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Construction of the Teaching Model for the "Modern Chinese" Course from a Multimodal Perspective

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Abstract: With the continuous advancement of educational informatization and teaching concepts, multimodal pedagogy has gradually gained attention in language courses in higher education. As a core course for Chinese language majors, "Modern Chinese" has long relied primarily on lecture-based teaching, suffering from problems such as low student engagement and monotonous teaching methods. Based on multimodal teaching theory, this paper integrates various semiotic resources such as language, images, actions, and sounds to design an operational multimodal classroom teaching model for "Modern Chinese." Building on a thorough analysis of course content and student learning needs, it constructs a teaching process of "goal orientation-resource integration-task-driven-multifaceted evaluation," and validates it through specific teaching cases. The study finds that multimodal teaching not only enhances students' comprehension and expression abilities but also significantly increases their classroom participation and comprehensive language application skills. The teaching design proposed in this paper can serve as a reference for the reform of other language courses and provide empirical evidence for promoting the diversification and intelligent development of classroom teaching.

Keywords: multimodal teaching, Modern Chinese, curriculum design, classroom innovation, language teaching

1. Introduction

Modern Chinese is a core compulsory course for university majors such as Chinese Language and Literature, International Chinese Education, and Foreign Languages and Literatures. It provides essential foundational knowledge for students who intend to pursue careers in Chinese language education, language and script-related work, or further academic research in linguistics. Like many other linguistic courses, Modern Chinese features content that is abstract and complex, demanding greater theoretical depth and broader knowledge acquisition from students. However, current classroom instruction in Modern Chinese largely relies on the traditional "teacher-lectures, students-absorb" model, with limited teacher-student interaction. This unidirectional approach often results in a lack of classroom engagement and fails to stimulate students' intrinsic motivation, thereby hindering the optimization of teaching outcomes. Improving teaching effectiveness thus calls for the exploration of methods better suited to the nature of this course.

Multimodal teaching theory offers a framework that integrates various semiotic resources—such as language, images, sound, and movement—into the teaching process, emphasizing the synergistic effects of multiple modalities. Applying this theory to the instruction of Modern Chinese enables the construction of a multidimensional cognitive environment through diverse semiotic systems, which promotes deeper processing of linguistic knowledge. Therefore, this paper proposes a multimodal teaching design framework tailored to the characteristics of the Modern Chinese course, and further explores its practical application and improvement strategies, aiming to provide a scientific and effective teaching model reference for language-related courses in higher education.

2. Theoretical Foundations

2.1 Multimodal Teaching Theory

Multimodal teaching theory originates from interdisciplinary research in social semiotics and educational communication. Its theoretical roots can be traced back to semiotic studies in the latter half of the 20th century. The French structuralist semiotician Roland Barthes (1977), in his seminal work The Rhetoric of the Image, first systematically discussed the meaning-making mechanisms of visual symbols, laying the semiotic foundation for subsequent multimodal research. Building on this, Kress and van Leeuwen (1996)[1], combining the theoretical framework of Systemic Functional Linguistics, proposed the visual grammar analysis model, marking the establishment of the "multimodal discourse" theoretical paradigm. Subsequently, Forceville (2009)[2], through empirical research, further revealed the operational mechanisms of multimodal metaphors in various discourse types, promoting theoretical refinement and application expansion in this field.

The systematic introduction of multimodal theory into Chinese academia began in the early 21st century. Zhanzi Li (2003)[3] was the first to systematically introduce this theory to the domestic academic field. Zhuanglin Hu (2007)[4] further clarified the conceptual boundaries between "multimodality" and "multimedia" from a semiotic perspective. Building upon Systemic Functional Linguistics, Zhang Delu (2009)[5] developed a multimodal discourse analysis framework specifically for the Chinese context, which deliberately emphasizes the complementary and hierarchical roles of distinct modalities during meaning construction.

