

Strengthening EFL Learners' Patriotic Values Through History Education

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Abstract:

Building a nation and work for its prosperity and development has never been an easy process. It requires establishing national values and principles, bonding the country together, and compromising to hold citizens connected to the common good and best interests of the whole country. Undoubtedly, loving the country is one of the solid values upon which countries rest and get their strength. Therefore, instilling patriotism values among students, who will be future citizens, is paramount. The present paper aims to shed light on strengthening EFL learners' patriotic sense through history education. To achieve so, a mixed method approach was adopted to analyze data gathered from interviewing a sample of five civilization teachers from ENSB English Department and a questionnaire distributed to 100 ENSB EFL students. The findings showed the importance of history education in promoting and strengthening patriotic values among EFL students.

Keywords: Patriotism; Nationalism; History education; ENSB EFL learners.

1. INTRODUCTION

In the present age of globalization characterized by regional conflicts, protests, and revolutions, studies on instilling and strengthening a sense of patriotism and nationalism among the young generation became of great importance to immunize them against working, consciously or unconsciously, against the best interests of their country. Education, particularly history education, has long been regarded as the spearhead field in promoting a sense of patriotism among students. Hence, educationists became concerned with promoting a sense of patriotism among the young generations since feelings of disconnection from the motherland have started to find their way among them. Therefore, all educational systems across the world ultimately aim at creating patriotic citizens firmly attached to their home country, love it so much, and serve and defend it at all costs. However, achieving this goal is challenging and requires systematic work.

1. Literature Review

Many definitions have been given to the notion of Patriotism. Etymologically, the word patriotism stems from a combination of two Greek words: *pater* and *patris*. *Pater* refers to father while *patris* refers to land; accordingly, patriotism which is the combination of the two words means the love of the fatherland (Embi, 2009, as cited in Bandu et al., 2015). On the other hand, (Coulanges, 2001) wrote that ancient Greeks and Romans used the word country to mean *terra patria* which refers to the fatherland. Every ancient man considered his fatherland as being the part of soil sanctified by the domestic or national religion, the land which is occupied by his ancestors' souls and contains their remains. Hence, the family enclosure along with its tomb and its hearth represented the small fatherland while the big fatherland represented "the city, with its prytaneum and its heroes, with its sacred enclosure, and its territory marked out by religion" (Coulanges, 2001, p. 166). Thus, the ancients' patriotism is characterized by an energetic sentiment where all that they held most dear was directly associated with the concept of the country wherein they found their properties and felt secure and safe, set their laws, and worshiped their god. Consequently, losing their country meant losing everything. In this regard, Sophocles said, "It is our country that preserves us" while Plato maintained, "Our country begets us, nourishes us, educates us" (Coulanges, 2001, p. 166). Therefore, one has to love it as he loves his religion, obey it as he obeys god, and has to dedicate himself totally to it.

Broadly, patriotism refers to one's feelings of love for his/her mother country or nation. Additionally, it can be conceived of as one's attachment to their country which is often believed to emanate from pride in the social and democratic achievements of their country (Quandt & Schmidt, 2024, p. 103). Broadly, patriotism refers to the love of the country while nationalism refers to one's loyalty to the country. To put it differently, patriotism has been

utilized over centuries to invoke or strengthen people's love for their country's political institutions and the way of life that upholds their common liberty.

Another important definition of patriotism was given by Stephen Nathanson in his first philosophical book-length study entitled *Patriotism, Morality, and Peace*. Nathanson (1993) defined patriotism as the involvement of special affection for one's own country, a feeling of personal attachment to the country, a significant concern for the country's well-being, and a willingness to make sacrifices for the welfare of the country. Thus, to be a patriot, Nathanson (1993) suggests a complex of four attitudes, contending that all patriots have to possess. According to him, a patriot has to possess "a special affection for one's own country, a sense of personal identification with the country, special concern for the well-being of the country, and willingness to sacrifice to promote the country's good" (Nathanson, 1993, p. 34-35).

1.1 Levels of Patriotism

Hurwitz and Peffley (1999) as cited in Bandu et al. (2015) listed five Aspects or levels of patriotism. The first one is Iconoclastic Patriotism which refers to people who tend to express affection and love for their country through positively impactful actions based on their positive attitudes, bravery, persistence, knowledge, and perspectives toward the development of their country. The second level is Symbolic Patriotism which consists in showing respect to the symbols of the country such as the flag, national anthem, the leader of the country, language, and currency, to name a few. The third level of patriotism lies in Capitalistic Patriotism where individuals show their love for their country through contributing to the development of their country's economy. The fourth level of patriotism is Instinctive Environmental Patriotism in which individuals demonstrate their love for their country through caring about the country's environment. The last level of patriotism lies in Nationalistic Symbolic Patriotism. At this level of patriotism, individuals are faithful to their country, thereby always being obsessed with developing their country to exceed other countries.

