

Multimodal Analysis of Moral Education Resources in the People's Education Press Grade 7 English Textbook and Teaching Transformation Pathways

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Abstract

The *Compulsory Education English Curriculum Standards (2022 Edition)* take moral education as its fundamental task. English textbooks are an important carrier of moral education within the subject, and the development and utilization of their multimodal moral education resources are particularly crucial. This paper takes the People's Education Press Grade 7 English textbook (2024 edition, full set) as the research object, comprehensively employing content analysis, multimodal discourse analysis, and case study methods to systematically analyze the moral education coding methods and value transmission paths of text, images, and sounds in the textbook. The study finds that the textbook's multimodal moral education presentation suffers from insufficient resource mining, lack of intermodal linkage, and unclear teaching transformation paths. Based on these findings, targeted improvement strategies are proposed to provide practical references for teachers to accurately discover moral education resources in the textbook and plan diverse teaching activities, thereby promoting the organic integration of knowledge transmission and value guidance in English teaching.

Keywords

New Curriculum Standards, Moral Education Content, People's Education Press Grade 7 English Textbook (2024 Edition), Multimodal Analysis, Teaching Transformation Paths

1. Introduction

The Guidelines for Moral Education in Primary and Secondary Schools requires

giving full play to the main channel role of classroom teaching and promoting the permeation of moral education into all subjects. English, as a symbolic system carrying culture, also shoulders an important educational function. Grade 7 is a crucial period for the formation of students' values. The People's Education Press's Grade 7 English textbooks are highly consistent with the new curriculum standards, but existing research lacks a systematic analysis of their multimodal moral education resources, especially neglecting the educational function of non-verbal modalities. This study has both theoretical and practical significance: theoretically, it can broaden the application boundaries of multimodal theory and improve the moral education system of English; practically, it can provide teachers with specific references for resource exploration and teaching transformation, promoting the all-round development of students.

2. Literature Review

2.1. Definition of Core Concepts

The content of moral education in English under the new curriculum standards. Based on the moral education requirements of the *Compulsory Education English Curriculum Standards (2022 Edition)*, the moral education content of the English subject covers four dimensions: personal morality (integrity, gratitude, etc.), social responsibility (environmental protection, cooperation, etc.), a sense of family and national belonging (inheritance of excellent traditional Chinese culture, etc.), and international perspective (cross-cultural respect, etc.), which together constitute the educational goal system of the English subject.

Multimodal and Multimodal Discourse Analysis. Multimodality refers to the communicative methods that construct meaning using various symbolic resources such as text, images, and sounds. Multimodal discourse analysis, based on semiotics, studies the processes and rules of different modalities and their collaborative expression, aiming to break through the limitations of single-language analysis and highlight the role of non-linguistic modalities in value guidance.

Moral Education Carriers in Textbooks. This refers to the various symbolic combinations in English textbooks that carry moral education connotations. Its essence is "modal encoding" and "value transmission mechanism"—using symbolic forms such as vocabulary, sentence structure, composition, and color to make moral education content concrete. Through the independent presentation or collaborative interaction of various modalities, students are subtly influenced by morality during language learning.

Multimodal Moral Education Resources. This refers to a collection of materials and carriers that, with moral education as their fundamental guiding principle, utilize various symbolic modalities such as text, images, and sounds in English textbooks. Through systematic encoding and organic combination, these resources can convey moral cognition, emotional attitudes, values, and behavioral norms, and can achieve value guidance and character cultivation in language teaching. Based on a multimodal discourse collaborative meaning-making mech-

anism, they possess both explicit presentation and implicit permeation characteristics, serving as core symbolic resources and teaching support for the English subject to achieve its educational goals.

Implicit Moral Education Value. This refers to moral education resources that are not presented in a straightforward, explicitly labeled manner. They are hidden within elements such as textual details, image composition, character behavior, tone of voice, and scenario creation, requiring interpretation, association, experience, and reflection to be perceived and activated. They possess a subtle and pervasive educational value that can subtly influence students' moral cognition, emotional attitudes, values, and behavioral choices. Characterized by indirectness, potentiality, and immersion, they are an important component and a profound educational force of textbook moral education resources.

Teaching Transformation Path. This refers to the specific methods, steps, and implementation channels for transforming the multimodal moral education resources in textbooks into implementable, operational, and evaluable classroom teaching processes and practical solutions through systematic operations such as goal decomposition, resource interpretation, activity design, implementation, and evaluation feedback, based on curriculum standards and students' cognitive patterns. This achieves a closed loop of "moral education resources—teaching activities—educational effectiveness." Its core is to bridge the gap between the moral education value of textbooks and classroom educational practice, promoting the organic integration of value guidance and language teaching.