In recent years, research and application of multimodal theory have expanded beyond their initial linguistic roots into multiple disciplinary fields, sparking extensive attention and in-depth discussions particularly within the realms of teaching theory and practice. Jewitt (2008)[6] pointed out that the effective organization of multimodal resources in educational settings not only reconstructs the presentation of knowledge but also profoundly influences learners' perception, understanding, and expression. Bezemer & Kress (2016)[7] stated that in multimodal classrooms, teachers are not merely information transmitters but also orchestrators of modal resources, whose selection and organization methods are decisive for teaching effectiveness. Yueguo Gu (2007)[8] was the first in China to explicitly distinguish between "multimedia learning" and "multimodal learning." Zhang Delu (2010)[9] further explored the invocation logic of modal systems and the principles of modal selection in foreign language classrooms. Yu Shen(2016)[10] introduced multimodal pedagogy into simulated international business trade scenarios, helping students improve their English communication and negotiation skills in simulated language environments. Ya Li (2018)[11] proposed a systematic strategy for promoting multimodal transformation in teaching from four dimensions: teaching models, teaching methods, teacher development, and teaching resource allocation.

2.2 Constructivist Learning Theory

The origins of constructivist theory can be traced back to the cognitive development theory of Swiss psychologist Jean Piaget, who believed that children actively construct their cognitive structures through continuous interaction with their environment. He emphasized the individual's active exploration and self-construction abilities in the process of cognitive development. Building on Piaget's work, Soviet psychologist Lev Vygotsky further developed constructivist theory by highlighting the crucial role of sociocultural context in cognitive development. He introduced the concept of the "Zone of Proximal Development" (ZPD), proposing that learners can achieve higher levels of cognition through interaction with others.

Constructivist teaching emphasizes student-centered learning, where the teacher acts as a guide and facilitator rather than a transmitter of knowledge. Teachers are expected to design appropriate learning contexts and activities based on students' prior knowledge and experiences, enabling learners to actively construct knowledge. The fundamental logic of constructivism aligns closely with the principles of multimodal teaching, which encourages students to engage in active exploration within specific contexts—facilitating a deeper understanding of linguistic knowledge.

In recent years, an increasing number of scholars have applied constructivism to the field of education. He Kekang (1997)[11] was among the first to introduce constructivist theory into educational technology research, systematically elaborating its profound influence on instructional models and design. Liu Rude (2005)[12] proposed that learning is

essentially a process of reorganizing one's experiential system, in which individuals generate meaning and enhance cognition through multisensory participation and social interaction. Scholars such as Zhong Qiquan (2006)[13], Chen Qi and Zhang Jianwei (1998)[14] have offered in-depth interpretations of constructivist theory from multiple perspectives—knowledge, learning, and teaching—emphasizing its transformative impact on China's curriculum philosophy, teaching methods, and evaluation systems. More recently, Fan Gaixia (2022)[15] systematically reviewed the dissemination and localization of constructivist educational theory in China, noting that a practical consensus has been reached in fields such as moral education, language education, and mathematics instruction.

2.3 Multichannel Input from the Perspective of Cognitive Processing Theory

Cognitive processing theory provides an important psychological foundation for multimodal teaching. This theory posits that the learning process is essentially a cognitive activity where learners select, organize, and integrate external information (Sweller et al., 2011). Within this theoretical framework, multichannel input (multi-channel input) utilizes the synergistic effects of multiple sensory channels such as visual, auditory, and tactile to effectively promote learners' depth of cognitive processing and information processing efficiency.

In terms of theoretical development, Paivio's (1971) Dual Coding Theory (DCT) was groundbreaking. This theory states that linguistic information and pictorial information are processed by two separate yet interconnected systems in the brain, and this dual coding mechanism can significantly enhance learning outcomes. Mayer's (2009)[17] Multimedia Learning Theory (MLT), building on this, further clarifies that coordinated input through visual and auditory channels can optimize the allocation of working memory resources, thereby improving learning efficiency. At the practical level, multichannel input is mainly manifested in three typical application modes: 1) Multimedia teaching: Optimizing information presentation and reducing cognitive load by integrating images, animations, and voice explanations; 2) Situational teaching: Promoting multisensory collaborative construction of linguistic forms and pragmatic functions in real or simulated communicative environments; 3) Collaborative learning: Facilitating cognitive sharing and meaning negotiation among group members through various modal expression methods. Research on multichannel input based on cognitive processing theory provides important theoretical support and practical guidance for Modern Chinese teaching. Future research can further explore optimization schemes for different modal combinations and their specific application strategies in teaching particular linguistic knowledge points.