1.2 Types of Patriotism

As aforesaid, patriotism is mostly construed as being the love for the country with the belief that both the motherland and its people are so valuable and thus worth being proud of. However, Schatz (2003) proposed the existence of two types of patriotism individuals could show and demonstrate: blind and constructive patriotism. As its name suggests, blind patriotism refers to individuals' total allegiance and rigid and inflexible attachment to their nation's policies and practices without even questioning them. In other words, for the blind patriots, their nation's policies and practices are unquestionable and thus are directly accepted. Such blind patriotism is generally expressed by the statement "I would support my country right or

wrong” (Schatz, 2003, p. 513). Accordingly, blind patriotism rests on the “my country right or wrong” attitude, focusing on protecting the image of the idealized national in-group (Golec de Zavala, 2023, p. 74).

In contrast to blind patriotism, constructive patriotism combines attachment and love of the country with the ability and willingness to question and criticize the nation’s current policies and practices driven by their desire to bring positive change (Schatz, 2003, as cited in Golec de Zavala, 2023, p. 71). Otherwise stated, constructive patriotism is usually demonstrated in accordance with questions such as “My love of country demands that I speak out against popular but potentially destructive policies” (Schatz, 2003, p. 513). Hence, constructive patriots express their love for their country by pinpointing their nation’s problems as well as wrong policies and practices and working on correcting them. They believe that their love for their country requires them to fear for their country by pinpointing and questioning all problematic practices and policies to correct them.

1.3 Patriotism vs Nationalism

Though the difference between patriotism and nationalism, they are usually used as synonyms. Nationalism, however, was forged in late 18th-century Europe to underpin people’s linguistic, cultural, and ethnic oneness and homogeneity (Viroli, 2003). Before the late 18th century Europe, individuals’ supreme loyalty was due to different “social forms of social authority, political organization, and ideological cohesion” instead of being due to the country (Kohn, 1965). To put it differently, people used to be more loyal to their “tribe or clan, ty-state, or the feudal lord, the dynastic state, the church or religious group” (Kohn, 1965). Therefore, according to (Kohn, 1965), nationalism refers to the state of mind wherein individuals’ supreme loyalty is felt for the nation-state. Accordingly, enemies of republican patriotism are despotism, tyranny, corruption, and oppression, whereas the enemies of nationalism are political, social, and intellectual disunion, racial impurity, heterogeneity, and cultural contamination (Viroli, 2003, p. 1-2).

However, some political leaders have expressed different viewpoints regarding the concepts of patriotism and nationalism. As for the French former president, Charles de Gaulle (1890-1970; served from 1959 to 1969), he considered that “Patriotism is when love of your own people comes first; nationalism, when hate for people other than your own comes first” (Holzer, 2023, para. 24). In this respect, Hozler (2023) contends that the tragedy of the Holocaust stemmed from the nationalistic belief that some ethnic groups were inferior to others, and the German leader, Adolf Hitler (1889-1945; served from 1934 to 1945), incarnated this belief through his policy towards the Jews. Therefore, former U.S. President, Harry S. Truman (1884-1972; served from 1945 to 1953), considered that patriotically putting America’s interests first meant fighting against nationalism. Likewise, the French President,

Emmanuel Macron (1977-; 2017-), saw that nationalism is the exact opposite of patriotism, maintaining that nationalism is the betrayal of patriotism (Holzer, 2023).

1.4 Importance of History Education

Etymologically, the word *history* stems from the Greek word *historia* which meant inquiry. In plain English, it meant seeking knowledge that results from inquiry (Steinmetz, 2017). For the time being, there is no clear definition for the word history that could be universally accepted. Nevertheless, many definitions have been suggested for the term history. Bloch (1964) considered the definition that says, “History is the science of the past” to be badly put (p. 22). Instead, he put another definition which says that “History is the science of men in time”, referring to the fact that historians cannot think of humans in the abstract or isolation from the surrounding social, cultural, economic, and political context. Bailyn (1994), however, suggests two meanings for the term history. First, the term history means, *what happened*; in other words, it refers to all the past thoughts, events, and circumstances. The second meaning is *knowledge of what happened*, which refers to the record and interpretation of what happened. Accordingly, history studies what happened in the past and interprets it to draw the required knowledge.

Studying history is crucial and so beneficial for the present and future of countries and new generations. In this respect, Roman historian Livy wrote, “After reading history, you may choose for yourself and for your own community what to imitate”, p. 8). That is, the ultimate aim behind studying and bringing to light past events is to draw the required and beneficial lessons. To put it differently, history provides good and bad lessons to be copied or avoided about different situations, measures, and decisions taken in the past by leaders or institutions in certain past circumstances. This shows the importance of history; for instance, (Burgan, 2009) wrote. “Roman history offers many examples of the finest human traits—ones anyone might want to copy. That history also illustrates actions and attitudes that modern nations and peoples might want to avoid” (p. 8).

