

A CASE STUDY ON INCORPORATION OF PATRIOTISM ELEMENTS USING LITERARY TEXTS IN THE EFL CLASSROOMS AT TERTIARY LEVEL IN CHINA

SHI SHAO HUA

SULTAN IDRIS EDUCATION UNIVERSITY

2024



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APPRECIATION

Many people contributed to the composition of this piece, and I want to express my gratitude to them in particular. It is here that I would like to express my gratitude to Dr. Revathi Gopal, my supervisor, who generously provided me with guidance and support, as well as a teacher, who devoted her mediation and energies to my essay.



ABSTRACT

This study aims to integrate patriotism elements using literary texts in the teaching and learning of literature and foster the tertiary students' patriotic consciousness from a new perspective. The study employed the qualitative research methods. A case study and classroom observation were adopted to obtain relevant data to summarize and analyze the current teaching and learning of English literature class in China. Purposive sampling is employed to select the samples. For classroom observation 75 students participated and 20 students from this amount participated in the semi-structured interview and 2 experienced teachers. Data collection procedures comprise classroom observation, semi-structured interview and document analysis. This study extracted the most essential six patriotism elements from the well recognized twelve core socialist values in China and integrate them into this study. Based on the data from interview and classroom observation, an educational guideline was proposed on teaching English literature courses integrated with patriotism elements to enhance the teaching and learning of literature in the EFL classroom. The findings also revealed that through the teaching and learning of literary texts, students at tertiary are patriotic but not to an extend of sacrificing their lives for the country. Future research can be on gender oriented towards patriotism. Thus, it can be concluded that even the patriotic education at tertiary level has been implemented in China for over a decade, still, there are difficulties in implementing into classroom teaching and teaching activity design. On the other hand, this study provides one pedagogical contribution that Scaffolding design on relevant literature study has been proved more efficient in promoting higher order thinking and evoking the students' rethinking about patriotic values.



KAJIAN KES MENGENAI PENGABUNGAN UNSUR PATRIOTISME MENGUNAKAN TEKS SASTERA DALAM BILIK DARJAH EFL DI PERINGKAT TERTIARI DI CHINA

ABSTRAK

Kajian ini bertujuan untuk menyepadukan unsur patriotisme menggunakan teks sastra dalam pengajaran dan pembelajaran sastra dan memupuk kesedaran patriotik pelajar pengajian tinggi dari perspektif baharu. Kajian menggunakan kaedah penyelidikan kualitatif. Kajian kes dan pemerhatian bilik darjah telah diterima pakai untuk mendapatkan data yang berkaitan untuk meringkaskan dan menganalisis pengajaran dan pembelajaran semasa kelas sastra bahasa Inggeris di china. Pensampelan bertujuan digunakan untuk memilih sampel. Untuk pemerhatian bilik darjah 75 pelajar mengambil bahagian dan 20 pelajar daripada jumlah ini mengambil bahagian dalam temu bual separa berstruktur dan 2 guru berpengalaman. Prosedur pengumpulan data terdiri daripada pemerhatian bilik darjah, temu bual separuh berstruktur dan analisis dokumen. Kajian ini mengekstrak enam elemen patriotisme yang paling penting daripada dua belas nilai teras sosialis yang diiktiraf dengan baik di china dan menyepadukan ke dalam kajian ini. Berdasarkan data temu bual dan pemerhatian bilik darjah, garis panduan pendidikan telah dicadangkan untuk mengajar kursus kesusasteraan bahasa Inggeris yang bersepadu dengan unsur patriotisme untuk meningkatkan pengajaran dan pembelajaran kesusasteraan di bilik darjah efl. Penemuan itu juga mendedahkan bahawa melalui pengajaran dan pembelajaran teks sastra, pelajar di pengajian tinggi adalah patriotik tetapi tidak untuk melanjutkan pengorbanan nyawa mereka untuk negara. Penyelidikan masa depan boleh mengenai jantina yang berorientasikan patriotisme. Oleh itu, boleh disimpulkan bahawa walaupun pendidikan patriotik di peringkat pengajian tinggi telah dilaksanakan di china selama lebih sedekad, masih terdapat kesukaran dalam melaksanakan ke dalam pengajaran bilik darjah dan reka bentuk aktiviti pengajaran. Sebaliknya, kajian ini memberikan satu sumbangan pedagogi bahawa reka bentuk perancah pada kajian kesusasteraan yang berkaitan telah terbukti lebih cekap dalam menggalakkan pemikiran peringkat tinggi dan membangkitkan pemikiran semula pelajar tentang nilai patriotik.