3. Analysis of "Modern Chinese" Course Content and Teaching Needs

3.1 Course Nature and Teaching Objective Analysis

"Modern Chinese" is a core foundational course for majors such as Chinese Language and Literature, Teaching Chinese as a Foreign Language, and Foreign Languages and Literatures in universities. It primarily teaches the phonological, lexical, grammatical, and semantic systems of modern Standard Chinese, aiming to help students systematically master the basic structure and usage rules of Chinese, laying theoretical and skill foundations for subsequent linguistic analysis, language teaching, and academic research.

In terms of teaching objectives, this course not only requires students to understand structural knowledge of the language system but also emphasizes linking theory with practice and cultivating language analysis and expression abilities. Specific objectives include: mastering the phonological features and pronunciation rules of Putonghua; understanding the principles underlying basic word classes, word formation methods, and syntactic structures; being able to apply linguistic knowledge to analyze specific language phenomena; and enhancing awareness of language norms and written expression skills. The structure of teaching content and key modules are shown in Table 1:

Table 1: Structure of Teaching Content for the "Modern Chinese" Course

Teaching Module	Teaching Content	Teaching Characteristics
Phonology	Phoneme system of modern Standard Chinese, initials and finals, syllable structure, tones, connected speech processes, etc	Highly abstract, requires perception and imitation through auditory and visual combination
Lexicon	Word classification, word formation methods (derivation, compounding, loanwords, etc.), semantic relations	Strong systematicity, suitable for diagrammatic and schematic teaching.
Grammar	Parts of Speech Usage, Sentence Constituents, and Syntactic Structures (compound sentences, complex sentences, passive voice)	Combination of theory and practice, requires multi-level structural analysis and contextual practice.
Semantics and Pragmatics	Semantic change, polysemy, ambiguity, pragmatic functions, rhetoric	Reliant on context, relatively subjective, suitable for introducing corpus analysis and situational discussion.

3.2 Problems in Current Teaching and the Necessity of Introducing Multimodal Teaching

The content of the Modern Chinese course is extensive and abstract, requiring students to systematically master the phonological, lexical, and grammatical systems of the Chinese language. However, most students have had little to no prior exposure to linguistic training in their earlier education, resulting in relatively low language sensitivity. This places higher demands on instructional methods. In current teaching practice, however, many instructors still rely primarily on traditional lecture-based approaches, delivering content through a single modality—spoken language. The limitations of this teaching model have become increasingly apparent:1) Insufficient classroom interaction leads to low student interest and participation; 2) The lack of diversified teaching modes prevents students from forming concrete cognitive structures, making it difficult to understand abstract concepts; 3) Poor instructional outcomes, as students have limited opportunities for language practice, and knowledge often fails to translate into communicative competence; 4) Inadequate resource allocation, with a lack of visual, multimedia, and task-driven materials aligned with course content. These issues collectively undermine the practicality and effectiveness of the course, hindering the achievement of teaching objectives.

Against this backdrop, multimodal teaching theory offers a promising solution by integrating linguistic, visual, auditory, kinesthetic, and tactile modalities. Through the use of images, audio, video, and other multimodal resources—as well as multisensory, task-based activities such as gesture demonstrations, context simulations, and role-playing—this multi-channel input approach activates different areas of the brain, aligning more closely with the natural way humans acquire language. It helps stimulate student interest, enhance motivation, and accelerate the transformation of knowledge into practical skills. Additionally, with a multidimensional assessment system, teachers can comprehensively monitor students' learning progress, enabling more precise and effective instruction.

