



## Methods of Integrating Patriotism Values into Tertiary English Literature Courses

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### ABSTRACT

The patriotic function of tertiary education is becoming more and more essential as the countries and regions are communicating with each other more and more frequent in fields of economy, culture and education. In order to guarantee the stability of a country's long-term development, the future inheritors' patriotism consciousness can produce long-lasting and profound influence on the future development. Among all the tertiary courses, English literature plays a special and irreplaceable role in terms of cultivating cultural preference, consolidating patriotic consciousness and foster their patriotic behaviors. Because the English literature courses implements teaching through original foreign textbooks, which contain potential misleading values and too much focus on the advanced aspect will probably lead to blind worshiping and irrational affection. The following study employs the qualitative research method, a case study of the English literature classroom in a selected university in China. The study will answer two research questions. First, how do the English literature teachers teach English literature integrated with patriotism values? Second, what guidelines can be proposed to consolidate the English literature teaching and learning in terms of the basic teaching design, from teaching goal, teaching materials to assignment for students?



**Keywords:** methods; patriotism; tertiary English literature courses

## INTRODUCTION

Patriotism is an attitude of active support for the homeland, either individually or collectively (Liu, 2020). Even though it comes in various forms and is based on different histories, it is one of the most essential national spirits for all countries on earth. Like Lenin said, “patriotism is the accumulation of thousands and thousands of years, and it is the most profound feelings of a person for his country” (Chen, 2016). It is the most profound feelings one can produce towards his birthplace or the place of residence which is complex and embodies distinct national, regional and historic features. No matter which country or area you are from, you always come with a strong love for your birthplace, which can be your country or a special area. The root of this special love originated from the early ancient times of each race or nation, sometimes could be over millions of years and has been cast into each nation’s bloodline for centuries.

Vanessa Harvey defined patriotism as the love of and devotion to one’s country and its ideals. A person can be patriotic toward the country where he or she is a citizen or permanent resident, or a person could be patriotic toward his or her fatherland, even if he or she is not a citizen and does not live there. Apart from that, patriotism also contains other key national features. Take China as an example, the scale of patriotism extends to being honest, being friendly, being critical towards different culture, being diligent and so on (Zhao & Fang, 2022). These more concrete values (Li, 2021), like adopting rational attitude towards foreign media’s news, cultivating critical attitude towards foreign language, spreading excellent Chinese traditional cultures to the world and so on. But no matter how the contents of patriotism changed, patriotism has been an eternal theme, which has been cast into every nation’s bloodline since the very beginning of a nation (Yang, 2023). And there is no doubt that patriotism is the magnetic stone that motivates all people, especially the young inheritors in the same country together and form centripetal force. A powerful, harmonious, and farseeing tertiary department or bureau plays a more and more crucial role in uniting all young inheritors all together to form cohesion to develop and progress and build a better country.

As Zijie pointed out, the students are the future of a country or a nation, whose patriotic consciousness can determine the destiny of a country, influence the social unity and stability (Zou, 2020). Under the years of western cultural colonization and social penetration, with the fast and wide development of global and multi-cultural society, it is of great urgency to keep a watchful eye on the cultivation of patriotic spirit to boost national confidence and sense of pride to realize the great Chinese Dream. Among most countries and regions agree that the national literature masterpieces which have been passed down from generation to generation contain and cast countless patriotic heroes who would rather sacrifice their own lives to defend their motherland and complimentary lines on the country’s magnificent rivers and lands, both of which can produce positive and profound influence in fostering the inheritors’ patriotic attitudes and consciousness. Qiu (2019) also brought out that educators and teachers of literature courses should make reasonable use of the current literature resources and implement patriotic consciousness cultivation into teaching and practice (Xu, 2019).



## PROBLEM STATEMENT

In the year of 2017, a state-financed student, Yang Shuping addressed her impressive graduation speech in University of Maryland, complimenting the air of America is sweet and addressing without a mask in her hometown Yunnan province, China, she will get sick. This is available through YouTube. So was the tertiary student Xu Kexin, a young female student who enjoyed the national sponsorship to study abroad, she mocked at the selfless Chinese medical staff sorking against COVID-19. Instead of feeling grateful for the Chinese government's years of education, students of this group chose to speak ill of motherland to obtain personal attention and individuality. This event reveals the statement problem of this study that is the patriotic part is missing in the education process. The EFL teachers should improve the teaching content, teaching goal, and even the teaching method to cultivate the very talents that every country or region needs. Educating (will be) meaningless if the talents are cultivated among the students yet they are not patriotic, and all the students want is to serve another country and betray the motherland.

