

# Constructing a Educational Mechanism Integrating Patriotism Education and College English Teaching

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**Abstract:** *College English courses, as an important component of the curriculum system in colleges and universities, involve a large number of cultural exchanges and value collisions between China and the West. How to guide students in the classroom to understand excellent Western culture, stimulate their sense of identity and pride in Chinese culture, and establish strong patriotic beliefs is an urgent issue to be solved in college English classrooms. Therefore, this paper takes the content of "New Advanced College English 2" as the practical goal, and takes 150 full-time undergraduate students from the Agricultural College of our university as the experimental subjects. It infiltrates patriotism education into college English teaching, conducts a one-semester empirical teaching, and analyzes the implementation effect and improvement measures through questionnaires and interviews, with a view to constructing a unified education mechanism between patriotism education and English classroom teaching.*

**Keywords:** *patriotism, college English teaching, empirical research, value paradigm*

## 1. Introduction

In the context of China's continuous external development, the importance of patriotism education for college students is particularly prominent. Due to the characteristics of college English itself, such as multiple class hours, large span and openness, students are easily exposed to a large number of foreign cultures during the process of learning a foreign language, and their way of thinking and value orientation will be greatly impacted [1]. Therefore, in college English education, it is vital to guide students to learn foreign language knowledge while understanding Western culture, improve their ability to communicate and critically think across cultures, love the excellent traditional culture of the Chinese nation, and establish patriotic ideas.

## 2. Relevant research and trends at home and abroad

For higher education, universities in the United States, Britain, and Japan all adopt educational methods aimed at meeting the moral education requirements of their own nation, all of which are aimed at better cultivating students' patriotism [2]. Their common characteristic is to unconsciously cultivate patriotic education. One is to combine indoctrination and integration, and to emphasize guidance. The other is to combine national conditions with world conditions. The third is to combine patriotic education with psychology, integrate educational understanding in a subtle way.

With the continuous deepening of the reform of college public English education, many scholars have incorporated patriotism education into college English teaching. For previous studies, they are mainly divided into cognitive theoretical research and applied empirical research. The former mainly demonstrates the feasibility, necessity and importance of patriotism education in college English teaching; The latter involves some research methods and measures, but the aboving researches have not yet fully covered the following points: First, the research objects are full-time undergraduate students of non-English majors; Secondly, the ways to integrate patriotism education into the classroom are not specific and complete enough; Thirdly, because the integration of patriotic education is imperceptible and needs to be integrated with the curriculum, feedbacks on the effectiveness of the implementation of the route in a short period of time are not accurate enough.

### **3. Ways to integrate patriotic education into college English classroom**

How to permeate patriotism education in English classroom? After a semester of trying, the author summarized the following approaches:

#### ***3.1 Guide students to clarify the purpose of learning English***

In the past, in English teaching, teachers excessively focused on the unilateral cultivation of language skills while ignoring cultural literacy. Students have also long been learning English around the concept that "college English is about passing CET 4 and CET 6 [3]." Patriotism in the English classroom has instead become a slogan, and many students are obsessed with Western culture, even belittling their "Antique Culture". Therefore, in classroom teaching, teachers should closely contact the current national conditions and world condition. Meanwhile, they should strengthen students' thinking about English learning through the comparison of Chinese and Western cultures, history and values, so that they can understand the importance of establishing ideals, beliefs and patriotism. Learning western culture is to better absorb the essence of western culture, discard its dross, and use English as a common tool to better tell Chinese stories, spread the voice of China well [4]. The improvement of knowledge literacy in the English classroom is very important, while the improvement of humanistic spirit, patriotism and the cultivation of feelings of loving the country and nation are more important. This is not only the need for the healthy growth of students, but also the need for the steady development of the country and society.