Constructing a multimodal teaching model tailored to the characteristics of the Modern Chinese course is not only an optimization and enhancement of existing teaching methods, but also a critical pathway for improving instructional quality, unlocking student potential, and advancing their comprehensive language proficiency.

4. Multimodal Teaching Design

To effectively enhance the teaching efficiency and student engagement in the "Modern Chinese" course, this paper constructs a teaching design framework of "goal orientation—resource integration—task-driven—multifaceted evaluation" (see Figure 1) under the guidance of multimodal teaching theory. It emphasizes the coordinated use of modalities such as language, images, actions, and sounds, optimizing the teaching process comprehensively from content organization to classroom activities.

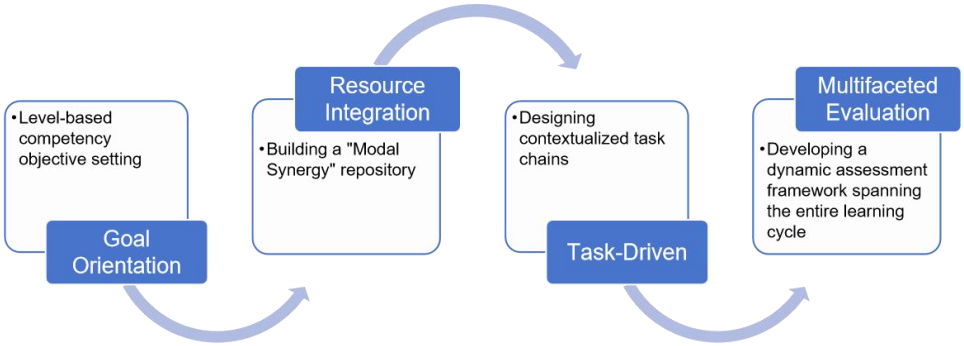

Figure 1: Multimodal Teaching Design Framework

4.1 Teaching Design Concepts and Principles

Within the multimodal teaching framework, the instructional design for the "Modern Chinese" course should follow scientific and reasonable concepts and principles to ensure the systematic nature of the teaching process and the effectiveness of implementation. Firstly, teaching activities should adhere to the principle of goal orientation. This means that all instructional design centers on students' knowledge mastery and ability enhancement, with clear, measurable learning objectives set to provide explicit standards for teaching implementation and assessment. Secondly, emphasize the synergistic integration of modalities. Based on the linguistic modality, integrate non-linguistic modal resources such as images, actions, audio, and video to expand information input channels and enhance students' perceptual experience and cognitive processing efficiency. Simultaneously, teaching content should focus on contextual authenticity. By introducing lifelike, contextualized task scenarios, guide students to transfer and apply learned linguistic knowledge to practical communication, thereby enhancing their language practice abilities.

Furthermore, teaching design should adhere to a learner-centered approach, fully respecting students' agency, encouraging their active participation, autonomous exploration, and path selection during the learning process, and promoting effective learning amidst individual differences. Finally, the design of teaching segments should possess good operability and evaluability. It should not only be easy to implement in practice but also be accompanied by corresponding assessment mechanisms to track students' learning processes and outcomes, ensuring the achievement of teaching objectives and continuous quality improvement.

4.2 Multimodal Teaching Process Model

To effectively integrate multimodal teaching principles into the "Modern Chinese" course, it is essential to construct a well-structured, comprehensive instructional process model encompassing the entire cycle from contextual introduction to learning assessment, strategically incorporating multimodal techniques at each stage to enhance teaching relevance and student engagement—specifically: during contextual introduction, utilizing videos, images, and live demonstrations to spark interest and establish problem scenarios; in knowledge presentation, employing PPT diagrams, audio playback, and gestures to help students construct linguistic frameworks; at the practice & interaction phase, emphasizing participation through role-playing, group collaboration, and corpus processing; for extension & transfer, guiding application in new contexts to develop language transfer skills; finally, in summary & evaluation, facilitating reflection on outcomes and enabling multidimensional feedback via tablet recordings, presentations, and reporting, with Figure 2 illustrating this multimodal instructional model:

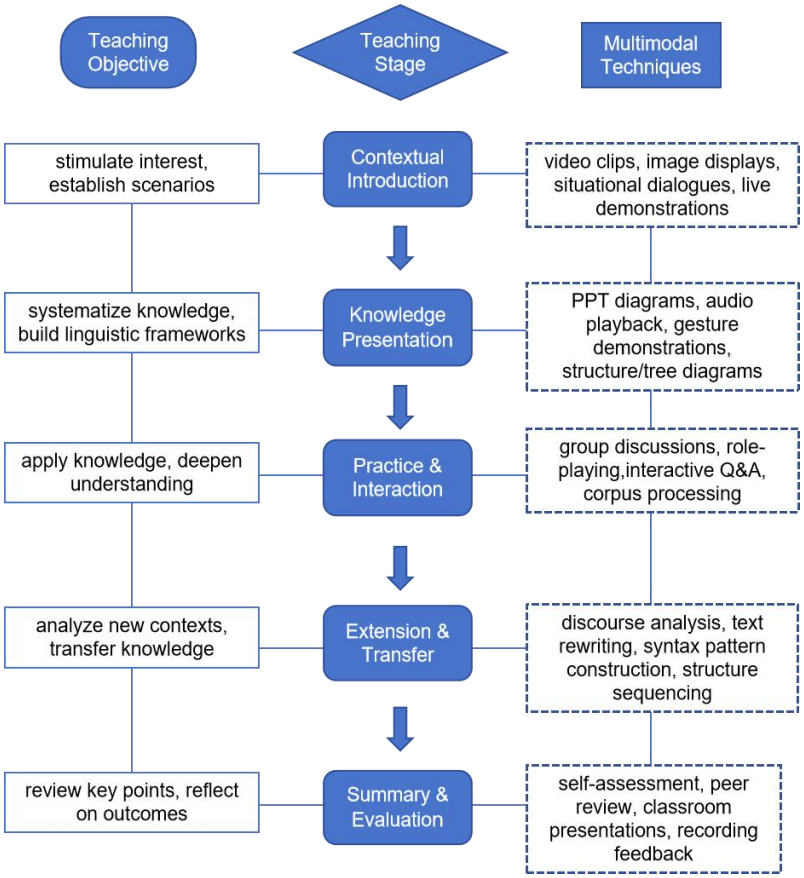

Figure 2: Multimodal Teaching Process

4.3 Multimodal Resource Integration Approach

Guided by multimodal teaching principles, the instructional design for the "Modern Chinese" course must comprehensively leverage diverse modal resources to enhance pedagogical expressiveness and learning outcomes, with each modality featuring distinct implementation methods and pedagogical emphases: visual modalities (e.g., diagrams, structural charts, spectrograms) concretize abstract linguistic knowledge and strengthen structural perception; auditory modalities (e.g., standard pronunciation, speech synthesis, prosody materials) sharpen phonological discrimination and language intuition; kinesthetic modalities (e.g., gesture demonstrations, word-formation actions) activate embodied memory pathways to deepen understanding and classroom engagement; linguistic modalities—the foundational channel—facilitate knowledge input and expressive training through teacher explanations, student dramatization, and dialogue practice; digital modalities leverage tools like screen recording software, AI recognition applications, and interactive whiteboards to achieve real-time teaching feedback, comprehensive learning documentation, and enable collaborative and personalized learning opportunities.