Currently in China, every course is integrated with patriotism ideas and this has become the national policy. But the teaching of English literature courses integrated with patriotic ideas becomes a problem when the EFL teachers teach English literature which is the reflection of western real life (Liu & Zhu, 2024). Literature works are the products of the development of human civilization. The spiritual aspect are the symbols of a nation's culture. Literature is humanity (Qian, 2013), and the accumulation of social relationships (Marx, 1962). Thus, the figures, plots, and scenes are of western features, adventurous and risky, which are catering to the young students' psychology and interests, such as the Marvel movie serials. Many of the literature pieces are familiar to them because of the movie versions, such as the novel Lord of The Rings. This makes it essential to pay more attention on the teaching of English literature. The 'what' and 'how' of teaching English courses embedding the elements of patriotism should be the new focus to guarantee the talents we educate are patriotic and rational but at present, this seems to be a problem for these teachers.

Therefore, the subjective factors that must be taken into the execution of literary lessons include the teaching strategies, attitudes of the teachers, and weak designing and planning of learning outcomes based on the literature. The effectiveness of teaching improves with teachers' teaching abilities, competency, and mastery of the literature knowledge (Hogg et al., 2023). Students will show interest towards learning English literature if they admire the teachers' teaching strategies for teaching the literature component.

### *Significance of Study*

Fundamentally, this study aims to provide the EFL teachers with practical and applicable methods to guarantee the political quality of young successors. Second, this study seeks to examine the EFL students' views regarding the incorporation of patriotism in the teaching of English literature in the EFL classroom.

### *Research Questions*

RQ 1: How do the English literature teachers teach English literature integrated with patriotism values?



RQ 2: What guidelines can be proposed to consolidate the English literature teaching and learning in terms of the basic teaching design, from teaching goal, teaching materials to assignment for students?

### *Objectives*

1. To investigate how the Chinese English literature courses teachers' English literature teaching integrated with patriotism values.
2. To propose guidelines and potential teaching methods to foster the students' patriotic consciousness in terms of the basic teaching design, from teaching goal, teaching materials to assignment for students.

## **LITERATURE REVIEW**

In terms of cultivating citizens' patriotism emotion, China has enjoyed a long history of adopting literature works to cultivate young kids' original patriotic consciousness, such as expressing and memorizing his country's gratitude for the love and care given one from the motherland, such as the common stories listed as the classic textbooks such as Three-Character Scripture, spreading all over the dynasties from pre-Qin to the following dynasties and they are all the equivalent of loving your country, loving your people, even sacrificed your life is definitely the symbol of patriotism (Liu, 2020).

The reason why this touching story can be passed on is because of its rhyming lines and catchy expressions. Initiatory literature works is the most helpful path to inspire young citizens' patriotism ideas and it can be seen from the systematic teaching classics for children and young kids in China began from the ancient times (Yan, 2017). The famous and classic Literature materials for kindergarten education such as *Disciples Regulation* and so on all inspired young kinds to be proud of their birthplace, their mountains and rivers, their heroes and history, even their emperor who was described to be the son of heaven and they are the offspring of the almighty dragon (Ma, 2014).

In addition to providing students with rich literature works, abundant knowledge of home and abroad, tertiary education also educates individuals and works towards their growth in improving patriotism spirit. There is rich patriotism spirit in English literature course. Students must therefore pay close attention in these English literature courses. Students can try to research the value and meaning of life based on their textbooks. Almost all the courses in China have been integrated with ideological, political elements (Liu, 2023).

The Chinese Party brought out the Socialist Core Values consists of 24 Chinese characters in the year of 2012 formally (Zhang & Peng, 2021), which has been guiding the patriotic education of all levels since then. These 24 Socialist Core values are translated into English as prosperity, democracy, civility, harmony, freedom, equality, justice, rule of law, patriotism, dedication, integrity, friendliness. As is known and recognized by all that the national values influence people mentally, psychologically and their physical behaviors in appreciating changing and developing their country. Each social group comes with a long history of their unique values. So are the Chinese peoples. President Xi Jinping addressed the importance and



significance of the Socialist Core Values, “these 24 Chinese characters are the shared essential values of Chinese society, serving as the national soul and the spirits of the Chinese culture. These current Chinese values are the representations of the unique Chinese socialist society and advanced culture. They will offer the long-lasting and profound spiritual power” (Hou, 2022).