2.2. Current Status of Domestic and International Research

Domestic research, guided by the core principle of fostering virtue and cultivating talent, focuses on the integration of moral education into English language teaching and the educational value of multimodal resources. Much of the research is grounded in teaching practice exploration and analysis of moral education content in textbooks. [Cheng and Cong \(2020\)](#) explored the design and use of image resources in English textbooks, providing a basic framework for the exploration of multimodal moral education elements; [Song \(2022\)](#) explored specific pathways for the integration of moral education in English classrooms; [Li \(2022\)](#) systematically reviewed the moral education content in the People's Education Press junior high school English textbooks; [Pan \(2020\)](#) examined the moral education effects of multimodal teaching models in junior high school English reading teaching; [Hu and Zhang \(2025\)](#) proposed that the 5E teaching model can optimize the teaching transformation path of moral education in English language teaching. Overall, domestic research emphasizes the practical level but lacks a systematic analysis of multimodal moral education resources.

International research highly values the integration of character and values into language teaching. [Sim and Print \(2005\)](#) pointed out that Singapore uses English curriculum materials to convey core values such as social harmony and national identity; [Tan \(2008\)](#) emphasized the role of English teachers as interpreters of val-

ues in the classroom; Bohlin et al. (2009) examined the practice of character education in the United States based on English literary works; Kress and van Leeuwen (2006) proposed a multimodal discourse analysis theory that provides a systematic theoretical framework for interpreting multimodal moral education in textbooks.

In summary, while existing research acknowledges the moral education function of English as a subject, it generally lacks precise implementation in teaching practice, and has not yet conducted specific multimodal moral education research on the Grade 7—a critical period for value formation—or the People's Education Press Grade 7 English textbooks. This paper, based on these shortcomings, draws on foreign multimodal discourse analysis theories and combines them with the domestic orientation of fostering virtue and cultivating talent, focusing on the following three core research questions:

- 1) What are the strategies to systematically explore the implicit value of multimodal moral education resources in textbooks?
- 2) How can we achieve the organic synergy of text, images, and sound modalities to form a combined force for moral education?
- 3) How can we construct a clear and operable teaching transformation path to truly implement moral education resources in the classroom?

2.3. Theoretical Basis

Multimodal Discourse Analysis Theory: Based on Kress and van Leeuwen's visual grammar theory, this theory divides the construction of image meaning into three dimensions: representation, interaction, and composition. This provides methodological support for analyzing the moral education connotations of the image modalities in textbooks, emphasizing the mutual complementarity and joint transmission of meaning among different modalities.

Appraisal Theory: An important branch of systemic functional linguistics, this theory divides appraisal resources into three systems: attitude, engagement, and graduation. This provides an analytical framework for the transmission of values through attitude vocabulary, sentence structures, etc., in the textual modalities of textbooks, helping to discover implicit moral education factors.

Integration Theory of Curriculum-Based Ideological and Political Education with Foreign Language Teaching: This theory emphasizes that foreign language teaching should simultaneously cultivate language skills and guide values. It considers foreign language textbooks as an important carrier of ideological and political education, and multimodal teaching as an effective way to permeate ideological and political education, providing fundamental guidance for constructing a multimodal moral education analysis framework for textbooks.

3. Research Methods

3.1. Content Analysis Method

To systematically map the permeation logic and carrier types of moral education,

this study adopts the content analysis method. Textbook texts, illustrations, listening materials, and songs serve as the primary analytical units. According to four dimensions—personal morality, social responsibility, national sentiment, and international perspective—this study categorizes and statistically analyzes the resources across textual, visual, and auditory modalities to examine their distribution characteristics.

3.2. Multimodal Discourse Analysis Method

To reveal the collaborative education mechanism of different modalities, this study utilizes Kress & van Leeuwen’s visual grammar and systemic functional linguistics appraisal theory. Specifically, the analysis interprets the image modality through representational, interactive, and compositional meanings, while it explores the text modality via attitude, involvement, and graduation systems. Additionally, this study decodes the auditory modality by examining the context, tone, and melody of audio materials.

3.3. Case Study Method

To enhance the practical orientation, this study selects typical units (e.g., family affection, traditional culture) for in-depth analysis. This method examines resource combinations, delivery pathways, and classroom transformation effects. By evaluating the strengths and weaknesses of modal collaboration in context, this study proposes operable optimization strategies tailored to teaching practice.

