

Data-Driven Approaches and Stimulating Critical Thinking: A Practical Study on How the CSMS System Enhances High School Chinese Poetry Instruction — A Case Study of Teaching “The Red Candle”

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Abstract: Traditional high school Chinese poetry instruction suffers from issues such as superficial development of critical thinking, imbalanced student participation, and vague evaluation criteria. This paper uses the new lesson of "Red Candle" for first-year high school students as a platform, introducing the CSMS classroom teaching evaluation system. Following the principle of "select numbers for research, analyze teaching by numbers, integrate numbers and quality," it quantitatively analyzes core indicators such as the distribution of the Four-What questions and left-right brain activation, accurately diagnosing teaching problems. Based on the data, three major strategies are proposed: balancing the Four-What questions, activating right-brain thinking, and building a stepped question chain, constructing a "diagnosis—optimization—verification" closed-loop teaching model, achieving the transition from experience-based teaching to data-driven teaching, and providing a transferable practical paradigm for stimulating thinking in high school Chinese poetry teaching.

Keywords: CSMS System, High School Chinese, Critical Thinking, “Red Candle”, Poetry Instruction

1. Research Background and Problem Statement

1.1. Challenges in Cultivating Thinking in Chinese Poetry Teaching

High school Chinese poetry teaching is an important vehicle for cultivating students' core literacy in aesthetic appreciation and cognitive development [1]. However, traditional teaching has long been trapped in the pitfalls of "formulaic interpretation of imagery and superficial thinking cultivation." Taking the teaching of "Red Candle" as an example, teachers mostly explain the symbolic meanings and rhetorical techniques in a one-way manner, while students passively memorize standard answers. There are three main pain points: First, cognitive thinking remains superficial—students stay at shallow recognition of imagery, lacking deep inquiry into the logic of creation and contemporary interpretation; second, participation structure is unbalanced—the teaching overly focuses on left-brain logical analysis, neglecting embodied cognition such as right-brain emotional resonance and creative expression, resulting in a lack of synergy between emotion and intelligence; third, evaluation dimensions are unclear—relying on teachers' subjective qualitative observation, making it impossible to accurately quantify the cultivation effectiveness of higher-order abilities such as critical thinking and creative transfer.

In this regard, Wang [2] profoundly pointed out that secondary school poetry teaching generally lacks awareness of both the linguistic-centered and literary-centered approaches, paying too much attention to ideological meaning while neglecting the aesthetic value of the poetry itself, stating that 'poetry is what gets lost in this kind of teaching.' He believes that poetry teaching should guide students into poetry from an aesthetic perspective, focusing on the language itself and evoking students' aesthetic sensitivity through recitation. Li Jilin's theory of situational education also provides important insights: through the creation of situations characterized by 'authentic form,' 'deep emotion,' 'far-reaching meaning,' and 'integration of reasoning,' students' emotional resonance and imaginative opportunities can be stimulated [3]. These discussions provide a theoretical reference for this study to

reflect on the difficulties in poetry teaching.

1.2. Empowering Value and Data Analysis Principles of the CSMS System

The root of traditional teaching difficulties lies in the lack of scientific evaluation tools to accurately diagnose teaching behaviors. The CSMS classroom teaching evaluation system, based on the theory of knowledge-action occurrence, Xu et al. [4] transforms abstract cognitive cultivation goals into visual data maps through quantitative analysis of core indicators such as the distribution of the "Four Whys," left- and right-brain thinking activation, teacher-student interaction patterns, and effective learning levels, precisely identifying the "rupture zones" in stimulating classroom thinking.

The learning occurrence knowledge-action model constructed by Xu et al. [5] combines traditional Chinese knowledge-action philosophy with the brain information free energy theory, distinguishing thinking activities in the learning process into 'knowledge' (information input) and 'action' (thinking inference), and emphasizing the activation of 'action' thinking (desire to explain, desire to practice) as the core representation of learning occurrence. This theory provides important support for the CSMS system in analyzing classroom thinking activation characteristics [6]. Li et al. [7] further proposed that 'knowledge-action thinking' reveals the intrinsic logical orientation of core competency cultivation — that competencies are formed through thinking activities that actively apply knowledge to explain or transform the world, which provides a theoretical foundation for understanding the application value of the CSMS system in competency-oriented classrooms.