So did the Putin government. With the Dissolution of the Soviet Union, Putin realized the importance and urgency of cultivating patriotism among all citizens directly and strongly for the first time so that he put a lot of attention and efforts on patriotism education which became the core of higher education system since his taking office, (Liu, 2014). The Putin government released the National Patriotism Guideline for All Citizens From 2016 to 2020 for the first time which was also the 4th five-year Plan of Russia, in which the Russian government-based patriotism education around Russia’s unique and great history which evoked the youth’s deeper and firmer love towards Russian lands, resources and culture. The activities in honor of the Soviet Union's Great Patriotic War against Nazi Germany became the most essential part among the series of other theme activities (Ma, 2017).

The new Singaporean government also chose to cultivate the younger generation’s patriotic consciousness. They enforced a serial of educational policies and guidelines on how to take advantage of the textbooks especially the story part which is interesting to students to cultivate patriotism, such as establishing the amazing image of Singapore with special meanings among graders from 1 to 3, usually in the form of art works; breeding national recognition and sense of pride among graders from 4 to 6 in terms of telling and writing how to protect and construct Singapore, literature courses, such as reading stories and theme-focused group-discussion and idea summary (Lan, 2012).

In summary, countless national governments and organizations have reached the same recognition on literature’s irreplaceable and essential role in cultivating, fostering the citizens’ patriotism consciousness and attitude. Literature courses at tertiary level integrated with patriotic values, such as the Chinese Socialist Core Values, can produce long-lasting and profound influence on the future development of a country and region.

### *Theoretical Framework*

The Geneva school advocated the constructive theory that emphasizes a lot on the learner’s initiative. The most representative Lev Vygotsky, a Russian psychologist, who is also the father of the Zone of Proximal Development (ZPD) theory claimed that a learner can do what he can almost alone with the presence of assistance (Silalahi, 2019). On this basis, Wood et al. (1976) brought out the Scaffolding theory, that the teacher’s assistance to the scaffold during a construction job. When the construction is accomplished, the scaffolding is also removed. In the past years, it has been regarded as an approach to education in which an emphasis is placed on what type of material a student can learn, often with regard to what material he or she may require assistance with learning (Wiesen, 2023).

Therefore, the teaching materials must be selected more cautiously according to this principle. An accessible mental bond is required to connect the students’ past literature knowledge and the English literature that is going to teach to guarantee the more efficient learning (Tang, 2020).



Necessary English literature learning texts, the Chinese translation, including detailed explanations of vocabulary and expressions would be handed out through online smart soft wares to guarantee the students have mastered the main idea of the literature texts in advance. The teaching focus in classroom teaching is changed into echoing on patriotism values injection. The assistance in removing the language barriers produce better understanding of patriotic values. This part can be evaluated through the Question-and-Answer session which is designed step by step or workshops.

Thus, according to the Scaffolding Theory, the modern tertiary English literature course integrated with patriotic values is not to teach patriotic ideas but to evoke, guide, and foster on the basis of establishing a connection between the students' past understanding and the future teaching goal.

## METHODOLOGY

### *Research Site*

The relevant teaching practice has been implemented in one selected university in China. The name is the Inner Mongolia University of Finance and Economics which is located in Hohhot, capital city of Inner Mongolia Autonomous Region. The researcher selects the Inner Mongolia University of Finance and Economics because it is convenient, quick, economical for the data collection purpose, and due to the availability of the samples. It is a comprehensive university consisting of majors in both science and literature.

Table 1  
Inner Mongolia University of Finance and Economics

Districts	Name of Universities	Year established	Number of students	Number of Staff
Hohhot	the Inner Mongolia University of Finance and Economics	1960	22500	1008

### *Samples*

A qualitative approach is applied in this study to answer the 2 research questions. Samples include 40 participants and 1 teacher, for research's sake, the study will address her as Teacher A. For classroom observation, the whole class of 40 students will be observed. However, only 20 students will participate in the semi-structured interview.

The 20 participant students are English majors, juniors. English literature is their compulsory course. Their English ability is relatively smooth. Participant Teacher A is female, her major is cross-cultural communication and she has been teaching English literature course in Inner Mongolia University of Finance and Economics for over 20 years. Purposive sampling is employed to select the samples. Data collection procedures comprise classroom observation, semi-structured interview and documents such as lesson plans.



*Instrumentation*

The instrumentation of this study includes classroom observation and semi-structured interview for the 20 participant students. As for classroom observation, the checklist used is presented as below.