4. Current Status of Multimodal Moral Education Resources in the People’s Education Press Grade 7 English Textbooks

4.1. Overall Review of Moral Education Resources in the Textbooks

4.1.1. Compilation Philosophy and Unit Theme Distribution

The textbook used in this study is the People’s Education Press Grade 7 English (Volume 1 + Volume 2, 2024 Edition), edited by Liu Daoyi and Zheng Wangquan, published by the People’s Education Press. It is strictly compiled in accordance with the *Compulsory Education English Curriculum Standards (2022 Edition)*, with fostering virtue and cultivating talent as its fundamental task, emphasizing the unity of the instrumental and humanistic aspects of language. The textbooks are thematically centered, arranging unit content around three major thematic domains: “Man and Self,” “Man and Society,” and “Man and Nature,” while taking into account the transition between grade levels and students’ cognitive patterns. The books contain 24 units (12 in Volume 1 and 12 in Volume 2), and the moral education orientation of each unit is shown in **Table 1**.

4.1.2. Logic of Moral Education Content Integration

The moral education integration in the textbook follows a progressive main line of cognition—emotion—behavior, organically integrating moral education ele-

ments into all aspects of language teaching, forming a complete integration chain of “unit theme guidance → text presentation → practice consolidation and deepening.” The moral education content progresses from near to far, extending from personal morality (honesty, gratitude) to social responsibility (environmental protection, cooperation), and further sublimating to a sense of family and national belonging and international perspective, aligning with the cognitive development patterns of Grade 7 students and ensuring the pertinence and effectiveness of moral education integration.

Table 1. Unit distribution and moral education orientation of the people’s education press grade 7 English textbook.

Textbook Volume	Number of Units	Core Themes	Typical Units and Moral Education Orientation
Grade 7, Volume 1	12 (3 Preparatory + 9 Formal)	People and Self	Unit 2 (Family Affection → Gratitude), Unit 3 (Lost and Found → Honesty)
Grade 7, Volume 2	12	People and Society, People and Nature	Unit 5 (Animal Protection → Environmental Protection), Unit 8 (Traditional Food → A sense of family and national belonging)

4.1.3. Classification and Carriers of Moral Education Content

The multimodal moral education resources in textbooks can be divided into four categories, all relying on texts, images, and sound to deliver moral education content, as shown in **Table 2**.

Table 2. Classification and distribution of multimodal moral education content in the people’s education press grade 7 English textbook.

Moral Education Content Category	Core Connotation	Main Carriers	Typical Units
Personal Morality	Honesty, Gratitude, Self-Discipline, Friendliness	Text (Dialogue), Images (Character Interaction)	Unit 2, Unit 3 (Volume 1)
Social Responsibility	Environmental Protection, Cooperation, Obeying Rules	Text (Reading), Sound (Listening)	Unit 4, Unit 5 (Volume 2)
Sense of Family and National Belonging	Inheritance of Traditional Culture, Cultural Confidence	Images (Traditional Elements), Text (Introduction)	Unit 8 (Volume 2), Unit 7 (Volume 1)
International Perspective	Cross-cultural Respect, Global Awareness	Sound (Songs), Text (Dialogue)	Unit 10, Unit 7 (Volume 2)

The entire textbook includes 120 illustrations (58 in Volume 1, 62 in Volume 2), 48 listening materials (22 in Volume 1, 26 in Volume 2), and 12 songs and nursery rhymes (5 in Volume 1, 7 in Volume 2), all closely related to the moral education themes.

(Notes: Illustrations: counted as individual images, with no repetitive counting of the same image; Listening materials: counted as individual listening tasks as indicated in the textbook; Songs and nursery rhymes: counted as complete tracks,

with no repetitive counting. All data are collected in a single batch, with no repetitive counting.)

4.2. Analysis of Multimodal Moral Education Resources

4.2.1. Moral Education Analysis of Texts

Discourse is the main vehicle for conveying moral education content through textual modalities, encompassing dialogues, short essays, letters, etc. Designed based on moral education themes, it aligns with students' cognitive and real-life experiences. For example, in Unit 3 of Volume 1 textbook:

Teaching Excerpt (Unit 3 “Is this your pencil?”)

A: Excuse me, is this your pencil? I found it on the desk.

B: Oh, yes! It's mine. Thank you so much. I lost it this morning.

A: You're welcome. You should be careful with your things next time.

B: I will. Thank you again.

