pathway Guided by Chinese Language Curriculum Standards

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Abstract: Red Classics multimodal texts integrate diverse media, including written language, images, audio, and video, to create immersive educational experiences. They constitute important teaching resources for implementing the Chinese language curriculum standards, transmitting revolutionary culture, and enhancing students' core competencies in Chinese language learning. Recently, the unified-edition secondary-school Chinese textbooks have established a comprehensive teaching system of Red Classics extending from junior to senior secondary education. However, current classroom integration remains constrained by the formalistic use of multimodal resources, limited pedagogical methods, and insufficiently differentiated instructional design across various educational stages. To address these critical problems, this study proposes a three-dimensional closed-loop teaching framework of "interpretation, design, and presentation" firmly grounded in the Chinese language curriculum standards. This innovative framework systematically deconstructs multimodal texts, guides students in collaborative instructional design, and facilitates dynamic classroom presentations. By closely aligning teaching objectives and interactive classroom activities with overarching curriculum requirements, the framework develops a systematic, scalable pathway for effective classroom practice. Furthermore, it provides a practical, evidence-based reference for seamlessly integrating revolutionary culture education into secondary-school Chinese language teaching, ultimately fostering deeper cultural confidence and linguistic proficiency among students. Ultimately, this research contributes to the broader discourse on multimodal pedagogy by demonstrating how structured textual analysis and creative expression can synergistically elevate both ideological education and language acquisition in modern educational contexts.

Keywords: revolutionary culture; multimodal pedagogy; curriculum standards; language teaching; secondary education

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1. Introduction

Red culture embodies the integration of China's fine traditional culture, revolutionary culture, and advanced socialist culture, reflecting the spiritual heritage and shared value pursuits of the Chinese nation. As a key domain for moral cultivation and holistic development, secondary-school Chinese language education serves both linguistic and humanistic functions. The latest curriculum standards emphasize enhanced instruction in revolutionary culture and underscore the importance of fostering students' identification with this cultural tradition alongside the development of core Chinese language competencies. Contemporary representations of Red Classics now extend well beyond printed texts: historical documentary footage, audio recordings of firsthand accounts by participants in revolutionary history, and other multimodal resources have become increasingly available, enriching the pedagogical repertoire for revolutionary-culture education in Chinese language classrooms. Grounded in actual classroom practice, this paper analyzes the integration of Red Classics and multimodal teaching through three interrelated dimensions—value alignment, current instructional challenges, and feasible implementation pathways—and proposes concrete, context-sensitive strategies to

advance the substantive integration of revolutionary culture into secondary-school Chinese language education.

2. The Contemporary Educational Value of Multimodal Red Classics in Alignment with the Chinese Language Curriculum Standards

Red culture constitutes a vital educational resource in the unified-edition secondary-school Chinese textbooks [1]. Both the Chinese Language Curriculum Standards for Compulsory Education and the Chinese Language Curriculum Standards for General Senior Secondary Education emphasize guiding students to appreciate revolutionary culture and advanced socialist culture, thereby fostering cultural confidence. Building upon written language, multimodal Red Classics incorporate historical photographs, documentary footage, revolutionary audio materials, and other media forms. As such, they resonate with the curriculum standards' focus on educational orientation, competency development, and the integration of information technology in teaching, endowing them with distinctive contemporary educational value.

2.1. Aligning with the Educational Goal of Cultivating Students' Identification with Revolutionary Culture

The new curriculum standards identify strengthened identification with revolutionary culture as an important goal of core competencies in Chinese language learning. The unified-edition textbooks guide students from junior secondary texts such as The Old Mountain Boundary and Who Are the Most Beloved People to senior secondary texts such as The Long March Victory Is Forever and The Chinese People Have Stood Up, enabling them to revisit the revolutionary past and carry forward the red cultural heritage in a progressive manner. However, traditional teaching of Red Classics has often been confined to textual reading and plot comprehension. Explaining individual words and sentences and asking students to memorize themes can only keep learning at an abstract textual level. Moreover, the temporal and spatial distance between students and the century-long history of revolution can easily produce fragmented and superficial understandings of revolutionary culture. Influenced by examination-oriented approaches, some teachers also reduce Red Classics to vocabulary analysis and answer-template drills, emphasizing test-taking skills while neglecting the spiritual core embedded in the texts. As a result, students may fail to develop deep emotional resonance, and the goal of cultivating identification with revolutionary culture becomes formalistic.