Table 2  
Classroom Observation Checklist

Short Story	Elements of patriotism	Integration Method of penetrating patriotism elements into the lesson			Evidence from text.
		set induction	development stage	Closure	
	Prosperity				
	Democracy				
	Civility				
	Harmony				
	Freedom				
	Equality				
	Justice				
	Rule of law				
	Patriotism				
	Integrity				
	Friendliness				
	Dedication				

Every class session is divided into three parts, the set induction, development stage, and the closure. Literary texts are compulsory according to the university teaching and learning syllabus. The three stories for this semester were named Dream Comes True, Painting as a Past time and Volunteering for Peace. All stories contain the 24 Chinese socialist core values, translated into English as prosperity, democracy, civility, harmony, freedom, equality, justice, rule of law, patriotism, dedication, integrity, and friendliness.

Two interview protocols are designed to interview both the students and teachers. Data collected will be analysed using descriptive analysis based on the checklist and thematic analysis. Based on the analysis, a guideline to teach patriotism values is designed to enhance the teaching and learning of literature in the EFL classroom.

*Data Analysis*

Document Analysis was adopted to analyze the syllabus, thematic analysis was employed to analyze the classroom checklist, and for the interviews as well.



Before implementing semi-structured interviews, the warm-up, confidential terms and consent agreement session was carried out to guarantee the security of respondents' private information and comments. The study recorded the whole interview process by the author's cell phone's recorder. All the four interviews' data were tabulated into transcriptions. Finally, the data were then analyzed thematically. The whole data analysis was designed upon Boyatzis (1998), being familiar with the data, establishing codes, generating initial themes, developing, and reviewing the themes, defining, and naming the themes, and reporting.

## FINDINGS

Research Question 1: How do the English literature teachers teach English literature integrated with patriotism values?

With the guidance of the classroom teaching checklist, data from nine weeks' classroom observation can answer research question 1. The teacher has adopted various teaching methods integrated with socialist core values.

### *i) Teaching Input*

Teacher A straightaway incorporated teaching by giving some input for the lesson planned in which she started the class by making comparison on goal of China and western country and exposed the students to values based on socialist values. It was also evident that Teacher A in this study asked the students to conduct analysis based on different aspects of literature and for she asked students to read relevant articles based on similar theme. After this reading, the students were then asked to have a discussion.

### *ii) Translation Skills, Symbolism, Analogy*

Students' positive views towards literature is a powerful tool for language competence enhancement. Thus, the analysis and learning on relevant English language skill is beneficial in constructing the students' own language style and habit. This was why Teacher A asked the students to use translation skills to analyse the tasks given. This teaching emphasis on figure of speech and key sentence structure summary cultivate the students' English language academic ability as well. This is the fundamental learning goal of this English literature course as well.

### *iii) Multimedia*

Scholars Knapp (2004) and Rosslyn (2005) assert the idea that teaching literary subjects should be in line with the needs of the 21st-century education, which demands the development of students' higher-order thinking abilities and suggest varied pertinent activities to invigorate them. Teacher A can make full and frequent use of the modern teaching equipment in the classroom and learning resources offered by the textbook online. The modern young students are netizens at the same time. Multimedia can bring them more impressive learning experience on certain topics through videos and relevant discussion.

### *iv) Question and Answer*

In the closure stage, Teacher A usually instructed students to answer questions and asked the students to make a summary based on the desirable attributes. Besides the socialist core values, students were also given a chance to express and appreciate the values of respect, responsibility,





ethics and gratitude.

*v) Work in Groups and Pairs*

Teacher A asked the students to work in groups to discuss and then were asked to provide input on personal past time. Groups were divided according to the students' personal preference. But the teacher also double-checked about the members to guarantee the group members can promote English study on their own based on their English language level. Teacher A used comparison strategy in which teacher made comparison between Scottish and China in one lesson. In this stage, Teacher A taught using her personal experience. In the closure, the summary of lesson was not apparent.

*vi) Literary Text Analysis*

Teacher A used questioning strategy, discussion, text analysis and then asked the students to write a reflection in the lesson development stage. Students were then asked to reflect based on emotions and the movie that they had watched. The students were exposed to the socialist core values. However, the meaning of the literary text is not innate but writer and attributed to the text by the reader (Swaffar, 1988). Even though the literary texts contain the same six patriotism elements, the teacher can represent them in a varied scenario.

RQ 2: What guidelines can be proposed to consolidate the English literature teaching and learning in terms of the basic teaching design, from teaching goal, teaching materials to assignment for students? In order to answer this question, a semi-structured interview is implemented among 20 sample students who registered for this course.