Moral Education Guidance: Through the scenario of returning lost items, the lesson instills the personal virtues of honesty and integrity, aligning with the daily campus life of Grade 7 students.

At the vocabulary and sentence structure level, the imperative sentence “Don't run in the hallways” (Unit 4, Volume 2) conveys the awareness of rules; “We must protect pandas” (Unit 5, Volume 2) reinforces the concept of environmental protection; and “People who help others are kind” (Unit 6, Volume 2) deepens the quality of kindness, organically integrating language knowledge with moral education goals.

4.2.2. Moral Education Analysis of Images

Illustrations recreate moral situations through the content of the images, the behavior of the characters, and the creation of the scenes, all of which match the unit's moral education theme and are close to students' lives. Taking the family photo illustration in Unit 2 of Volume 1 as an example:

Teaching Segment Connection (Unit 2, Volume 1): The illustration presents a three-generation Chinese family photo with an outdoor natural environment as the background. The unit theme “We're Family!” is marked at the top of the image, and a “Look and share” section below guides students to observe and discuss. Combined with the unit's texts, teachers can guide students to extend their intuitive visual experience to a moral understanding of gratitude for family affection and cherishing family.

In terms of composition and color, the textbook illustrations adopt a centrally focused, symmetrical, and balanced composition. The colors are consistent with the theme: warm colors (yellow and orange) create a warm family atmosphere, reinforcing family-oriented moral education; while the red base highlights patriotism.

4.2.3. Moral Education Analysis of Sounds

The listening materials are based on the unit's moral education theme, creating auditory scenarios close to life, conveying moral education concepts while im-

proving listening skills. For example, in Unit 5 of Volume 2:

Listening Teaching Excerpt (Volume 2, Unit 5)

A: Why do we need to protect pandas, Mom?

B: Because pandas are rare and in danger. There are not many left in the world.

A: What can I do to help them?

B: You can tell your friends to protect pandas, and we can plant more bamboo.

Moral Education Guidance: Creating an animal protection scenario through a mother-child dialogue guides students to establish an environmental responsibility awareness.

Songs and nursery rhymes have a brisk rhythm and simple lyrics, fitting the unit's moral education content. The repetitive melodies and sincere emotions convey positive values, achieving the effect of "spreading morality through music and nourishing the heart through singing." For example, Unit 1 "Make Friends" in the first volume conveys the quality of friendliness, while Unit 5 "Protect Our Animals" in Volume 2 reinforces the concept of environmental protection.

4.2.4. Analysis of the Collaborative Effect of Multimodal Moral Education

Taking Unit 5, "Why do you like pandas?" from Volume 2 as a typical case, this unit focuses on "animal protection" as its moral education theme. This unit is chosen as an example because it is the most typical and balanced example of multimodal collaboration in the textbook, and it serves as a model. The three modal resources are rationally allocated and clearly guided, effectively demonstrating the multimodal collaborative effect, as shown in **Table 3**.

Table 3. Distribution and collaborative effect of multimodal moral education resources in Unit 5 of Volume 2.

Modal Types	Moral Education Resource Form	Moral Education Orientation	Collaborative Effect
Texts	Dialogues, Reading Texts, Exercises	Environmental Protection, Animal Care	Clearly defining moral education goals and providing content support
Images	6 Panda Illustrations	preciousness of animals	Enhancing intuitiveness and deepening cognition
Sound	2 Listening Passages, 1 Song	environmental sentiment	Enhancing appeal and guiding behavioral practice

This unit, through the synergistic effect of the three modalities, constructs a complete moral education loop of "cognition-emotion-behavior," effectively cultivating students' environmental awareness while they learn language.

5. Analysis of Problems in the Presentation of Multimodal Moral Education in Textbooks

5.1. Insufficient Exploration of Multimodal Resources and Failure to Highlight Implicit Value

Implicit moral education elements lack labeling, making them difficult for teachers to identify. Explicit moral education resources usually come with clear the-

matic prompts or textual explanations, making them easy for teachers to identify and use; however, implicit moral education elements are hidden in the details of the text, the background of illustrations, the expressions of characters, and the tone of voice in listening comprehension. Textbooks do not provide any labeling or explanation, making it difficult for teachers, especially young teachers, to accurately discover and effectively explore them. For example, in the family photo illustration in Unit 2 of Volume 1, the actions and expressions of family members imply “equality and mutual care”. However, due to the lack of clear prompts, the illustration is easily simplified in teaching as a visual aid for vocabulary (such as family member titles), and its deeper moral education value is at risk of being overlooked. This poses a particularly significant challenge for teachers with limited teaching experience.