#### ***3.2 Deeply excavate the content of articles and carry out patriotic education***

Taking the text from Unit 1-5 in Volume 2 of "New Advanced College English" as an example, we use diverse classroom activities, such as group presentations, classroom contests, and group discussions to deeply explore the patriotic materials and background themes of each unit. Students actively explore, discover, report results and complete discussions, while teachers supplement and sublimate. Combining teacher-student evaluation and student-in evaluation, we form a positive feedback mechanism for teacher-student interaction, improve the depth and breadth of understanding of the article, and cultivate their patriotism and national pride. The materials excavated by students for these five units are as follows: 1. *Living Green*: Low-carbon green life, patriotic love for home, environmental protection, everyone's responsibility; 2. *Tales of True Love*: a view of love, a view of patriotism, and rational patriotism; 3. *Friendship*: lofty aspirations, patriotism, and a lasting record of China-Pakistan friendship - Review of the film "Flying Ambition"; 4. *Study Abroad*: Baicheng Liu: Returning to China after overseas learning, patriotic dedication; 5. *Pioneers of Flight*: flight dream of the Chinese people, love for our country. In this process, flipped discussion is very important. Students can present the results of the discussion in oral, written, and multimedia forms. For example, when learning Unit 1, *Living Green*, in order to better understand the meaning of "Green", students can be asked to demonstrate in small groups the green lifestyle they see or feel in their lives, deeply understand the deep meaning of ecological civilization construction, and gradually enhance the concept of environmental protection, cultivating their patriotism by presenting pictures or videos of the great rivers and mountains of the motherland.

#### ***3.3 Teaching patriotism through example sentences or classroom questioning***

In English classroom teaching, it is necessary to enumerate a large number of example sentences, which play a significant role in vocabulary learning, classroom teaching, translation and writing. Each unit has different language points and topics, so it is crucial to choose appropriate example sentences to explain. These example sentences must be scientific, healthy, entertaining, and practical. They imperceptibly incorporate patriotic education into them, which can help students improve their language learning and application abilities. It can also improve the effectiveness of classroom ideological and political education. For example, when explaining *the Destination: College in U.S.A.* in Unit 4 of *Study Abroad*, it is necessary to reasonably select long and difficult sentences and new words in the text for analysis and interpretation, such as:

*By the time I missed home so much that soup dumplings and sautéed eels popped up in my head as I read, Nietzsche had replaced Plato on the chronological reading list and Flaubert Homer.*

In the text, when the protagonist studied abroad, her main course was Classical Literature. Despite the differences in Chinese and Western cultures, as well as the difficult feelings of homesickness, she

still focused on overcoming academic difficulties. On the one hand, it is necessary to guide students to experience the protagonist's love and nostalgia for their motherland. On the other hand, it is also necessary to guide them to learn the valuable spirit of the protagonist's courage to overcome difficulties despite difficulties and obstacles.

Questioning is the most commonly used teaching method in the classroom, which is generally divided into several methods: teacher ask and student answer, student ask and teachers answer, and student ask and student answer. This method not only allows teachers to understand the situation of students in a timely manner, but also can inspire students to discuss and form a good habit of group collaboration [5]. Taking Unit 5, *Pioneers of Flight*, as an example, teachers can ask the following questions:

*Why does the author think that Wan Hu, Howard Hughes, and Leonardo da Vinci are enigmatic individuals?*

On the basis of fully previewing the text, students should understand the stories of the three space pioneers and their contributions to the world's space history. They can master the context and structure of the article, and conduct mutual questions and answers within groups. For difficult parts, they can conduct mutual questions and answers between groups. Finally, the teacher can provide answers and sublimation. Through the questioning of this unit, students are guided to understand the history of the world's aerospace pioneers and China's aerospace history, so as to cultivate their sense of patriotism and national pride.

### **3.4 Using homework or extracurricular activities to conduct patriotic education**

Patriotism education should not only be manifested in pre class preview and in class explanation and discussion, but also in homework after class. Through translation or writing assignments, some patriotic sentences or topics should be appropriately arranged according to the teaching content, and patriotism education should be incorporated into teaching [6]. For example, when explaining Unit 3 *Friendship*, you can introduce translation exercises on topics such as Sino African friendship. When telling Unit 2 *True of Love*, you can arrange a composition with the title "True Love". What is true love? Guide students to expand their small love to the great love of the country and the nation. Take the story of countless great people who resolutely fought for national stability and national rejuvenation as an example. They not only explain what the true love of ordinary people is, but also demonstrate a deeper love for the motherland.