*i) Interview Protocols for students:*

- 1: How does the teacher discuss a particular concept or idea related to a certain value when she teaches English literature?
  - 2: How would you describe learning literature incorporating socialist core values?
  - 3: Which measures undertaken by the teachers do you think has had a significant impact on your learning process when she teaches you English literature?
  - 4: Which method of teaching you would like your teacher to apply into teaching?
- (Retrieved from the website SoJump in 2023.)

*ii) Thematic Analysis the Interviews for the 20 Students*

All the four interview questions are extracted from two interviews designed to testify the ideology efficiency of English literature course and American literature courses in China. The designers chose to hide their names intentionally which made it impossible to offer their names. However, the name of the website is available, which is the biggest website for creating questions and interview in China, named Sojump. The following table 3 demonstrated the themes, sub-themes and code from the data from the semi-structured interviews of the 20 students. All the semi-structured interviews were recorded in the researcher's cell phone. The following themes, sub-themes and code are extracted from the interview transcript.



Table 3  
Themes, Sub-themes and Code Extracted from Interview Data of the 20 Students

Incorporating socialist core values literary texts	Code
Interview Question 1: How does the teacher discuss a particular concept or idea related to a certain value when she teaches English literature?	
--Teacher's Organization (theme)	TO
•Learning Values Through Literary Text (sub-theme)	TO-LVTLT
•Short Stories (sub-theme)	TO-SS
•Instilling Values (sub-theme)	TO-IV
•Expressions Through Feelings (sub-theme)	TO-ETF
•Love For Country (sub-theme)	TO-LFC
Interview Question 2: How would you describe learning literature incorporating socialist core values?	
--Teachers' Role (theme)	TR
•Dedication For Country(sub-theme)	TR-DFC
•Patriotism (sub-theme)	TR-P
•Civility (sub-theme)	TR-C
•Friendliness (sub-theme)	TR-F
•Integrity (sub-theme)	TR-I
•Harmony (sub-theme)	TR-H
•Prosperity (sub-theme)	TR-P
•Democracy (sub-theme)	TR-D
•Freedom (sub-theme)	TR-F
•Equality (sub-theme)	TR-E
•Justice (sub-theme)	TR-J
•Rule of law (sub-theme)	TR-R
Interview Question 3: Which measures undertaken by the teachers do you think has had a significant impact on your learning process when she teaches you English literature?	
Learning Through Personal Experience (theme)	LTPE
•Share Stories (sub-theme)	LTPE-SS
•Learning Resources (sub-theme)	LTPE-LR
•Additional Online Resources (sub-theme)	LTPE-AOR
Interview Question 4: Which method of teaching you would like your teacher to apply into teaching?	
More Activities (theme)	MA



- More Online Activities (sub-theme)
  - More Mutual Communication (sub-theme)
- 

MA-MOA  
MA-MMC

## DISCUSSIONS

Teacher A had implemented various teaching methods from common literary text analysis to introducing relevant western examples. She organized the class secession logical and rewarding. She offered vivid examples of student peers and example of herself as well in the set induction. And the development stage, closure. However, this teaching integrated with socialist core values are not consistent. This integration is often missing in the closure and set induction part. She also took great advantage of pictures, and she made the slides herself. Her emphasis on both IELTS and the CET-4 are practical and persuasive. Compare examples from the west and the east based on the short story are also frequently employed to illustrate the profound meaning of some socialist core values, such as patriotism and dedication. However, the teaching is more Teacher-Centered. Teacher A's teaching and explanations occupied two thirds of the class session most times. Besides, mutual activities are not often in classroom learning.

In terms of teaching English literature course integrated with socialist core values, Teacher A regarded it as the English literature teacher's responsibility to teacher English literature course not only from culture and language perspective but also from national long-term development perspective. it is all the Chinese teachers' duty to pass the excellent Chinese culture and virtues to the next generation through tertiary courses, especially the courses which contain original western values and elements. Third, it is of great necessity and urgency that the future qualified successors should be equipped with the basic and fundamental political attitudes towards western and eastern culture which equals to critical thinking ability between the two cultures.

Therefore, for research question 2, what guidelines can be proposed to consolidate the English literature teaching and learning in terms of the basic teaching design, from teaching goal, teaching materials to assignment for students? The answer is as followed.

### *i) More Appealing Modern Teaching and Learning Materials from Internet*

Vygotsky argues that students have different levels of development, which are divided into two, namely potential development and actual development (Chairani, 2015; Suardipa, 2020; Supiarmo et al., 2021). The actual level of development is the level of development that occurs in students when they are able to independently use their cognitive abilities functionally.