Multimodal texts can effectively respond to these challenges. Through immersive combinations of visual and auditory materials, teachers can concretely reconstruct historical contexts and reduce the distance between students and the texts. When teaching texts about the Long March, for example, teachers can incorporate footage of historical marches, reconstructed images of former battlefields, and audio recordings of firsthand accounts to make the hardships of crossing snow-covered mountains and grasslands more tangible. When teaching revolutionary letters, teachers can simultaneously display high-fidelity images of original handwritten manuscripts, making the sincerity and determination behind the written words visible and perceptible. Multimodal materials help integrate scattered historical fragments into a coherent narrative, supporting students in constructing a three-dimensional and continuous understanding of revolutionary history. This enables them to move beyond superficial textbook recollections and genuinely grasp the arduousness of historical achievements and the enduring significance of associated values. Multimodal teaching thus fosters identification through emotional engagement, shifting students from passive knowledge reception toward active internalization and transmission of cultural heritage, thereby realizing the curriculum standards' educational aims of cultivating cultural confidence and a sense of responsibility toward the nation [2].

2.2. Integrating the Transmission of Revolutionary Culture with the Development of Chinese Language Competencies

The Chinese language curriculum serves both instrumental and humanistic purposes. The updated curriculum standards emphasize the integration of moral and spiritual development with language learning, rather than treating them as separate or competing priorities. In current instruction on revolutionary-themed literary works, practice often diverges into two unbalanced patterns. In some classrooms, ideological and political content dominates the lesson, with extensive focus on historical background and ethical reflection at the expense of textual analysis and instruction in writing techniques. In others, instruction centers narrowly on examination readiness—teaching answer templates and test-taking strategies—without fostering students' meaningful engagement with the values embodied in the texts [3, 4]. Multimodal pedagogy offers a balanced pathway by aligning the transmission of revolutionary culture with the cultivation of core Chinese language competencies.

When grounded in the competency indicators outlined in the curriculum standards, multimodal instruction supports dual educational aims. At the humanistic level, teachers may incorporate documentaries, period music, and archival materials to reconstruct the historical milieu of textual creation and examine the enduring ideals and patriotic commitment reflected in character portrayals, thus offering value-oriented guidance. At the language-learning level, teachers can design comparative inquiry tasks across modalities [5, 6]. For instance, students may analyze narrative, lyrical, and argumentative structures by comparing original texts with historical footage; they may contrast cinematic expression in revolutionary-themed adaptations with literary stylistic features, engaging in close reading, sentence-level analysis, paragraph imitation, and thematic oral presentations. Through systematic comparison of textual, visual, auditory, and moving-image resources, students concurrently strengthen key language abilities—including information discernment, close reading, comparative appreciation, oral expression, and written composition.

This approach avoids the pitfalls of overemphasizing moral education to the detriment of language development or prioritizing examination performance at the expense of holistic education [7]. The values embedded in revolutionary-themed literature emerge organically through language engagement, while language instruction gains enriched cultural resonance and depth from these texts. In this manner, the instrumental and humanistic dimensions of the Chinese language curriculum are coherently unified—fully aligned with the principle of nurturing students through cultural inheritance and linguistic experience.

2.3. Adapting to the Development of Information-Based and Smart-Classroom Reform

The new curriculum standards emphasize the design of authentic, vivid, and immersive learning contexts, advocate the integrated application of modern information technology to expand learning resources and diversify instructional approaches, and promote a shift from teacher-led transmission toward student-centered, interactive, and experiential learning [8]. Traditional instruction on Red Classics has predominantly relied on teacher narration and textual analysis, limiting opportunities for contextual engagement and constraining space for independent inquiry.

Documentary short videos, interactive multimedia platforms, and other multimodal resources constitute key elements of intelligent classroom environments and offer robust support for contextualized instruction of Red Classics. Incorporating such materials aligns with the curriculum standards' expectations for technology-enhanced teaching. Educators may leverage interactive platforms to present texts, images, and audio concurrently for comparative analysis, and utilize short video clips to introduce lessons or stimulate reflective extension, thereby enhancing classroom interactivity [5].

Multimodal instruction also facilitates a transition away from teacher-dominated delivery toward immersive, inquiry-driven learning environments. Learners are no longer restricted to printed textbook content; instead, they engage independently with diverse audiovisual materials, conducting comparative analysis, collaborative discussion, and multisensory interpretation. This approach supports the broader integration of digital

tools in secondary Chinese language education, bridges historical content with contemporary understanding, refines the pedagogical representation of Red Classics, and operationalizes the curriculum standards' goals of contextualization and autonomous inquiry within everyday classroom practice [9].