In applying the CSMS system in Chinese teaching research, it is necessary to adhere to the core principles of "select data for research, analyze teaching with data, and integrate data with quality": select core indicators around the research theme to avoid data stacking; follow the logic of "diagnosis—analysis—optimization—verification" to implement data concretely into teaching steps; combine the unity of instrumental and humanistic characteristics of the Chinese language subject, integrating quantitative data with qualitative classroom performance to avoid "data-only arguments" and align data analysis with Chinese teaching principles. With this system, teachers can achieve a professional transformation from "experience reliance" to "data-driven" and establish a scientific teaching improvement loop.

1.3. Research Significance

This study takes the new lesson of "Red Candle" as a practical case to explore the scientific application path of the CSMS system in thinking-stimulating Chinese classrooms. It not only provides concrete strategies to address the pain points in cultivating thinking through poetry teaching but also extracts a universal model for improving Chinese classroom teaching driven by data, clarifies the principles for applying quantitative analysis tools in Chinese classrooms, and supports the implementation of core literacy in the classroom.

2. Precise Teaching Diagnosis of the "Red Candle" Class under the CSMS System

This study takes a 40-minute new lesson of "Red Candle" taught by the author to first-year high school students as the analysis object. Using the CSMS system (Report No.: GZ1YUWN-20240927222609-38GFL86) for quantitative analysis, it strictly selects core indicators around the theme of "thinking stimulation." All data are extracted from the system's analytical report to provide scientific support for teaching improvement.

2.1. Core Indicator Diagnosis Results

This study extracts the "Four Whys" questions (What, why, How, What If) from the report as the analytical framework, corresponding respectively to conceptual knowledge, principled knowledge, strategic knowledge, and hypothetical inquiry knowledge types, as well as the associated thinking qualities such as abstract logical thinking, critical questioning thinking, procedural thinking, and creative thinking. Meanwhile, three core observation indicators—left/right brain activation ratio, the extent to which the teacher promotes effective learning, and the proportion of the IRE (Initiate-Respond-Evaluate) questioning pattern—are used for benchmarking analysis against the corresponding system reference standards. The final teaching diagnosis conclusions are formed, with key data detailed in Table 1.

Table 1: Diagnostic Table of Core Indicators for Stimulating Critical Thinking in the “Red Candle” Classroom

Core Analysis Indicators	Original Data from CSMS System	System Reference Range/Standards	Teaching Problem Diagnosis
Distribution of the Four Types of Questions	What: 48%, Why: 17%, How: 14%, What if: 21%	Balanced distribution of the four types of questions	Overemphasis on conceptual memorization, extremely low proportion of principled inquiry, and lack of thinking gradients
Left-Right Brain Activation Ratio	Left brain: 00:09:03, Right brain: 00:03:25 (2.65:1)	Chinese courses need to balance the activation of both left and right brains	Dominance of left-brain logical thinking, severe insufficiency in the activation of right-brain emotional and intellectual thinking
Teacher's Degree of Promoting Effective Learning	0.28	0.47-1.00	Fragmented question chains, insufficient depth of students' thinking participation
Proportion of IRE Q&A Modes	Simple type: 5 times, Follow-up questioning type: 5 times, Thinking-then-answering type: 1 time	Balanced diverse modes, with increased proportion of thinking-then-answering type	Superficial interaction, students lack sufficient time and space for independent thinking

The data reveals a severe imbalance in the distribution of the “Four Whys” of classroom learning: questions involving the identification of concepts (i.e., “What is...?”) account for nearly half of all questions, while those involving “Why” and ‘How’ each account for less than 20%. There is a stark disparity in the activation of the left and right hemispheres, with the duration of right-brain activation being only one-third that of the left brain. The level of effective learning falls far below the recommended range, with “Think-and-Answer” (IRE) questions accounting for only 14.3%, making this the primary obstacle to stimulating critical thinking.