Table 2: Implementation Methods and Teaching Functions of Different Modal Types

Modal Type	Implementation Methods	Teaching Function
Visual Modality	PPT slides, diagrams, structural charts, animated pictures, spectrograms	Present abstract linguistic knowledge, strengthen structural perception
Auditory Modality	Standard pronunciation recordings, speech synthesis, connected speech materials	Enhance phonemic discrimination and language sense
Kinesthetic Modality	Gesture demonstrations, word formation actions, sentence structure diagrams	Strengthen memory pathways, promote understanding and participation
Linguistic Modality	Teacher explanations, student demonstrations, dialogue practice	Foundational information transmission and expression training
Digital Modality	Screen recording tools, AI recognition software, interactive whiteboards	Real-time feedback, record-keeping, collaboration, and personalized learning

4.4 Teaching Activity Case Design

The multimodal classroom teaching model constructed in this project aims to enhance the teaching effectiveness and student engagement in language courses like "Modern Chinese." It emphasizes the multidimensional integration of "language + visual + action + technology," specifically including the following segments:

1) Pre-class preparation: teachers provide preview materials combining text and images, instructional videos, and phonetic animations, allowing students to gain initial familiarity with the knowledge through dual visual and auditory channels.

2) Teaching introduction: Use physical object displays, problem triggering, video playback, etc., to engage multiple senses and stimulate learning interest.

3) Knowledge delivery: while explaining linguistic knowledge, teachers simultaneously use visual modalities like PPT text, board writing, diagrams, and animation demonstrations, combined with kinesthetic modalities like intonation changes, gesture demonstrations, and teaching aid manipulation to enhance understanding and memory.

4) Example demonstration and interactive practice: set up practical segments like language structure drills, pinyin pronunciation comparisons, and spectrogram observations, utilizing tools like Praat analysis, group discussions, and role demonstrations to reinforce learning outcomes.

(5) Classroom feedback and summary: utilize instant feedback tools (e.g., Wenjuanxing, Yuketang), eye contact, summarizing gestures, etc., for content review and reinforcement.

(6) Post-class review and tasks: utilize learning platforms to assign tasks such as video review, audio submissions, and visual analysis, achieving an integrated "learning-practice-evaluation" cycle.

This teaching model emphasizes the synergistic relationship between modalities. By interactively using the primary modality (language) and auxiliary modalities (visual, kinesthetic, auditory), it constructs a layered and dynamic teaching scenario, significantly improving upon the shortcomings of traditional teaching, such as its unidirectional transmission and weak interactivity. Table 3 presents a specific lesson segment design example based on the aforementioned "Multimodal Teaching Activity Case," using the "Consonants" section in "Modern Chinese" as the teaching content:

Table 3: Teaching Design Case for "Consonants"

Teaching Segment	Teaching Content and Tasks	Multimodal Implementation Methods
Pre-class Prep	Students watch consonant articulation animation videos and vocal cord vibration demos on the learning platform, complete quizzes on "voiced/voiceless" and "aspirated/unaspirated."	auditory, odality (phonetic differences), visual modality (mouth shape comparison), linguistic Modality (guiding questions), situational simulation (scene dialogue)
Introduction	Play video clips comparing consonant differences in standered Chinese, English, and Chinese dialects; guide students to identify pronunciation differences and stimulate language sensitivity.	auditory modality (phonetic differences), visual modality (mouth shape comparison), linguistic Modality (guiding questions), situational simulation (scene dialogue)
Knowledge Delivery	Explain consonant articulation features (e.g., voicing, aspiration, place of articulation); display dynamic X-ray diagrams of articulation; teacher demonstrates mouth shape changes and airflow paths with gestures.	linguistic modality (knowledge explanation), visual modality (structure charts, articulation animation), kinesthetic modality (gesture demonstration, airflow simulation), auditory Modality (model pronunciation)
Practice & Interaction	Students use Praat to record and compare VOT of aspirated vs. unaspirated	technical modality (praat), collaborative modality (group tasks),

	voiceless consonants; participate in consonant discrimination contests; groups use cards to reconstruct consonant articulation sequences or classify features.	kinesthetic modality (action imitation), auditory modality (sound discrimination training)
Summary &Feedback	Teacher initiates instant quiz via Yuketang; students create short explanation videos on "distinguishing easily confused consonants"; teacher reviews key points using structural gestures.	digital modality (Yuketang quiz, recording), linguistic modality (recap explanation), kinesthetic modality (structural gestures), visual modality (Board charts)
Post-class Extension	Students record explanation videos on "TOP3 most difficult consonants to pronounce"; complete and upload consonant practice diagrams; participate in the "I am the Teacher" discussion series sharing pronunciation experiences and difficulties.	digital Modality (Video task, diagram upload), linguistic modality (explanatory expression), collaborative modality (peer review, forum discussion)