3. The Current State of Integrating Multimodal Red Classics into Secondary-School Chinese Language Teaching

The new curriculum standards explicitly emphasize revolutionary culture and transmedia reading, prompting the gradual incorporation of multimodal Red resources—such as images, audio recordings, documentaries, and textbook-based dramatizations—into secondary-school Chinese language classrooms. This multimodal approach has thus emerged as a key strategy for enhancing classroom learning experiences. However, frontline teaching observations reveal persistent challenges in integrating these resources effectively. Deficiencies remain in resource development, classroom implementation, teacher professional capacity, and assessment frameworks, collectively hindering the full realization of their educational potential.

3.1. Formalistic Use of Multimodal Resources and Superficial Interpretation

Many teachers incorporate multimodal materials primarily as supplementary visual or auditory aids, without fully leveraging their pedagogical potential for deepening language learning. When teaching canonical literary works, instructors often present brief video clips or historical photographs before shifting promptly to lexical instruction, structural analysis, and rhetorical examination. In some cases, excessive emphasis on audiovisual engagement displaces sustained attention to textual features—such as linguistic nuance, figurative language, and narrative structure—leading to either an overemphasis on thematic messaging at the expense of linguistic development or a substitution of multimedia for rigorous textual engagement.

Moreover, multimodal resources used in secondary Chinese classrooms frequently lack diversity in origin and perspective. Common selections include widely circulated documentaries and established film adaptations, while underutilizing locally significant heritage sites and contemporary materials reflecting social progress, scientific advancement, and civic contribution. This limited scope can hinder students' affective connection to historical and cultural content. Educators are therefore encouraged to curate multimodal resources that resonate with students' lived experiences, reflect regional contexts, and embody present-day relevance. Integrating such materials thoughtfully with close reading practices enables literature instruction to uphold both intellectual depth and linguistic vitality, supporting the synergistic development of value awareness and core language competencies.

3.2. Gaps in Teachers' Multimodal Teaching Literacy and the Narrow Range of Implementation Methods

Many teachers hold an incomplete understanding of multimodal teaching, often reducing it to the mere playback of multimedia materials. They lack systematic professional development in interpreting multimodal texts, designing related tasks, and delivering instruction within authentic contexts. A key contributing factor is the limited availability of both theoretical frameworks and practical guidance for implementing multimodal approaches, which hinders the meaningful integration of visual, textual, auditory, and audiovisual resources into classroom learning. Additionally, high-stakes examination demands lead some teachers to emphasize test-oriented strategies and classical-language vocabulary acquisition, leaving insufficient time for experiential multimodal activities [10].

Meanwhile, some middle-aged and older teachers report lower confidence in operating digital devices and may experience hesitation when adopting emerging digital tools. Their limited capacity to independently develop project-based multimodal learning experiences presents a practical challenge for implementation. Classroom practices frequently remain teacher-directed, with instructors presenting materials while students

observe passively; opportunities for students to produce original multimodal artifacts are scarce. As a result, learners have few chances to actively construct, interpret, or express meaning through multimodal forms, impeding deep emotional engagement and conceptual internalization. Over time, such practices risk reinforcing passive reception rather than fostering deep learning, potentially weakening the distinctive role of Chinese language education in cultivating critical thinking and creative expression. Therefore, advancing teachers' pedagogical understanding—alongside designing open-ended, inquiry-driven, and creatively oriented tasks—is essential to unlocking the full educational potential of multimodal teaching.

3.3. Insufficient Differentiation Across Educational Stages and Inadequate Assessment Mechanisms

Multimodal instruction of Red Classics in junior and senior secondary education lacks systematic differentiation across stages. While junior secondary teaching emphasizes concrete multimodal experiences grounded in narrative understanding, senior secondary instruction should advance toward deeper multimodal inquiry focused on ideological reflection—yet this progression remains incompletely realized. Repetitive use of identical audiovisual materials across grade levels fails to align with students' cognitive and affective development, resulting in superficial differentiation. Furthermore, assessment continues to depend predominantly on traditional paper-and-pencil tests, rote recitation, and thematic memorization; multidimensional criteria capturing the full learning process remain underdeveloped [5]. Student achievements in revolutionary-themed oral performance, Red-themed creative expression, and collaborative learning activities are seldom integrated into routine evaluation. As a result, the impact of multimodal instruction on national consciousness, higher-order thinking, and integrated language competence cannot be reliably measured or leveraged for pedagogical refinement. Without actionable assessment data, teachers face significant challenges in optimizing classroom design, thereby constraining the educational efficacy of multimodal approaches in Red Classics instruction.