According to Vygotsky, his most famous philosophy concerns the environment and people. Vygotsky argued that humans differ from animals only in reacting to the environment, while humans can modify their environment according to their abilities and according to their needs (Lasmawan & Budiarta, 2020; Suci, 2018). Therefore, at the very beginning of the class, relevant videos, pictures and even news can help the students to dive into the relevant thematic text world, such as the sporting topics. A picture of the track or the lane can remind the students of not only the knowledge they will learn but prepare for the coming classroom automatically. Vocabulary of this field will come up, the reasons for why people do sports or fight for



champions for his country can all come into mind. Warm-up is crucial in the whole learning.

Teachers need to select the warm-up resources more cautiously and be sure these materials will pique the students' interests and can produce echos more frequently and easily. The current students are netizen (Tussa'diah & Kartika, 2023), who are keen on streaming media, like TikTok and flashes. These visual learning sources assist them in mastering the language skill of the literary texts better and faster, also, boosting the profound understanding.

### *ii) More Mutual In-Class Activities*

In-class activities, such as mind maps, and knowledge key points charts suggested as well under the guidance of scaffolding theory. These are the efficient tools for depicting the abstract patriotism elements and virtue ideas into concepts and vivid examples. Teacher can assign students to read literary text then ask students to discuss in group discussion because group discuss can unite the students of all English language levels and backgrounds to an utmost level. Mthusamy et al. (2017) emphasized that collaborative learning through sharing ideas and opining during a discussion can arose the students' learning atmosphere and create best learning experience. In group discussion, student can take different role to analyse and examine characters, themes, climax, values represented. Teacher can incorporate debate to activate students' critical thinking skills to understand concepts of patriotism.

Second, the interactive group learning is encouraged because it is the bridge for better teacher and student communication. As for the peer interaction, students can share and express their views based on personal experiences. Teacher can ask students on their views of patriotism and give example. Teacher can ask other students to comment and critique students' views. Based on the activities, teacher can ask student to make a presentation based on their analyses of the literary texts. Teacher can ask students to show they extracted values and aspects of patriotism from the literary texts and how they relate to their personal experience. Teacher can ask students what they have learnt from the literary texts and how they relate that to their actual life. Teacher can also ask students to do more research on aspects of patriotism.

Third, interactive group learning can protect the students whose are weak in English and group learning offer chances for exchanging ideas and collaboration can improve the teaching and learning at the same time. Students who don't follow well in class can have the chance to review key points and another chance to appreciating different ideas.

## **CONCLUSION**

In short, it has been widely accepted that introducing literary texts to students using the Scaffolding Model fosters their development of more student patriotism in addition to their enthusiasm. There is proof that devouring literature rich in knowledge and stories familiar in their own growing up process helped students grasp by sharpening their comprehension abilities. It is advised that teachers make an effort to encourage students to read, understand, evaluate, and critique literary texts rather than just making them passive recipients of information with underdeveloped skills. Teachers can also try to get their students to read literary works under conditions that reflect their own cultures.



In the era of internet, the values of the Western world, such as materialism, individualism, freedom and many other unfiltered misleading ideas are the potential mental dangers. Because these risks threaten the development and fostering of college students, the future successors of each country and nation (Hou, 2022). Thus, it is urgent and indispensable to integrate various courses, including the English literature courses with Chinese patriotic ideas and materials to guarantee the consciousness can meet the socialist development and future needs. Whether the young talents can grow up to be qualified heirs from necessary aspects both academically and morally determines the future of a country, such as a socialist country, China. Tertiary education will become meaningless if the students choose to serve the other countries, and hate, even look down upon their mother lands.