Moral education value of non-verbal modalities lacks systematic interpretation. Images and sounds are important carriers of moral education, but textbooks do not provide systematic interpretation guidance. Taking the panda illustration in Unit 5 of Volume 2 as an example, the textbook positions it as supplementary explanation to the text, without clearly defining its moral education orientation. In this context, teaching activities tend to be limited to guiding students to observe superficial information such as the panda’s appearance, and it is difficult to naturally extend to value themes such as environmental responsibility. This prevents the full potential of non-verbal modal moral education from being explored.

Cross-unit moral education resources lack integration and exhibit fragmented characteristics. Moral education resources in each unit are independent, lacking a clear connection and progressive structure, which is not conducive to students forming a complete moral cognitive system. Taking personal character resources as an example, friendliness (Unit 1), gratitude (Unit 2), and integrity (Unit 3) are scattered across different units. Teachers can only integrate these concepts in isolation, failing to guide students to form a systematic understanding of morality.

5.2. Insufficient Modal Synergy and Lack of Organic Integration

Text and image moral education information is disconnected. In some units, illustrations fail to accurately reflect the moral education connotations conveyed by the text, weakening the synergistic effect of image and text elements. Taking Unit 9 in Volume 1, “My favorite subject is science,” as an example, the unit aims to cultivate students’ self-discipline and diligent learning habits. However, the accompanying illustrations only present ordinary classroom scenes and fail to reflect the moral education connotations of “active thinking and diligent learning.” The advantages of the combined text and image education are not fully utilized.

There is a discrepancy between the moral orientations of sounds and texts. The moral education orientation of some sound resources is inconsistent with the text content, affecting the coherence of multimodal moral education. Taking Unit 5 in Volume 1 as an example, the songs and nursery rhymes emphasize pursuing personal interests and enjoying life, while the core of the text is to guide students to

reasonably allocate time and balance interests and learning. This discrepancy in orientation can easily cause cognitive confusion among students.

The multimodal combination method is simplistic and lacks synergy. Textbooks often use simple combinations of “text + image” or “text + sound,” lacking diverse combinations and making it difficult to construct a three-dimensional moral education scenario. Taking Unit 5 in Volume 2 as an example, although the text, panda illustrations, and audio materials are presented simultaneously, they are independent and not organically integrated. Students can only receive information in isolation and cannot form a complete moral education understanding.

5.3. Unclear Teaching Transformation Paths and Weak Practicality

There is a lack of guidance on the application of multimodal moral education resources in teaching. Textbooks only provide the resource content, without giving guidance on usage methods and teaching segment design. Teachers can only use the resources based on their personal experience, making it difficult to accurately grasp the timing and intensity of moral education integration. For example, in Unit 5 of Volume 2, for the panda illustration, because the textbook does not specify the applicable teaching scenarios or how it can be integrated with language teaching, this resource will be used as a visual aid for knowledge explanation in actual teaching, and its educational effectiveness will be greatly reduced.

Activity design is disconnected from students’ cognitive characteristics and moral education goals. Grade 7 students primarily use concrete thinking and prefer vivid and relatable activities, but the moral education activities designed in the textbook are relatively simple and abstract. Taking the environmental protection theme as an example, the activity only requires students to write a short essay about protecting animals, without incorporating practical activities such as designing and creating environmental protection posters based on students’ actual lives. Students find it difficult to transform environmental protection concepts into practical actions.

There is a lack of a complete moral education closed loop of “resources-activities-evaluation”. The lack of a systematic moral education evaluation system and feedback improvement mechanism in textbooks makes it difficult for teachers to accurately understand students’ moral development. Moral education teaching falls into a predicament of “implementation without evaluation or improvement,” resulting in limited long-term effectiveness.

6. Multimodal Moral Education Resource Development and Teaching Optimization Strategies

6.1. Deepening Resource Mining and Highlighting Implicit Moral Education Value

Supplementing implicit moral education element annotations to reduce the diffi-

culty for teachers to identify them. It is recommended that textbook compilers annotate implicit moral education elements and their connotations in texts, illustrations, and audio recordings using footnotes or marginal notes. For example, next to the family photo illustration in Unit 2 of Volume 1, “conveying the qualities of mutual care and equal treatment within the family” can be noted. The accompanying teacher’s book should provide a detailed explanation of the mining methods and conduct training based on typical cases, focusing on improving young teachers’ resource identification abilities.