Overall, although the integration of multimodal Red Classics into secondary-school Chinese teaching is supported by policy frameworks and practical implementation, it remains limited by surface-level, fragmented, and instrumental practices. Persistent shortcomings in four key areas—resource provision, teacher capacity, instructional design, and assessment—continue to hinder the full realization of multimodal teaching's potential in transmitting revolutionary heritage and cultivating core Chinese language competencies.

4. Practical Pathways for Multimodal Teaching of Red Classics

To address these practical challenges, educators should ground their approaches in authentic instructional requirements, identify viable implementation strategies, and foster the deep integration of revolutionary culture into secondary-school Chinese language instruction—ensuring that the cultivation of revolutionary spirit and the advancement of students' Chinese language competencies proceed in tandem [1, 11].

4.1. Conducting Differentiated Textual Interpretation to Address Formalistic Teaching

Textual interpretation is the foundation of all teaching activities. Junior secondary students tend to rely more heavily on concrete cognition, and their learning is often grounded in story comprehension. When teaching historical narrative texts, for example, teachers can move beyond traditional vocabulary explanation and theme memorization by first presenting authentic archival footage depicting major river-crossing operations during the late 1940s. They can then analyze the concise and forceful language of contemporary news reports, guide students to experience the historical atmosphere through visual materials, and invite students to reflect on civic responsibilities in modern society by discussing themes of collective effort and social commitment. Finally, students can imitate the text by writing a brief news passage, thereby experiencing the conciseness

of news language. This approach integrates language training with emotional engagement.

Senior secondary students demonstrate stronger critical-thinking and logical-analysis abilities, and their learning can therefore center on deeper interpretation. Teachers can construct higher-order inquiry scaffolds to guide students in independently exploring the thematic resonance and enduring humanistic values embedded in classical poetry. In teaching Spring Dawn in Changsha, for instance, teachers can first present period-appropriate photographs of student life in early twentieth-century Changsha and historical maps to reconstruct the socio-historical context in which the poem was composed. They can then guide students in exploring the expressive power of lines such as "How youthful were my fellow students, In the prime of life," compare poetic works from different eras that engage with youth, landscape, and aspiration, and appreciate the poem's grand style and its articulation of personal ideals within broader societal frameworks. Next, teachers can introduce a discussion topic related to intergenerational continuity of values and organize group inquiry into the cross-temporal relevance of lyrical expression. Finally, students can imitate the poem to express their own ideals as young people, closely connecting literary tradition with contemporary value identification and embedding deep textual interpretation in classroom practice.

4.2. Innovating Teaching Methods in Alignment with the Curriculum Standards to Address Methodological Monotony

Teachers should innovate classroom approaches in accordance with the curriculum standards and design rich, contextually grounded learning experiences that bridge students' lived realities with Red Classics, thereby enhancing engagement and immersion.

Language-practice activities should center on developing students' language use competence through structured tasks such as role-based recitation and stylistic imitation of exemplary passages. Following instruction on *The Old Mountain Boundary*, teachers may assign a brief reflective writing task suited to junior secondary students' developmental level: students imagine themselves as young participants in the historical journey and articulate their observations, thoughts, and emotions during the mountain crossing [12]. This approach integrates vocabulary acquisition, rhetorical analysis, and expressive technique training within authentic textual engagement, ensuring balanced emphasis on linguistic proficiency and cultural resonance without compromising the core objectives of Chinese language education.

Critical-thinking activities should foster the development of diverse cognitive capacities—including intuitive, visual, logical, dialectical, and creative thinking—as outlined in the curriculum standards. In studying texts centered on public service and collective responsibility, after examining structural coherence and stylistic features, teachers may prompt reflection with questions such as: "How might the principle of serving others retain relevance amid evolving societal values?" A guided learning task sheet can outline the life trajectory of exemplary figures—from humble origins to roles of social contribution—supporting students in constructing evidence-informed interpretations. Collaborative inquiry can then explore how meaning and value are realized through dedication in everyday professional and civic roles, strengthening students' reasoned understanding of enduring humanistic ideals.