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LIST OF ABBREVIATIONS

CFPA	China Foundation for Poverty Alleviation
IMUFE	Inner Mongolia University of Finance and Economics
NGO	Non-Governmental Organizations
RCSC	Red Cross Society of China



APPENDIX LIST

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CHAPTER 1

INTRODUCTION

This study draws on the available research, theoretical, and methodological literature to illustrate on the investigation and explanation of teaching literature and cultivation of patriotism based on the tertiary education policies as well as issues faced by teachers in China. The novelty of this study's focus on the teaching of literature in China in the backdrop of the language's increasing significance in cultivating patriotism in the setting of ethnic minority regions of China which is based on teachers' perspectives of themselves as the most significant stakeholders and active participants in English language teaching. This study is initially conceptualized within the context of teaching English literature and the cultivation of patriotism elements in English language teaching in Chinese universities. Interview, classroom observation would be adopted to implement research on the integration of patriotic elements with English literature



courses.

1.2 Research Background

Promoting English language learning is seen by the Chinese government as being of utmost importance in the country's effort to compete in the international market (Yu, 2018). The practice of teaching English as a foreign language (EFL) has a history in China, one of the contemporary contexts for EFL. Due to China's recent rapid economic growth and the growth of its international population as a result of globalization, the Chinese government has worked hard to promote English language teaching including literature at all levels of education both politically and financially.

Since its official founding, college English instruction, which accounts for the bulk of English learners in China, has drawn more attention and undergone the greatest adjustments and reforms. But the charge that it produces "deaf and dumb" English learners by "teaching to the test" (Biggs and Tang, 1999) has never been refuted (Lin, 2013). Reforming the collegiate English curriculum has thus always been a topic of discussion.

Among the tertiary courses, literature courses play the irreplaceable role in cultivating patriotic consciousness (Xu, 2015). Literature is a reflection of a country's image, culture, economy, philosophy, society, policies, fine art, politics and history (Hou and Lei, 2019). The goal of the literature course is to develop students' abilities to read, appreciate, and comprehend original works of English literature as well as to master the fundamental concepts and techniques of literary criticism, according to the





English Teaching Syllabus for non-English Majors in Colleges and Universities.

Literature in forms of historic stories, patriotic novels and ancient literary masterpieces on patriotic themes have functioned as the essential and irreplaceable position in fostering a person's character, value and behaviour and carried out all through the three kinds of education. Zhao Kaifu (2022) summarized the current patriotism elements on the basis of excellent Chinese traditional literature works as "Core Socialist Values" in 24 Chinese Characters. This study extracts the six essentials which are patriotism, harmony, integrity, friendliness, dedication and civility as the patriotism elements to instill patriotism elements in the teaching and learning of literature among the students in EFL teaching and learning classroom.



analysis, imagination, appreciation of wisdom, and culture, as well as to use a positive attitude to engage with life, solve problems, foster virtue and express opinions. It is also to provide as much text information or grammar translation at the level of language as possible. The literature curriculum consists of four stages namely "language level, style level, subject level, and ideological level" (Christopher, 2006, p. 175).

According to current research, the majority of English teachers do not fully comprehend the significance of Chinese patriotism elements, and they are therefore unable to develop an awareness of how to include patriotism elements into their everyday lessons ((Hou and Lei, 2019; Sun, 2023). Teaching of English literature based on work in general education, has started to acknowledge that teachers independent of the techniques and resources they may employ—are essential to enhancing the teaching





of English (Sun, 2023). Teaching English posed great problem but teaching of literature incorporating elements of patriotism in ethnic minority regions seems to pose greater challenges (Hou and Lei, 2019; Sun, 2023).

Christopher (2006, p. 185) divulged that this issue of the students' poor comprehension understanding the literary texts obstructs the teaching and learning of literature in the classroom and they fail to grasp the essence of patriotism elements in the literary texts catered for them. His observations assisted the English literature teachers in looking into the perspectives of English language teachers on the issue of how the literature courses at Chinese universities integrate the essence of patriotism that unites all the ethnic groups together to promote patriotic consciousness through English literature courses. "In general, literature is a continuation of early background learning and a way to approach foreign culture to the fullest extent" (Christopher, 2006, p. 180).