2.2. Core Issues in Classroom Teaching

Based on the comprehensive CSMS system data and core indicator diagnostic results, the core issues in the new lesson of "Red Candle" in terms of thinking stimulation mainly manifest in the following aspects: First, precedence of transfer with suspended principles. The 4W distribution data shows that the class overly focuses on concept memorization (What 48%) and simple transfer (How 21%), neglecting principled exploration of the motivations behind poetry creation and the logic of imagery selection (Why 17%). This makes it difficult for students' thinking to develop deeply, preventing the formation of a progressive thinking path of "memorization—exploration—analysis—transfer." As Li [8] pointed out when analyzing the emotional structure of "Red Candle," Wen Yiduo achieved the architectural beauty of the poem's internal structure through the complete emotional process of 'from calm buffering to passionate praise, confusion, understanding, sentimentality, confusion again, understanding again, and comfort after understanding, finally returning to rational and calm adulation.' If teaching only remains at the level of conceptual recognition, it cannot guide students to comprehend the deep logic of this emotional evolution. Second, logic suppresses imagination. The left-to-right brain activation ratio of 2.65:1 indicates that teaching activities are mainly left-brain logical analyses such as rhetorical device dissection and theme summarization, lacking embodied tasks that stimulate right-brain creativity. Students' emotional resonance and creative expression are suppressed, contradicting the essential requirement of poetry teaching for the "coexistence of emotion and intelligence." Wang [9] emphasized in 'Fundamentals of Chinese Language Curriculum Theory' that the goals of the Chinese language curriculum should take into account the organic unity of 'language construction and application' and 'thinking development and enhancement,' whereas the current classroom situation of severely insufficient right-brain activation precisely deviates from this curriculum-theoretical orientation. Third, interaction is formalized, and learning effectiveness is low. In the IRE question-and-answer model, there is only 1 instance of "think and answer," and the low score of 0.28 in effective learning degree shows that teacher-student

interactions are mainly single-type IRE of "teacher asks—students passively respond." Students lack time for independent thinking, and their cognitive engagement remains superficial, making effective learning unattainable.

In addition, the quadrant distribution of teaching styles derived from the CSMS system reveals that concept-to-idea exercises account for 52.17%, constituting the instructor's dominant pedagogical approach. This emphasis on conceptual abstraction and logical reasoning exercises further entrenches the predominance of left-brain logical thinking, which serves as the underlying cause of the phenomenon described as "logic suppressing imagination." As illustrated in Figure 1, this pattern is clearly evident in the Flanders interaction analysis radar chart presented in the data analysis report.

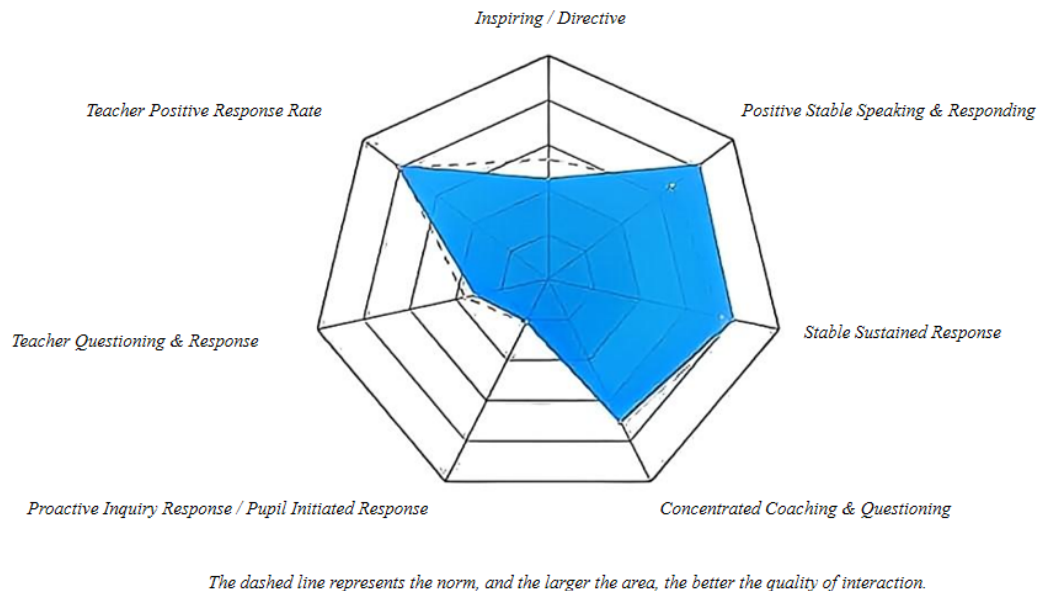


Figure 1: Flanders Interaction Analysis Radar Chart.