5. Teaching Practice and Effectiveness Evaluation

5.1 Implementation Process

1) Participants: Two parallel classes (N=112) of the 2023 cohort majoring in Chinese Language and Literature were selected for a quasi-experimental study. The experimental group (Class 2, 57 students) implemented the multimodal teaching plan, while the control group (Class 1, 61 students) used the traditional lecture method.

2) Teaching Content: Three representative teaching units were selected: Section 2 "Consonants and Initials" (Chapter 1), Section 5 "Semantic Clustering" (Chapter 3), and Section 6 "Serial Verb Constructions" (Chapter 4) from the Huang-Liao version of "Modern Chinese" (Revised 6th Edition). These correspond to the three linguistic levels of phonology, lexicon, and grammar, allowing for a relatively comprehensive examination of the adaptability and effect differences of multimodal teaching across different knowledge types.

3) Variable Control: Taught by the same instructor, identical class hours (3×150 minutes), identical classroom environment, textbooks, and supplementary materials.

4) Implementation Process: In the experimental group, lessons followed the previously designed "multimodal teaching process model," fully mobilizing visual, auditory, kinesthetic, linguistic, and digital modalities. The teacher employed tools like PPT slides, diagrammatic charts, video demonstrations, mouth shape actions, and speech synthesis software. Classroom tasks covered activities such as phonetic imitation, structure diagram drawing, semantic classification, group discussions, and grammar construction. Students were also encouraged to submit multimodal assignments via digital platforms (e.g.audio recordings, visual diagrams, micro-video explanations) to enhance learning engagement and expression skills.

5) Measurement Tools: To ensure scientific comparability of teaching effectiveness between the control and experimental groups, this study evaluates instructional outcomes through four metrics: 1) Knowledge Mastery: Two parallel tests with equivalent formats and difficulty levels were administered—a pre-test recorded baseline knowledge before instruction, while a post-test assessed mastery after the course using a different test paper; 2) Classroom Interaction Frequency & Participation: Class recordings were annotated for multimodal teacher-student features using ELAN software, enabling statistical comparison between groups; 3) Assignment Completion: Tasks assigned via digital platforms (e.g., Xuexitong, YuClassroom) were collected and scored post-session to quantify completion rates; 4) Teaching Satisfaction:

Post-intervention sampled interviews and questionnaires gathered student evaluations of content, methodology, and tools for comparative analysis of group satisfaction.

5.2 Learning Outcome Analysis

To evaluate the effectiveness of multimodal teaching in the "Modern Chinese" course, this study conducted a comparative analysis of the teaching results between the experimental and control groups across four dimensions: learning effectiveness, engagement, task completion quality, and learning attitude. Data sources included periodic test scores, classroom observation records, multimodal assignment quality assessments, student feedback questionnaires, and interview summaries. Comparative results are shown in Figure 3:

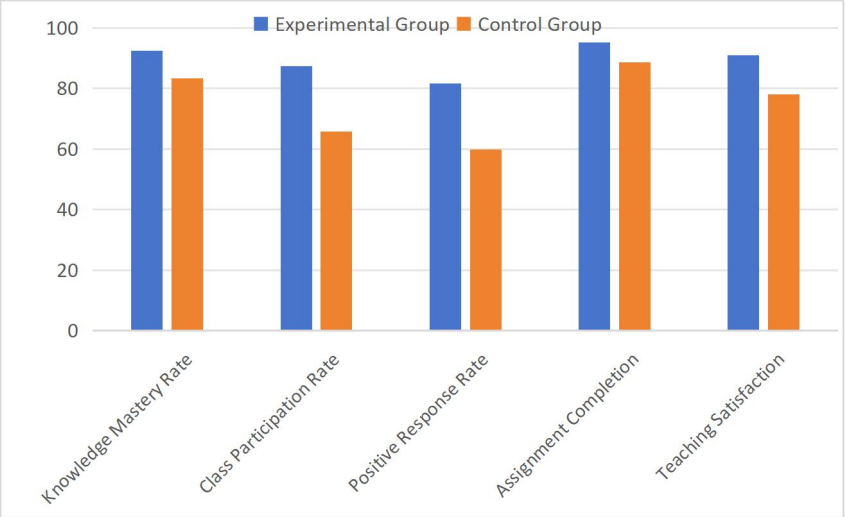

Figure 3: Learning Outcomes Comparison Chart

According to the test results, the experimental group achieved a knowledge mastery rate of 92.5%, approximately 9% higher than that of the control group. They also completed the test in less time, with fewer errors and greater creativity. For instance, in the lesson on "Consonants and Initials," students in the experimental group demonstrated a deeper understanding of the articulatory mechanisms—such as how changes in the speech organs affect the resonating cavities, vocal cord vibrations, and airflow patterns—which led to more accurate recognition of consonant places and manners of articulation. Their performance reflected stronger integrated language application skills.

In terms of classroom participation, the multimodal teaching process incorporated a variety of interactive activities, such as group discussions, role-plays, corpus analysis, interactive quizzes, and peer evaluations. These diverse formats expanded students' opportunities to engage, allowing even those who were usually reluctant to participate to become actively involved in classroom activities. According to the analysis of student classroom behaviors annotated with ELAN software, the participation rate in the experimental group was 87.3%, significantly higher than the 65.7% observed in the control group.

Regarding task completion quality, the multimodal assignments submitted by the experimental group were more expressive and creative. For example, in the task titled "Top 3 Most Difficult Consonants," students not only accurately described articulatory methods for producing consonants but some also demonstrated the ability to integrate knowledge. They compared differences between consonants in English, dialects, and Mandarin, offering feasible pronunciation suggestions for second language learners—reflecting strong knowledge transfer capabilities.

As for student attitudes toward learning, the experimental group showed generally positive recognition of multimodal teaching. Many students commented that they had "never taken such an engaging linguistics course." According to survey results, 86.2% agreed that "multimodal materials made linguistic knowledge more concrete and perceptible," while 78.9% stated that they were "more willing to express themselves and participate in class."

Taken together, the comparative analysis across these dimensions shows that the multimodal teaching approach is highly compatible with the Modern Chinese course. It effectively enhances student motivation and participation,

and facilitates the transformation of linguistic knowledge into practical language skills, thereby achieving the intended teaching objectives.

6. Conclusion

This study, grounded in the theory of multimodal teaching, developed a highly operable instructional model for the Modern Chinese course that aligns with the learning needs of contemporary students. By integrating various sensory modalities—visual, auditory, kinesthetic, and digital—the model shifts the classroom information delivery from a single-channel approach to a multi-channel format, more in line with the natural processes of language acquisition. Statistical analysis of teaching outcomes shows that this multimodal approach significantly enhances students' knowledge acquisition, classroom participation, and interest in language courses. It effectively addresses issues commonly found in traditional instruction, such as abstract content, low student engagement, and delayed feedback, thereby facilitating the transformation of linguistic knowledge into practical language skills.

Nevertheless, the implementation of multimodal teaching still faces practical challenges, including the lack of a standardized multimodal teaching resource library, limited school infrastructure, and teachers' insufficient technical proficiency. Moreover, the study was conducted in only two classes at a single university, which limits the generalizability of the findings. Future instructional practices should expand to include collaborative efforts across departments and institutions, while also enhancing technical support. Such developments will contribute to the continued innovation and deepening of Modern Chinese instruction.

Acknowledgments

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