The English-majoring students in China's universities have grown more and more frustrated with English literature and have given the language a great deal of practical significance in recent years (Song, 2022). As a result, Chinese English educators and teachers have become increasingly upset and restless about the decline in the intellectual rigour of English study in China. After researching and reviewing the studies on English literature teaching in China, Chen (2022) came to the conclusion that the teaching of English in higher education has a number of challenges as a result of utilitarianism and the mercantilist viewpoint. The National Standards of Teaching Quality for Undergraduate English Majors, a normative and instructional document created by Chinese experts in the field of English study and teaching, was enacted by





the Ministry of Education of China in 2015 in order to avoid suffering such repercussions. It has since undergone another revision and was implemented in 2019. The improvement of English majors' humanistic qualities shall be strongly emphasised and accomplished primarily by developing students' literary competence, as prescribed by National Standards of Teaching Quality for Undergraduate English Majors (p. 5), as illustrated by Zhong Weihe (2015), one of the leading authors of the relevant document. This suggests that the relevance of literature education for Chinese English majors has increased, and that English literature classes deserve a lot of attention. When Liu (2017) and Zuo(2021) contended that Chinese literature should take the place of English literature, they made the ontological characteristics of literature the central point of their argument. However, in practise, it is still quite difficult for English literature instructors to dissuade the students from their indulgence in the practical and instrumental uses of English. Chinese English majors continue to be uninterested in literature courses and believe that these courses are either too challenging or too removed from the practical world of business.

1.3 Statement of Problem

The purpose of tertiary education is to cultivate qualified undergraduates and post-graduates who are the future successors. In the whole 16 years of education, from elementary to tertiary, this educational process does equip them with knowledge, but under the current global circumstances, among the basic moral values, patriotism should be listed as the priority. The most typical example is the state-financed student, Yang Shuping, who addressed her impressive graduation speech in University of





Maryland in 2017, complimenting the air of America is sweet and addressing without a mask in China, she will get sick (Zhu, 2018). Yang had been excellent in her studies in China, however, when studying abroad, Yang didn't feel grateful for the Chinese government's years' education, instead, she chose to speak ill of motherland to obtain permanent resident (Zhao, 2018). Professor Zhao Maosheng organized the discussion with students in China University of Political Science and Law on this event. As the conclusion, they agreed on the importance of integrating more Chinese cultural contents into courses of all levels, especially in literature classes. To increase the sense of pride of China, as well as the cultural confidence, should be listed as the top goal of tertiary education.

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 talents that my country needs. Educating (will be) meaningless if the talents are cultivated among the students but they are not patriotic and all the students want is to serve another country and betray the motherland.

The teaching integrated with patriotic ideas becomes a problem when the EFL teachers teach English literature which is the reflection of Western real life. The figures, plots, and scenes are so shocking and appealing, catering to the young students' psychology and interests. 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. This problem is also reported by a study conducted by Hou and Lei (2019) that although English literature has been included in university curricula for Chinese English majors since the 1950s and has been recognized as one of the important topics of study for advanced English, there are still problems such as it is still difficult for the EFL teachers to explore the patriotic cutting from original English textbook to cultivate the students' patriotism attitude and consciousness, and the students are reluctant to read the original English literature masterpieces due to their vocabulary and understanding level.

Currently in China, every course is integrated with patriotism ideas and this has become the national policy and big trend. But the EFL teachers confronted students with various social, family and personal backgrounds, many of them performed wonderful academically, taking full advantages of national benefits, but it's hard to forecast whether they are patriotic or not when they are confronted with foreign culture. Particularly in a university located in the multi-ethnic minority region, the EFL teachers teach courses to a group of students consisting of various ethnic minorities in China. The EFL teachers found it difficult to incorporate elements of patriotism. Li, Yin & Liang (2023) summarized the current English literature teaching of tertiary level in China, "almost every course is integrated with patriotic ideas, however, the scale is too big and the content is too scattering." In the past decade, the implementation of integrating ideology and politics into each courses from elementary school to doctoral program has achieved great success. However, there is few focusing on integrating several key patriotic values (Yu, 2023).