3. Teaching Reconstruction Strategies for the "Red Candle" Class Empowered by the CSMS System

Based on the precise data diagnostics of the CSMS system and guided by the theory of knowledge-action in learning occurrences, following the spiral learning path of "context → principle → strategy → transfer," the strategy focuses on the three core issues and formulates classroom reconstruction strategies for "Red Candle" across three dimensions: balancing the design of the Four-What problems, activating right-brain emotional-intellectual thinking, and building a stepwise problem chain. All strategies correspond one-to-one with CSMS system diagnostic data, achieving evidence-based optimization of classroom teaching.

3.1. Balancing the Design of Four-What Problems to Build a Hierarchical Thinking Ladder

In response to the core issue identified by the CSMS system diagnostics—"imbalance in the distribution of Four-What problems, with why-type problems accounting for only 17%"—the logic of classroom problem design is restructured, breaking the pattern of "focusing mainly on concept memorization." Strictly following the hierarchical design principle of "What (recognition) → Why (inquiry) → How (analysis) → How-to (transfer)," a hierarchical thinking ladder is built to promote the balanced distribution of the Four-What problems, enabling students' thinking to leap from "memorizing symbols" to "critical reconstruction."

In "Red Candle" teaching, traditional singular and closed-ended questions are abandoned, and a stepwise problem reconstruction is carried out in combination with the characteristics of the poetry text:

First, what problems anchor the basics. Teachers design questions such as "Which keywords in the poem directly describe the red candle?" to help students organize the basic textual information, ensure full participation, and meet the system's foundational requirements for concept recognition. Second,

why problems delve into logic. Teachers design questions like "Why did Wen Yiduo choose 'red candle' rather than 'torch' or 'lighthouse' as the core image?" and "Why does the poet use the contradictory description of 'discouraged and crying' versus 'creating light' to depict the red candle?" This targets the increase of Why-type problems, guiding students to explore the poet's metaphor for the spiritual dilemma of intellectuals. Li's [8] research shows that Wen Yiduo creates a correspondence between the opening quotation 'The wax candle burns to ashes before the tears dry' and the ending 'Do not ask about the harvest, just ask about the sowing,' completing the adherence to and praise of ideal beliefs within a circular emotional structure of 'calm—passionate—calm.' This characteristic of the emotional structure suggests why the design of such questions needs to closely follow the logical nodes of the evolution of poetic emotions. Third, how problems analyze strategies. Teachers design questions such as "What effect does the contradictory rhetoric in the poem have on thematic expression?" to compensate for the shortfall in How-type problems and promote students' analysis of the symbiotic relationship between linguistic strategies and emotional expression. Finally, How-to problems realize transfer. Teachers design questions like "Do contemporary youth face spiritual dilemmas similar to those of the intellectuals in the poem?" to retain the transfer value of How-to-type problems, guide students to connect historical context with individual fate, and achieve contemporary interpretation of the text.

Through the balanced design of the Four-What problems, the proportion of Why-type problems increased to 30% after teaching improvement, effectively addressing the distribution imbalance identified by the CSMS system. Student-driven inquiry emerged in class, such as "Does the burning imagery metaphorically imply the loneliness of enlighteners?" significantly stimulating deep thinking skills.

3.2. Activating Right-Brain Emotional-Intelligence Thinking to Achieve Coordinated Development of Emotion and Intelligence

Targeting the core issue identified by the CSMS system diagnosis, "insufficient right-brain thinking activation, with a left-right brain activation ratio of 2.65:1," and combining the aesthetic characteristics of poetry teaching, embodied and creative right-brain-driven tasks are designed on the basis of solidifying left-brain logical analysis. These tasks awaken the right brain's emotional resonance, spatial imagination, and cross-media expression abilities, breaking the "left-brain dominance" and achieving coordinated emotional-intelligence development, so that left- and right-brain thinking activation better aligns with the balanced requirements of Chinese language courses.

From the distribution of students' learning styles in knowledge and action in the CSMS system, 23.75% of students are experiential learners. These students possess thinking characteristics of intuitive experience and emotional resonance, which provides an empirical basis for designing right-brain-driven tasks. In traditional teaching, the mechanical "rhetorical contradiction analysis" is a direct cause of the low activation duration of the right brain. In teaching improvements, two core tasks are designed around the imagery of the "red candle" and the poet's emotional evolution.