Cultural-transmission activities should explicitly support intergenerational continuity of shared values and may include structured speech contests rooted in revolutionary narratives and contemporary experience [13, 14]. When teaching *The Chinese People Have Stood Up*, for instance, after analyzing speech genre conventions, teachers can guide students to compose and deliver original speeches inspired by historical accounts and personal reflections. Such language-centered tasks deepen appreciation for both foundational narratives and present-day expressions of civic commitment, reinforcing cultural identity through active, communicative practice.

4.3. Creating Immersive Learning Contexts to Strengthen Developmental Progression Across Educational Stages

Teachers should clarify differentiated goals for Red Classics instruction in junior and senior secondary education, aligning textbook selections with students' cognitive development at each stage and leveraging online smart interactive platforms to enrich classroom delivery [15]. In this way, immersive learning contexts can stimulate student initiative while making developmental objectives concrete. At the junior secondary stage, the core goal is "perceiving Red stories and developing emotional identification." For example, when teaching the junior secondary text In Memory of Bethune, the teacher can begin with a photograph of Norman Bethune, using a simple wartime temple as the background and focusing on the moment when he treated wounded soldiers on the severely under-resourced frontline. Such visual detail can convey his noble character and steadfast commitment. In addition to visual materials, teachers can introduce Red Star Over China and Further Travels in the West as supplementary reading, enabling students to compare Bethune with other international figures who engaged with China during that period and thereby highlighting shared values of solidarity and dedication.

At the senior secondary stage, the core goals are "interpreting spiritual meaning, exploring contemporary relevance, and embodying the red spirit." Teachers can trace thematic connections among Red-themed texts across junior and senior secondary textbooks and design concrete bridging activities to support authentic inheritance and continuation of revolutionary traditions. For example, texts about the Long March can be connected through comparative reading of the junior secondary text The Old Mountain Boundary and the senior secondary text The Long March Victory Is Forever, with the primary-school Grade 6 poem "The Long March" serving as an introductory text for the theme.

In practice, teachers can design a hierarchical chain of questions. Students may begin with the detailed depiction of the "difficulty" of crossing mountains in The Old Mountain Boundary, move to an analysis of the "joy" of victory in The Long March Victory Is Forever, and finally discuss the enduring significance of the Long March spirit through the line "The ten thousand rivers and thousand mountains are but ordinary obstacles" in "The Long March." Through progressively deeper inquiry, students can transform emotional identification into rational conviction and consider meaningful ways to embody the red spirit in contemporary life.

Teachers can also use smart-classroom tools such as Seewo Whiteboard to support differentiated and progressive instruction. At the first stage of inquiry, teachers can display AI-generated images of the Red Army crossing the Old Mountain Boundary and ask students to drag and annotate the zigzag route of the torches described in the text on the digital whiteboard, reconstructing the challenges of the march [2]. At the second stage, teachers can play a film clip depicting celebrations between civilians and soldiers in The Long March Victory Is Forever and guide students to compare textual and visual representations and analyze the sources of collective joy. At the third stage, teachers can use the mind-mapping function of Seewo to help students generate keywords related to the contemporary relevance of the Long March spirit in real time, form a class-wide "cloud" of ideas, and randomly invite students to explain their reasoning. The progressive integration of multimodal resources not only creates contextualized learning but also supports the development of critical thinking. The immediate interactive functions of the smart whiteboard make each student's thinking visible and thus enable a genuine progression from "perception" to "understanding" and "internalization." Through cross-stage connected teaching, the red spirit can therefore be internalized and translated into action.

5. Conclusion

Multimodal teaching of Red Classics is grounded in the educational orientation of contemporary curriculum standards and establishes a coherent instructional framework through a three-dimensional cycle of "interpretation, design, and presentation." This approach integrates close textual analysis, pedagogical innovation enabled by digital tools,

and structured opportunities for students to demonstrate growth in Chinese language competencies—offering a unified pathway for delivering this content.

Within evolving digital learning environments, educators are encouraged to incorporate locally available historical resources, strengthen their proficiency in multimodal lesson planning, implement flexible assessment strategies aligned with developmental stages, and attend closely to learners' cognitive profiles across grade levels. Such practices help move instruction beyond superficial engagement. Sustained application of multimodal methods supports deeper appreciation of historical narratives, fosters civic awareness through literary engagement, and advances the broader aim of language and literature education: nurturing holistic development while preserving culturally significant heritage.

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