The English literary course integrated with patriotic ideas faces a lot of resistance due to time, substance, and difficulty and this has led the teachers to lose motivation and confidence to teach (Liu, 2020). Young teachers found it more difficult to explore what are the necessary patriotism elements that can be implemented in the EFL classrooms. Additionally, the majority of patriotic elements the teachers explored are not vivid enough because they are not connected with the student's life and they are reluctant to participate. The students have little interest in reading ((Hou and Lei, 2019; Liu, 2020; Li and Liu, 2021). They believe that reading one or more works for an extended length of time is a waste of time, and they either do not understand the works' contents or just forget to read them (Hou and Lei, 2019; Liu, 2020; Li and Liu, 2021). The students show more preference to read science fiction or mystery novels with intriguing and unusual narratives.



Selective reading in literature continues to be a supplement to literary history. This kind of instruction not only compromises the integrity of the works but also neglects to develop students' analytical and critical thinking skills (Shi, 2011; Huang, 2013; Deng, 2019; Yang, 2019; Ju, 2020). Teaching of literature is a time-consuming, arduous topic with few practical applications, some students show less interest in learning it and some students concentrate on subjects with great application potential (Zhou, 2016; Zhao, 2008).

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 (Huang and Zhang, 2003, p. 138). Students will show interest towards learning English literature if they admire the teachers' teaching strategies for teaching the literature component.

1.4 Purpose of Study

Fundamentally, the purpose of this study is to investigate the EFL teachers' teaching of English literature incorporating elements of patriotism elements in one selected university in China and the processes involved in teaching and learning. In addition to this, this study will investigate the factors that influence the EFL teachers' teaching of English literature incorporating elements of patriotism elements for teaching and learning in the EFL classroom. Using the responses from the tertiary students' semi-structured interviews, this study also seeks to examine the EFL students' views regarding the incorporation of patriotism in the teaching of English literature in the EFL classroom.

Second, this study will analyse the relevant literary texts, teaching syllabus, the teacher's teaching plans and the students' assignments to testify whether the patriotic ideas integrate with the students' minds and behaviours. What attitudes will they adopt when students encounter a kind of culture that is new to them. Consequently, this study will then propose guidelines for the teaching of literature incorporating the elements of patriotism for teaching and learning in the EFL classroom.

1.5 Theoretical Framework

The Geneva school brought out the constructivism which is also called as constructive theory that emphasizes a lot on the learner's initiative. The scholars of this school believed that study is the process which creates new knowledge on the basis of the past original knowledge and built new significance, comprehension and discussion. The interaction between teachers and learners are treasured and it advocates that learning is more efficient and profound with the connection with the prior knowledge.

According to his representative personage 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 do alone with the presence of assistance (Rentauli, 2019). On this basis, Wood, Bruner and Ross (1976) advocated 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, both of these two teaching theories have been regarded as approaches 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, G. 2023).

1.5.1 ZPD Theory

Zone of Proximal Development theory has been a well-recognized and highly appreciated educational guidance both home and abroad in EFL teaching and learning



(Pan,2015).

This theory advocates that the students can accomplish the tasks and assignment with mediated assistance in the proximal developmental area, his or her performance will be better than without assistance (Salam, 2014). Scholars abroad mainly focused on exploring how to promote students' language learning under the theoretical guidance. Specifically, scholars attempted to apply ZPD theory into study activities such as error correction, peer cooperative learning, negative feedback in interaction and so on (Chen,2015). Their focus was mainly on students' learning conditions and how these activities promoted students' language learning. For example, Aljaafreh and Lantolf (1994) used the ZPD theory as the theoretical framework to explore the impact of negative feedback on language learning during the interaction. And their study indicated that when giving students negative feedback, attention should be paid to the potential level of students' language development and then three aspects of effective assistance mechanisms based on the zone of proximal development were further summarized.

Relevant studies at home mainly focus on the application of ZPD theory to the interaction between teachers and students in the language classroom and the dynamic assessment of learners' second language proficiency. The results showed that such corrective feedback had both short-term and long-term effects on learners' language complexity and short-term effects on language accuracy, while as for the language fluency, the effect was not obvious. In addition, based on the ZPD theory, Zhang and Xu (2019) explored the impact of automatic writing evaluation on the English writing of college students at different levels in terms of the overall writing score, writing



process and perceived usefulness and their study found that online automatic feedback can help improve low-level learners' writing proficiency.

Therefore, the teaching materials must be elected more cautiously according to this principle. An accessible mental bond is required to connect the literature knowledge known and the English literature to know to bring about assuring among the ethnic minority tertiary students. The familiar literature classics translated into English can be listed as well which can definitely produce echo and promote the English literature learning more smoothly.