The first is imagery visualization creation. Teachers require students to use colors and lines to depict the emotional evolution of the "red candle" in different stanzas, such as using "scarlet gradually staining the ink" as a metaphor for the spirit of sacrifice penetrating the dark reality, and "the candle's faint glow reflecting on white paper" to express the poet's steadfast ideals, allowing students to express their understanding of the poem's emotions visually. The second is cross-media creative expression. Teachers guide students to write accompanying explanatory text for their artwork, such as "candle tears solidified into inscriptions, recording the names left unilluminated" and "though the tiny flame is weak, it dares to burn through the darkness of the world," thereby promoting the transformation of students' understanding of the poem into personalized verbal expression.

The implementation of the above right-brain-driven tasks aims to shift students' in-class emotional experience diagnosed by the CSMS system from "negative emotions" to "neutral and positive." This significantly increases right-brain thinking activation time. Ultimately, the rich creative imagination reflected in students' works validates the catalytic effect of emotional-intelligence integration on innovative thinking and effectively addresses the teaching issue of "logic suppressing imagination."

3.3. Building a Stair-Step Question Chain to Enhance Effective Classroom Learning

Addressing the core issue identified by the CSMS system diagnosis—"effective learning degree 0.28, IRE Q&A pattern with only 1 instance of reflective response"—a stair-step question chain will be designed to link knowledge modules in poetry teaching. Fragmented questions will be integrated into a

cognitive growth chain of "recognition—analysis—evaluation—creation," promoting teacher-student interaction to shift from simple IRE to reflective discussion and response type IDRE (Initiation-Response-Discussion-Evaluation), thereby increasing the depth of student participation and the effectiveness of classroom learning.

In line with the CSMS system's requirements for Q&A patterns, a four-level stair-step question chain will be constructed around the two core themes: "Interpretation of the Red Candle Imagery" and "Experience of the Poet's Emotional Attitude." Each level will reserve time for discussion and reflection to ensure deep student engagement. The first level: Basic Cognitive Level (What). Question: Which words in the poem directly describe the shape and actions of the red candle? All students will participate to review the text and lay the foundation for subsequent discussion. The second level: Analytical Inquiry Level (Why and How). Question: How does the contradiction between the red candle "discouraged and shedding tears" and "creating light" reflect the poet's inner struggle? The purpose is to analyze the emotional connotation through logical deduction. The third level: Value Evaluation Level (Why). Question: In the poem, the belief "Do not ask about the harvest, only ask about the sowing"—is it a positive life attitude or a form of passive self-comfort in today's society? The goal is to guide students toward critical thinking, achieving value orientation. The fourth level: Innovation and Creative Level (How). Question: Based on the context of the new era, create a public service advertisement or short video script that interprets the contemporary significance of the red candle spirit. Students are encouraged to cross disciplines and stimulate innovative thinking.

The implementation of the stair-step question chain shifts classroom interaction from "teacher-dominated" to "student-centered." The average duration of students' reflective discussion has increased from 11.2 seconds (as diagnosed by the CSMS system) to over 15 seconds, with reflective discussion interactions rising to 40%, significantly enhancing the effectiveness of teacher-facilitated learning and approaching the system's reference range of 0.47-1.00. In class, students raised in-depth questions such as "Does the ash of the red candle symbolize the cost of idealism?" and "Does the red candle spirit in the new era include 'shining while also protecting oneself?'" These examples confirm the effect of the question chain in deepening students' thinking, effectively addressing the teaching problems of "formalized interaction" and "low learning effectiveness."

4. Practical Results and Transferable Experiences of CSMS System Application

4.1. Practical Results in Classroom Teaching

Using the CSMS system's closed-loop model of "diagnosis—optimization—verification," significant improvements have been achieved in the classroom teaching of 'Red Candle' based on the system's original data. Core indicators have been clearly optimized, and both the feedback from observing teachers and post-class conversations between instructors and students have been satisfactory. The effectiveness was validated through a comparison of similar CSMS system indicators and qualitative classroom performance.