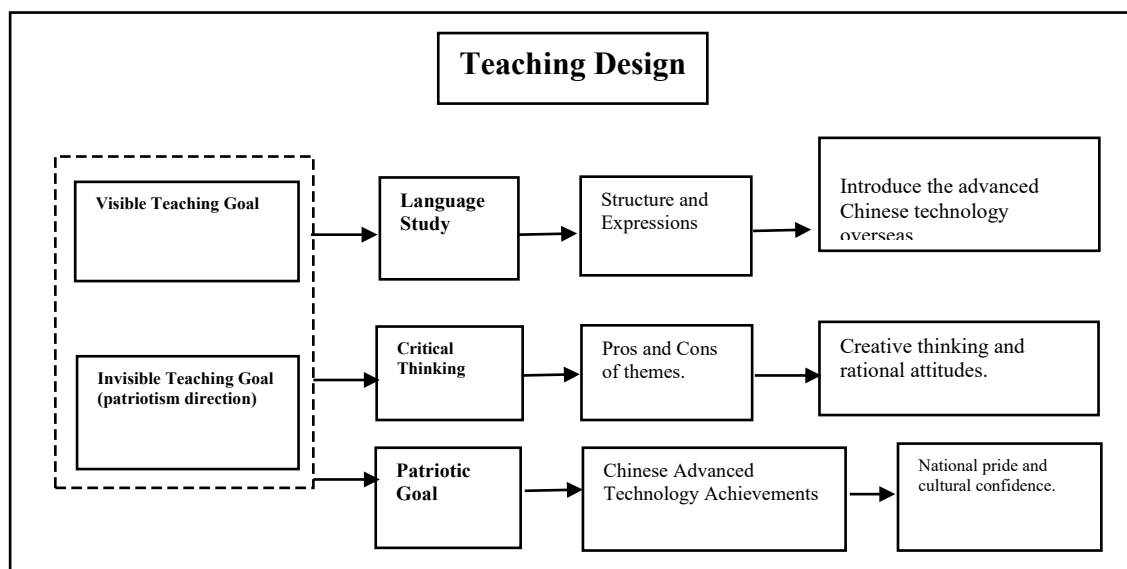


Figure 1.0: Teaching Design

On the basis of the stories of American AI among human life, such as the convenience, progress and future, the teacher should reconstruct the teaching design from the perspective of exploring patriotism elements in the textbook an invisible method which refer to make a comparative study on the global AI's advantages and disadvantages to cultivate critical thinking and rational judgement. The teaching design can focus on the certain theme, stories setting and plots and so on. Instead of teaching the textbook's inner contents, exploring new perspectives of integrating patriotic ideas into the textbooks becomes more crucial.

#### *More Auxiliary Patriotic Resources into English literature Course*

As the analysis of the textbook reveals that the current tertiary English textbooks are mostly consisting of original foreign literature pieces which contain too much original western value of the world, of individuals, thinking mode and moral values too, such as materialism, individualistic heroism and so on (Yan, 2017). With years' cultural intrusion in form of music, movies, magazines and even brands, it's the teachers' era duty to offer more patriotic resources.

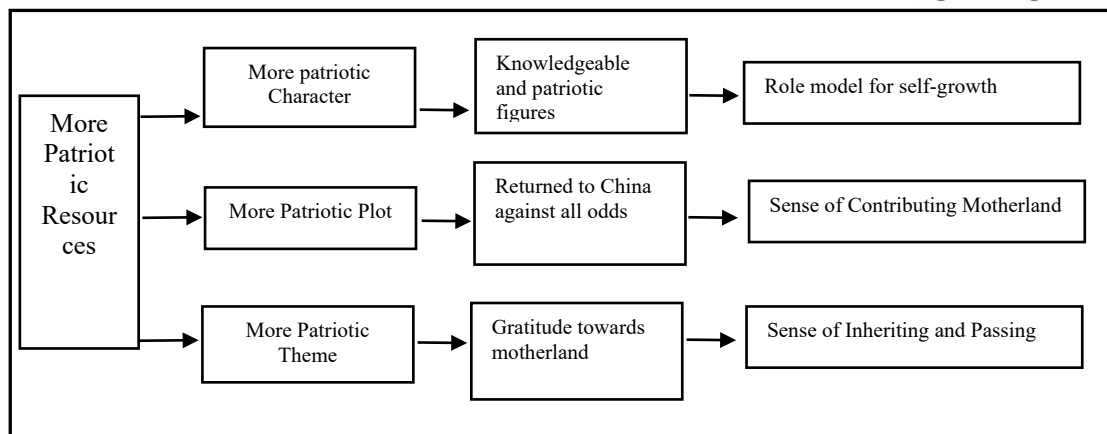


Figure 2.0: More Auxiliary Patriotic Resources

According to the scaffolding theory, as long as the sufficient input is provided, the students can obtain inspirations themselves on their current basis and shape their individual thinking. Take the Technology story as an example, the short stories are constructed around technology's birth and development. The short stories depicted the amazing life created by American AI robots. Thus, it is of great necessity to offer more relevant patriotic resources to avoid blind worshiping of different cultures. Auxiliary patriotic resources are needed, ranging from patriot, patriotic stories and patriotic behaviors. The reason for why the teachers need to take advantage of these resources is to evoke the students to rethink what kind of good deeds and selfless devotion can they make for the family, the government and the motherland.