1.5.2 Scaffolding Theory

Scaffolding Theory is the development of ZPD theory. Vygotsky (1978) depicted the "zone of proximal development" as the distance between the actual level of the student's independent ability to solve the problems and potential level of the student's to solve the problems either with the guidance from teachers or with a more capable partner. Bruner, promoted the ZPD theory to the Scaffolding Theory which emphasized the importance of creating a context where the students can obtain expected development with the guidance. As the students progressing, the teachers can gradually withdraw and hand the exploring to the students as they become more skilled." Yue (2022) applied the five basic steps of Scaffolding Theory which includes creation of context, exploration, re-exploration, collaboration and effect evaluation into English literature teaching and learning. He first asked the students to collect materials about Shakespeare themselves before class.in classroom teaching and learning he offered assistance in



teaching the major piece of Shakespeare. After the students can master and understand the literature piece, he asked the students to explore Shakespeare's masterpieces apart from the textbook. Finally, the relevant evaluation was offered for testing.

Therefore, the tertiary students both the ethnic minority and Han, are able to construct the knowledge they need by themselves as long as the teachers offer them the necessary tools, or familiar literature pieces. Under the Scaffolding theory, the teachers do not need to teach all the materials all through the two class periods. Instead, they can offer the necessary assistance and knowledge support from both online and offline. With the relevant tools for studying, the students can comprehend the literature texts more smoothly and the focus on patriotic values in class period would be more efficient.



After several rounds of studying in this mode, which serves as the scaffolding, the students would master the language knowledge as well as the patriotic values' injection and inspiration in two aspects.

First, the traditional teaching with English knowledge in order to extract necessary skills in future job-hunting and equip them with the necessary English language ability would be replaced by the scaffolding mode. Necessary English literature learning texts, the Chinese translation, including detailed explanations of vocabulary and expressions would be handed out through online APPs 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 elements 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.

Second, discussions designed for the purpose of cultivating basic moral values, and critical thinking, such as patriotism through their familiar literature pieces or even some poems, or novel plots, will be more efficient and relaxing because the students do not worry about the difficult English language and they can follow the teacher to explore further understanding of the core patriotic values. Knowledge teaching is the outer method of developing a student into a qualified adult, but the penetration of patriotism and other invisible values is the inner method of breeding which can work out quite efficiently actually.

Thus, Scaffolding Theory can not only meet the student's needs and learning level but also can offer the utmost assistance in studying English literature integrated with patriotic values from teachers. Modern tertiary English literature course integrated with patriotic values is not to teach patriotic ideas but to evoke, guide, and foster in a more quiet and invisible methods. Instead of passing on knowledge; the EFL teachers should cultivate the students' critical attitudes towards different culture and better language competence to work better after graduation.

1.5.3 Deep Learning Theory

Marton and Säljö (1976) brought out the idea of Deep Learning Theory and they defined it as the process of knowledge transferring which can improve the learners' ability in solving problems and making decision (Marton, & Säljö, 1976). According to the



scholars, this theory emphasized the emotional factor in effective study (Danker, 2015; Herlo, 2015) in higher order study and thinking. Lin and Gong (2018) implemented an empirical study among eight universities in America and China to investigate the influence of deep learning theory for tertiary study. This study depicts the problems in tertiary teaching and learning due to lack of attention on emotional factors. It summarized that most of the teachers still adopt teacher-centered teaching instead of eliminating the psychological interventions in EFL classroom. Tertiary education still focused on superficial study in form of mechanical memory. Most of the students are forced to accept the knowledge from online information and offline study (Yoshiyo Matsushita, 2021). Deep learning is active, understanding and critical which emphasize a lot on the emotional influence on study.



The Chinese scholars He and Li (2005) were the first group of scholars, who introduced this theory into China. They demonstrated deep learning as the ability to combine new knowledge with the old one and building the connection between the two systems proactively and initiative.

The dissertation will adopt this theory and advocated to integrate patriotism into English literature courses from the aspects of warm-up, extra patriotic resources, in-class teaching and after-class evaluation. Deep learning theory is not the simple repetition of the old knowledge but is the combination of decreasing negative feelings towards study, stimulating spontaneous study and profound thinking through more care and attention on the students' study needs, study desires and study attitude. The deep learning theory shares a lot in common with the construct theory which both emphasize the student-centered study and positive teaching plan to motivate students to study on



their own.