From the perspective of stimulating thinking, the distribution of the four types of questions has become more balanced. The proportion of principle-based inquiry questions of the 'why' type increased from 17% to 30%. The balance of left- and right-brain thinking activation is reasonable, and right-brain creative thinking has been effectively stimulated, compensating for the aesthetic and imaginative shortcomings in poetry teaching. Students' thinking has progressed from 'memorization' to 'inquiry' and then to 'creation.' In terms of teacher-student interaction, the proportion of student thinking-discussion-response interactions increased from 14.3% to 40%, the average duration of student speaking increased from 11.09 seconds to over 15 seconds, and the number of voluntary student responses rose from 4 to 12. Classroom interaction has shifted from superficial to deep, fully enabling student autonomy. Regarding learning outcomes, teachers have significantly enhanced the promotion of effective learning. Students have transitioned from 'passively memorizing answers' to 'actively conducting inquiries,' generating numerous individualized text interpretations and creative expressions. This has truly implemented the core Chinese language literacy of thinking development and enhancement, achieving the 'emotional and intellectual synergy' goal in poetry teaching.

4.2. Transferable Experience in Chinese Language Teaching

The practical results of teaching "Red Candle" have verified the scientific application value of the CSMS system in classrooms that stimulate Chinese language thinking. Based on the data analysis

principle of 'selecting numbers for research, analyzing teaching through numbers, and integrating quantity with quality,' three universally applicable paradigms for improving high school Chinese language classroom teaching under data-driven approaches have been distilled, which can provide replicable and transferable experience for teaching literary texts such as poetry and novels.

First, a closed-loop teaching model of 'data diagnosis—teaching reconstruction—effect verification' has been constructed. Using the CSMS system as a tool, core indicators around the research theme are selected for quantitative diagnosis to accurately identify weak points in teaching. Teaching is then reconstructed based on diagnostic data, aligning strategies with specific data issues. The improvement effect is verified through comparison with similar CSMS indicators or observed qualitative classroom performance, forming a spiraling, upward closed-loop for teaching improvement. This allows teaching improvement to move away from subjective judgment and toward scientific evidence-based practice.

Second, a four-stage cognitive stimulation path for literary text teaching has been developed. The four-stage path follows the design sequence: 'situational immersion → principle deconstruction → strategy extraction → cross-domain reconstruction.' This path closely aligns with the CSMS system's four-dimensional question distribution and the theory of knowledge-action occurrence in learning. Situational immersion awakens emotions through documentaries and historical background introduction; principle deconstruction excavates deep meaning through analysis of creative motivation and text logic; strategy extraction focuses on mastering methods through analysis of artistic techniques and expression strategies; cross-domain reconstruction promotes transfer through cross-media creation and contemporary interpretation, driving progressive levels of student thinking.

Third, the teaching activity design principle considers both left-brain logic and right-brain emotional intelligence. By integrating the left- and right-brain activation indicators of the CSMS system, it breaks the misconception of 'overemphasizing logic while neglecting emotion, overemphasizing analysis while neglecting imagination.' Instruction incorporates tasks that stimulate left-brain logical thinking such as text analysis and logical reasoning, as well as right-brain emotional resonance and creative expression tasks. This achieves coordinated development of intellect and emotional intelligence, making classroom thinking stimulation align with both the instrumental and humanistic aspects of Chinese language education.

Moreover, it should be emphasized that when applying the CSMS system in Chinese language teaching research, the core principle of 'selecting numbers for research, analyzing teaching through numbers, and integrating quantity with quality' must always be adhered to. This principle is key for quantitative analysis tools to effectively serve Chinese language teaching. It is important to avoid issues such as data piling, disconnection between data and teaching, and over-reliance on numbers. Chinese language classrooms should not be reduced to cold, numerical reports.

5. Research Conclusion

This study used the new lesson on "Red Candle" as a carrier, relying on the original data from the CSMS system to accurately diagnose teaching problems. Through teaching reconstruction, it effectively addressed issues in traditional poetry teaching, such as superficial thinking development, imbalanced participation structures, and unclear evaluation dimensions. Practice has shown that deeply integrating the quantitative data from the CSMS system with the characteristics of the Chinese language subject, and using real data to support teaching improvement, can achieve an important transformation from "teaching based on intuition" to "evidence-based iteration." This promotes the Chinese classroom from "imparting conclusions" to "stimulating critical thinking," and from "knowledge transmission" to "competency cultivation." In the future, it may be possible to try integrating this approach with large-unit teaching and project-based learning, exploring more successful models of data-driven teaching, and contributing to the high-quality development of Chinese language education.

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