Establishing a non-verbal modal interpretation guide to systematically organize moral education connotations. Compiling image and audio modal interpretation guides to clarify the moral education orientation and interpretation methods for each type of resource. For example, the panda illustration guide for Unit 5 in Volume 2 can clearly state that “the core meaning is protecting animals and respecting nature, guiding students to discuss protection methods in connection with the text”; the listening and song guides clearly specify the integration time points and supplement them with teaching case demonstrations to help teachers effectively integrate non-verbal modal resources into moral education.

Constructing cross-unit resource connection maps to promote integration and penetration. It is important to organize the connection points and penetration levels between units according to moral education categories. For example, for personal character, relevant resources from Units 1-3 and Unit 9 in Volume 1 can be integrated to determine a gradient sequence of friendliness → gratitude → integrity → self-discipline, providing a clear framework for teachers to conduct integrated teaching and promoting the progressive penetration of moral education content.

6.2. Strengthening Modal Integration to Form a Collaborative Educational Force

Establishing a correspondence between text and images to ensure consistency in guidance. At the writing level, the illustration design should be optimized to accurately correspond to the moral education content in the text. For example, Unit 9 in Volume 1 can design scenes of students thinking carefully and studying diligently to reflect the quality of self-discipline. At the teaching level, specific guidance methods should be provided to guide teachers to use the mutual verification of text and images to deepen students’ understanding of moral education concepts.

Aligning the moral education orientation of audio and text to achieve complementary and synergistic effects. At the writing level, the content of listening materials and songs should be reviewed and supplemented to ensure consistency with the textual orientation; at the teaching level, comparative analysis activities can be designed to guide students to compare the differences in connotation between audio and text, deepening their moral education understanding through comparison and achieving effective complementarity between the two modalities.

Enriching multimodal combination methods to construct a three-dimensional moral education environment. At the writing level, more diverse combinations of text, images, and audio should be added, such as the environmental protection theme unit organically integrating text, illustrations, listening materials, and songs; at the teaching level, experiential activities should be designed to promote students' complete moral education cognition through multisensory stimulation. Activity design must consider interactivity and practicality, avoiding formalistic accumulation.

6.3. Clarifying the Transformation Path and Enhancing the Operability of Teaching Practice

Supporting teaching implementation details and standardizing operating procedures. Implementation details should be compiled according to units and modalities, clarifying the resource usage methods and integration time nodes. Taking Unit 5 of Volume 2 as an example, it can be stipulated that the reading section uses text to convey environmental protection concepts, and the after-class extension section uses illustrations to organize discussions, accompanied by specific teaching cases for teachers' reference. The detailed rules must be specific and clear, avoiding ambiguity, and effectively reducing the difficulty for teachers in implementing the curriculum.

Designing moral education practice activities suitable for student development. Considering the age characteristics of Grade 7 students, develop moral education activities that combine practicality and interactivity, such as "making environmental protection posters" on an environmental theme and "writing gratitude letters" on a family theme, promoting the transformation of moral education concepts into moral behavior through practice. Activity design should be close to students' daily lives, balancing fun and education, and ensuring that each activity has a clear moral education connotation.

Constructing a complete moral education closed loop to improve its effectiveness. Establish a closed-loop system from resource utilization to activity implementation to result evaluation, design evaluation indicators covering the three dimensions of moral education cognition, emotion, and behavior, and comprehensively utilize teacher evaluation, student self-evaluation, and parent evaluation to construct a feedback mechanism, ensuring that teachers can continuously improve their teaching based on evaluation results, thereby continuously improving the effectiveness of moral education.

7. Conclusion

This paper takes the Grade 7 English textbook published by the People's Education Press as the research object and uses multimodal discourse analysis theory to systematically sort out and deeply analyze its moral education resources. Research indicates that textbooks have initially constructed a multimodal moral education resource system, relying on text, images, and sound modalities, and achieving a pre-

liminary integration of language teaching and moral education around four major categories of moral education. This system is characterized by clear themes and diverse carriers. However, the textbooks have significant shortcomings in resource mining, modal collaboration, and teaching transformation. Therefore, this paper proposes optimization strategies from three dimensions: deepening resource mining, strengthening modal integration, and clarifying teaching transformation paths. The aim is to effectively activate resource value, enhance synergy, and provide practical support for moral education in the English language curriculum.

This study focuses on a single version of the Grade 7 textbook and has not yet empirically tested the effectiveness of the strategies using classroom practice data. Future research can expand its scope and continuously improve and refine the optimization paths based on teaching practice.

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