1.6 Research Objectives

This study is guided by the following research objectives:

- i. To investigate the EFL teachers' implementation of patriotism elements in the teaching and learning of English literature in the EFL classroom.
- ii. To identify the reasons for why the EFL teachers' implementation of patriotism elements for teaching and learning literature in the EFL classroom.
- iii. To examine the EFL students' perspectives regarding the implementation of patriotism elements in the teaching and learning of English literature in the EFL classroom.
- iv. To propose guidelines for teaching and learning literature incorporating the elements of patriotism in the teaching and learning of literature for EFL teachers in China. (Document analysis on English literary texts, lesson plans, teaching syllabus, the students' assignments, and semi-structured interviews.

1.7 Research Questions

Based on the four principles areas that serve as the foundation of the research questions, the study seeks to investigate the following:

1. How do teachers teach the patriotism elements using literary texts in the teaching and learning of literature in the EFL classroom?
2. Why do teachers incorporated patriotism elements using literary texts in the EFL classrooms at tertiary level in China?
3. What are the students' perspectives regarding the teaching and learning of English literature incorporating patriotism elements?
4. What guidelines can be proposed for the teaching and learning of English literature incorporating patriotism elements for the EFL teachers at tertiary level in China?

1.8 Significance of the Study

This study is of great practical and academic importance both to teachers and students, even to Education Departments and countries who long for the peace and prosperity of their political, economic and cultural development.

First, as the gardener of the future successors, it is the English literature teachers' responsibility to prepare the immature future heirs well to take up the future responsibilities and guarantee the patriotism consciousness in order to achieve the long-term peace and prosperity of China. Under the current global and changing situation, the tertiary teachers are obliged to reconsider the original reasons of why and how to educate people and this study will offer valuable suggestion on how to teach English literature integrated with the necessary and essential patriotic ideas. The 21st century is an era of cultural interaction and minds exchange from different countries. Every



country comes with their unique culture and they do not want to be colonized or influenced negatively by other cultures. But it is the recognized fact that tertiary literature courses usually contain the very nation's spiritual possessions and priceless cultural resources. Consequently, there is no doubt that tertiary level literature courses should be the focus of penetrating patriotism and cultivating the successors for the Chinese English literature courses play a different and crucial role in a socialist country. Because the foreign original materials take up as much as over 80 percent in the current English textbooks used in Chinese universities now. And the English courses in tertiary are usually supplemented by some videos, music and documents as a facilitation resource. They usually come with relevant website, extra learning resources online. The values of the Western world, the materialism, the freedom and many other western unfiltered and misleading ideas are the potential dangers that can threaten the development and fostering of college students. Thus, it is urgent and indispensable to integrate English courses with Chinese patriotic ideas and materials to guarantee the consciousness can meet the socialist development and future needs.

Second, the universities, as the cradle of talents, are responsible for cultivating the qualified and reliable successors equipped with the strong patriotic consciousness. Under the latest national guidance for tertiary education, the modern universities are entitled to cultivate successors with not only the firm patriotic consciousness, the sound psychological health but also with certain level of academic ability. The goal of modern higher education should take the patriotic consciousness as the priority compared other qualifications. The original purpose of tertiary education is definitely to cultivate excellent talents with vague patriotic ideas and worshipping other countries. If we educate the students with all our strength and time, but they choose to serve the other



countries, and hate, even look down upon their mother lands, then the education will become meaningless. In other words, the country's future lays upon whether their young people will be loyal, patriotic and mature or not.

Third, this study will benefit the tertiary students in terms of not only learning language but also fostering patriotic consciousness, especially the ones whose English is not competent enough and suffer from learning difficult English literature courses under the current circumstances. Also, the students in ethnic minority regions will also benefit from this because they are not firm and rational enough encountered with foreign culture. Students in these regions are probably to ignore the importance of patriotism and they are more easily to be misled by the misleading information from all channels, such as the internet (Zhu, 2018).

The integration teaching advocated in this study concentrates on respecting and considering the students' personal creativity and independent thinking through the in-class discussion on patriotic values and the certain plots and culture phenomenon part of the English literature texts. These measures can guarantee the patriotic consciousness of tertiary students and the motivation for further exploring on this subject. There will be much fewer students like Xu Kexin who made inappropriate remarks through social medias from January, 2020 to March 2020 during the very harsh COVID-19 period. In her comments, she slandered the selfless volunteers in Wu Han and satirized Chinese people. So are Xu Xiuzhong, who studied in Australia and caused the global Xinjiang Cotton incident and Ji Ziyue, who supported the invading Japanese military officers and claimed to go to America to develop after the rejection for master degree in China.