### **3.5 Organize activities**

In college English teaching, students can learn knowledge and be influenced by patriotism through speech contests, debate contests, translation contests, writing contests, English song contests, and get-together activities with foreign teachers. For example, when talking about the opener part of Unit 4 *Study Abroad*, we can launch a debate against the "wave of studying abroad" and the "wave of returning home", guiding students to discuss the reasons and results of the two phenomena. We can make students realize that the "Wave of studying abroad" is caused by the increasing educational needs of Chinese parents in the past and the slow progress of Chinese local education. A large part of the reason is blind worship of foreign culture and educational environment [7]. However, the "Tide of returning homeland" is due to China's gradual rise on the world stage and growing international influence in recent years, which has led more and more overseas students to join in this wave of patriotism, devote themselves to this great tide of national rejuvenation, and enhance students' sense of national pride and cultural identity.

## **4. Discussion**

The design of this questionnaire is mainly divided into a Pre-test questionnaire and a Post-test questionnaire, which are distributed before and after the semester. They are divided into two parts: The first part is a relevant background survey, mainly to understand the basic situation of the respondents; the second part compares the effects of incorporating patriotism education into college English teaching before and after the semester. In addition, the author conducted random interviews with students in the questionnaire, and the results were added to the analysis of the questionnaire.

A total of 150 pre-test questionnaires were distributed and 147 were retrieved. The students were all

freshmen in agriculture, with a high level of classroom participation. 90.5% of the students were interested in and willing to participate in patriotism education in college English classes. 42.1% of the students believed that the current classroom integration of patriotism education was relatively low, and 30.2% of the students did not understand or fully accept some Western cultural values in the classroom. The questionnaire indicates that most students lack the experience of integrating patriotism education into college English classrooms, and they are willing to experience the integration of patriotism education through various classroom forms.

Post-test questionnaire set up a survey of the 150 students in the two agricultural classes. A total of 150 questionnaires were distributed, and 148 were recovered. After a learning empirical study, it was found that the results were satisfactory. The students' favorite forms of classroom integration were discussion presentations and organizing activities (41.2% and 30.2%, respectively). Through group work, PPT presentations, and debate competitions, students' enthusiasm and creativity can be maximized through the analysis of different unit themes, incorporating patriotic themes for sublimation and discussion. Other classroom integration methods are text analysis (15.1%), example or sentences analysis (8.5%), and after-school homework (5%). Consciously integrating patriotism education can not only enrich classroom content, but also encourage students to compare Chinese and Western cultures, critically view Western culture, and form a strong sense of national pride. Nearly 75% of students are satisfied with carrying out patriotism education in the English classroom, while 20% of students believe that it is necessary to integrate patriotism education with students' actual life in the classroom, and effectively have a practical impact on students' listening, speaking, reading, and writing, so we have to avoid the problem of having a good effect during lectures and having weak absorption and consolidation in the later stage.

## 5. Conclusion

In the contemporary context, this article has adopted a practical and effective approach to integration. Taking 150 non-English majors as experimental subjects, it has conducted a semester-long empirical study on the infiltration of patriotism education into college English teaching. In theory, it helps to strengthen the implicit integration of patriotism education in college English courses, give full play to the educational function of the course, and contribute to the internalization of ideological and political education in college courses. In practice, first of all, we should recognize the epochal value of tapping into patriotism in college English courses, combine the reality of college English teaching, and guide young students to learn Western culture with a critical eye; Secondly, in teaching, teachers should guide students to actively learn knowledge and skills, while actively outputting patriotic feelings into learning and display, making students transfer from passive education to active expression. In this way can we help students to establish a profound sense of national pride and cultural self-confidence, and achieving a teaching effect of "moistening things silently."

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