In accordance with this technology theme, Chinese racketeer Qian Xuesen was an influential example. He was the founders of China's mechanics industry known as the father of missiles. Learning his stories would definitely increase the students' sense of national pride and confidence in own country's technology development as well. The autograph of Qian Xuesen and other pioneers can not only broaden and strengthen the patriotic attitudes and consciousness indirectly but also can establish the image of patriotic heroes in their minds which would encourage all the students to be citizens like them directly and clearly.

### *New Teaching Syllabus Focus on Excellent Traditional Chinese Masterpieces*

According to the current tertiary teaching syllabus, it's required for the teachers to bring excellent traditional Chinese masterpieces into class. The marco goal for why learning English language is to propagandize excellent Chinese cultures and spread Chinese stories (Yang et al., 2023). Thus, each unit is equipped a certain theme on this, such as the second unit *Past-time* is installed with ancient Chinese painting appreciation.

Apart from loving your motherland, rivers and citizens, the ability of critical thinking, rational attitude toward different culture should be listed as well. There is no superiority or inferiority among cultures because they root in various countries and histories. Especially under the Chinese Go Out policy's guidance, it's urgent for tertiary English literature courses' teachers to design the teaching from these two goals and backgrounds (Shu, 2016). The tertiary English teachers should cultivate the talents to meet the future international requirements, establish new



teaching designs and preparing the students from all aspects, not only language ability but also the critical thinking ability (Meng, 2021).

In the glorious and long history of China, countless masterpieces that represent Chinese cultural essence and spirits appeared from dynasty to dynasty, such as the *Mu Lan Story* and abundant poems written by various poets and talents. These works' themes ranging from various emotional feelings for motherland to firm will to sacrifice life for the sake of the country, which not only contain profound, sincere and strong patriotism values, but also contain socialist core values, such as being honest, be loyal to family and be friendly to others and so on. The study on these traditional excellent literature masterpieces can definitely produce positive influence on the cultivating and fostering of students' patriotism values and even personality.

### *Teachers should Implement Patriotic Values Throughout Teaching*

According to the interview, the teachers take integrating patriotism values into English teaching as their born duties. However, this teaching is not consistent through the teaching process. The interview results hint several potential reasons. First, the teaching hours are reduced compared with before. Consequently, the teachers cannot assign more time in class to this subject. Second, the textbook's stories are fixed and it's difficult for teachers to explore the cutting points for integrating patriotic values. The content containing patriotic values can be spread over some certain phases of teaching which is in close connection with the theme and plots of the literary texts. Third, it's in strong connection with the teacher's academic knowledge and personal teaching style. The degree of how much the students accept the patriotic values depend greatly on the teacher's personal teaching content, teaching style and academic knowledge. They have possessed with a certain level of patriotic consciousness, the major goal of integrating patriotic values with English literary texts is to consolidate patriotic consciousness, foster critical thinking towards foreign culture and guide their individual behaviors.

### *More Attention on the Faculty's Construction*

The nature and quality of teachers is of paramount concern to families, schools, and societies, because teachers are the single most important influence on children's learning and achievement at school (Li, 2020). From school education to professional development and lifelong learning, everyone needs to have twenty-first-century skills to cope with these changes and the new normal (Win & Anikó, 2023). Lifelong learning should be the guiding idea for the future revitalization of the teaching profession. The students are growing more and more knowledgeable and smarter as the result of the internet which offer more information and their questions can be answered quickly. Therefore, it's of great necessity for the tertiary teachers to keep up with the changes of the students' knowledge base and social progress. The development of lifelong learning competencies will enable teachers to help their students become lifelong learners. Teacher construction and relevant academic training are undoubtedly the most important aspect in cultivating patriotic citizens and successors.

Tertiary teachers are the gardeners for students who not only teach knowledge, but more virtue teaching and personality casting in modern times. The teachers are the role models to students in classroom teaching (Yang et al., 2023). Their perspectives, moral values will influence the students directly. On the other hand, the political consciousness level can produce lasting and profound effects. It's the new role for tertiary teachers to realize the urgency of



integrating patriotism values into teaching, strengthen personal political ability and implement patriotic teaching to increase the vertical rise in the students' political consciousness and attitude (Cui, 2023).

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### Conflict of Interest

The authors affirmed that there is no conflict of interest in this article.



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All the authors contributed equally in conducting the research and writing the article.

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