1.9 Limitations of the Study

Due to the COVID-19 pandemic, and the even horrible variant, such as the Delta and internet regulation problem, it is impossible to visit several other different countries to do field research. So, the dissertation can only be limited within the academic field in the Inner Mongolia University of Finance and Economics in the Inner Mongolia Autonomous Region with a large number of ethnic minority students not instead of doing research in Yun Nan, Tibet and several other ethnic minority regions. And the relevant teaching practice could also be carried in the researcher's own university, which is a local one located in the ethnic minority area of China for the ethnic minority undergraduates, even though this was supposed to be carried out as well in Malaysia's one university, UPSI, in the form of observing class teaching.

1.10 Definition of Terms

According to John Dewey, the value means a concept that should be primarily respected, appreciated and admired. It also means reaching to something and an act of protecting it, also comparing its value with other things and an act of reasoning on its nature (Venkataiah, 2007). Values are motives that direct the behaviour of individual and motives that stay in individual's consciousness (Özgüven 1999). from Marco perspective, the goal of tertiary education is to guarantee the development and prosperity of a country, on the other hand, from micro perspective ,t he goal of tertiary education is to cultivate patriotic citizens.

Starting from the civic level, in order to cultivate patriotic successors, the key lies in cultivating patriotic values among tertiary students lies in learning, thinking, understanding and practicing consistently, and consciously transforming “theoretical values” into “practical values”(Ge,2019). “Patriotism, dedication, integrity, friendliness” are the essential evaluation criterion for being a qualified successor (Pan, 2019; Chen, 2021). Only when the young students are equipped with these four key values can the country become more and more harmonious and civilized.

Therefore, the patriotic values of this study are divide into two major groups, the cognitive and personal aspects which contain “patriotism, dedication, integrity, friendliness and the concrete aspects which harmony and civility (Li,2021).

The definition of terms is confined to the notion of the study. Six key elements are given prominence in this study. They are patriotism, harmony, integrity, friendliness, dedication and civility.

1.10.1 Patriotism

In this sub-section patriotism is defined to the notion of this study. Patriotism is an eternal theme, which has been cast into every nation’s bloodline since the very beginning of a nation. It is one of the most essential national spirits for all countries on earth. Ariely (2017) gave the definition of patriotism in this way, which is generally defined as the love of and devotion to one's country and its ideals. A strong belief in nationalism, which is a devotion to the national interests of a country, often is included



in the definition of patriotism. Patriotism also refers to a sense of unity among a country's inhabitants, particularly the natives of the land and a firm will to be and to remain a sovereign government. Patriots also typically view national independence as necessary for the protection of citizens and their way of life. A person can be patriotic towards 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.

In China, the education integrated with patriotism values has come through a long journey. In the year of 2006, the socialist core values was first brought out in the Third Plenary Session of the Sixteenth Central Committee of the CPC. In the past 18 years, this socialist core values have been integrated into almost every education institution of all levels in China. The key role of cultivating the tertiary student's patriotic consciousness and attitudes lies in the transforming patriotic values into daily behavior (Fredrickson, 2001; Yang Chen, 2014). Jing (2024) summarized the five basic aspects of cultivating and consolidating the tertiary students' patriotic consciousness, which range from forming sense of national and personal identity, sense of cognition towards oneself and the country, sense of affective convergence to oneself and to others, a strong and rational will and internalization of applying values into reality. Therefore, the study will integrate the relevant patriotism elements according to this which are harmony, integrity, friendliness, civility, dedication and the most crucial one, patriotism.





1.10.2 Harmony

As defined by the Collins Dictionary (2019), “harmony” is the pleasant combination of different notes of music played at the same time. Harmony embodies the balanced relationship between human and nature, human and society, human and human. Human beings are required to maintain the sustainable relationship with natural resources, society and other citizens. In a macro perspective, harmony equals to the ideal life, ensuring education, ensuring employment, ensuring health care, ensuring old-age support and ensuring housing. In personal perspective, harmony also refers the balanced mind and attitude towards events, circumstances and people. one can realize oneself clearly and is happy to be with the true oneself, to accept the real self. Harmony also refers to a kind of outlook not being jealous of others’ achievements as well.



1.10.3 Integrity

Integrity guarantees the equal rights for citizens to participate in economic, political and other social lives, fair opportunities, fair procedure and fair distribution. It advocates that the society should be designed to achieve fair for all citizens, liberating people and is the fundamental value concept for a country and society. In other words, integrity is the basis of freedom, equal and harmony. In individual perspective, integrity equals to take an honest, proper, rational attitude toward oneself in terms of personal ability, study attitude and life perception. When confronted some negative and unexpected events, the student will adopt the positive and calm attitude instead of complaining, cursing or blaming it to others.





1.10.4 Friendliness

Friendliness, defines the basic principle for interpersonal relationship. It advocates people to be friendly to relatives, friends, colleagues, other people, society, nature and the earth. The amicable principle can not only bring positive interpersonal relationships, but also can produce micro emotional stability and macro stable social circumstances. Friendliness is virtue that bonds citizens firmly and is the milestone for an advanced society. The friendliness in this study also equal to be willing to make friends with people that are not socially ranked higher than you or not as excellent as you. All people are equal and they are all the same in terms of human right. all citizens should be friendly to each other and establish a friendly social environment for all to enjoy life.



1.10.5 Dedication

Dedication advocates citizens to be loyal and responsible towards their career. This attitude cultivates skillful and devoted constructs of all walks to contribute to the shared motherland sincerely and full-heartedly. This virtue guarantees the long-term development of a country and motivates every occupation to progress. Dedicated professionals create sense of pride of working and willingness to sacrifice for one's country. Dedication also refers to be devoted to the school, family, country, or the world. In war times, dedication means being willing to sacrifice one's life for the national sake, however, in peaceful era, dedication also exists but in form of doing more jobs in the workplace, being volunteers in many aspects for your school, or even do more housework for your parents.



1.10.6 Civility

Civility is the soft power of a country and has been always regarded as the basic virtue for a citizen. In terms of personality, civility equals to a person's qualifications and characters. It is the opposite of barbarian. Civilized people will not hate others intentionally, irrationally, or directly. Instead, they will look for access to grow up and to be perfect. When they win something, they will not be arrogant and discriminate others. When they lost a game or a match, they will not blame others or lose temper. In terms of culture, civility equals to knowledge, tradition, and customs for Chinese and ethnic minority people in various regions. Civility also refers to the inheriting and spreading of excellent ancient Chinese classics and culture. Introducing the excellent ancient Chinese culture to other country or a region is also the representation of civility.

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1.10.7 Literary Texts

Teachers are the core force of English literature teaching, and their academic level and professional ability can affect the teaching quality and students' learning effect directly. However, there are some teachers who do not have sufficient knowledge and they put most of their attention on cross-cultural studies instead of exploring the methods of integrating patriotic elements into English literature courses (Zhao, 2023). On the other hand, the teaching content of English literature is mainly classical works and schools, but they are difficult to comprehend for the contemporary students (Tang, 2021). Traditional teaching content has gradually divorced from the needs of the times. All of

these factors make it necessary to put auxiliary teaching resources to achieve better teaching efficiency.

In this study, three literary texts were used by the teachers for teaching literature and it was through the literary texts' teachers were able to transform the elements of patriotism to students. Teachers employed these literary texts for teaching purpose. The genre is based on short stories. The English literature textbook in this study was named *New Standard College English, An Integrated Course* published by the leading press called Foreign Language Teaching and Research Press, second edition, supervised and edited by Wen Qiufang, a renowned foreign language professor from Beijing Foreign Language university. The three short stores are My Dream Comes True, Painting as a Past-Time and Volunteer for Peace.

1.11 Chapter Summary

In chapter one, the key pedagogies and the study's outline is demonstrated. With the international mutual communication is becoming more and more frequent, the significance of patriotic attitude cultivation is rising. As is seen from both teaching activities and news, the importance of patriotic education designed for the university students who will participate in the social activities and economic development of his country soon is clear to see.

The successful patriotic education to all citizens, particularly the undergraduates, can guarantee the prosperity and stability of a country in the long run, especially during



the past few years, since the 18th Communist Party of China National Congress, the national education policies containing patriotic consciousness penetration were released and after several years' teaching practice, the achievements are obvious to see. As the young English teacher of ethnic minority in ethnic minority region's university, it is urgent to teach English following the national guideline and cultivate patriotic successors for the country through integrating English literature materials with patriotic ideas.