As aforementioned, history sheds light on past events to get beneficial knowledge and experience to use while thinking about current and future challenges. Kochhar (2008, as cited in Subaryana, 2012) listed a set of objectives for teaching history. According to him, history helps in achieving the following:

Developing an understanding of self, providing an accurate description of the concept of time, space, and society, creating communities that are able to evaluate the values and achievements accomplished by their

young generation, instilling intellectual skills (critical thinking) and teaching tolerance, expanding the horizons of intellectuality, teaching moral principles, embedding the principle of orientation to the future, training students to recognize controversial issues, helping to solve social and individual problems, strengthening the sense of nationalism, developing international understanding. (p. 48)

Thus, history represents a very important source of knowledge and experience for the present and next generations to face the current and future challenges. This is because history is like a torch that helps light up the future and dissipate darkness (Haikal, 1989, as cited in Subaryana, 2012).

Teaching national history is of great importance. It helps in promoting a national spirit among students, raising their passion for realizing the ideals of nationhood, and sensitizing them to national ideals (Ali, 1956, as cited in Subaryana, 2012). This shows that teaching history plays a key role in strengthening students' sense of patriotism and their attachment to their country. In this regard, Hill (1956, as cited in Subaryana, 2012) considered enculturating students and helping them promote a sense of patriotism to be the main function of teaching history to students. Hence, teaching history has gained big importance in the educational systems developed by countries around the world.

2. Related Studies

For individuals to feel patriotic towards their nation, it is compulsory to know the history of their country because it is the criterion that undeniably creates and fosters patriotism in one's heart. Therefore, over the last few years, the idea that schools should instill patriotism among students has become more popular. Ahmed et al. (2017), conducted a study entitled "The Implementation of History Education in Promoting Patriotism Values" in which they examined the relationship between students' patriotic knowledge and their patriotic behaviors. The findings showed that there is a direct proportion between students' patriotic knowledge and the portrayal of their patriotic behaviors. That is, students showed more patriotic behaviors after exposing them to patriotic lessons through teaching them History, thereby proving the importance and efficiency of teaching history in promoting patriotic values among the young generation Ahmed et al. (2017, p. 15).

Likewise, Sinski (2020), who conducted a study entitled "Patriotic Sentiment Among Chinese Students Abroad" aiming at nationalist subjectivities and patriotic sentiment among Chinese university students abroad, found that Chinese students developed great patriotic sentiments towards their home country despite being exposed to other cultures for a long time abroad. This result was achieved thanks to the patriotic education campaign initiated by the Chinese Communist Party following the political turmoil of the 1980s. This education campaign included primary, secondary, and post-secondary educational institutions, the army, the mass media, and

the whole Chinese internet ecosystem. The findings have also proven that contrary to the expectations of most Western scholars, experts, and government officials, including perhaps even the Chinese themselves, Chinese students' experiences abroad actually lead to a greater attachment to the nationalistic views and beliefs and remarkable displays of patriotism and loyalty towards their country.

In like manner, following the terrorist attacks on London in July 2005 where investigations revealed that they were undertaken by British citizens, the then British Prime Minister, Gordon Brown (born 20 February 1951, served from 2007-2010), advocated for a revival of British patriotism. The latter, according to Gordon Brown, could be fostered by a history curriculum centered on the history of Great Britain. This was clearly stated in his 2006 speech to the Fabian New Year Conference, in London, when stated the following:

And just as in war time a sense of common patriotic purpose inspired people to do what is necessary, so in peacetime, a strong modern sense of patriotism and patriotic purpose which binds people together can motivate and inspire... We should not recoil from our national history, rather we should make it more central to our education. I propose that British history should be given much more prominence in the curriculum – not just dates, places, and names, nor just a set of unconnected facts, but a narrative that encompasses our history. (Brown, 2006)

So, Gordon Brown stressed the significant impact of history education on binding together the British people by fostering their patriotic sense and values, thereby calling for giving much importance to history education by making it more central to the British educational system.

In like manner, the state of Nebraska in the United States took similar measures following the 9/11 attacks on the Twin Towers in New York in 2001. Nebraska's board of education approved a patriotic bill that specified content for the high school social studies curriculum in November 2001. The bill provided that social studies should include instruction on citizenship responsibilities and appropriate patriotic exercise. According to the board, the middle school curriculum should instill patriotism and the love of country among students (Nebraska State Board of Education, Board Minutes, 1-2 November 2001, revised following 7 December 2001 meeting).

In Cameroon, like several African countries that suffered from colonization, the main concern of the Cameroonian government in the wake of its independence was unifying the different ethnic groups into one country after being segmented by the dishonest policies of the colonizers. Former Cameroonian President, Ahmadu Ahidjo (1924-1989; served from 1960 to 1982) portrayed the big challenge his country was facing following independence maintaining that every nation which is an agglomeration of different ethnic groups with different attitudes and interests cannot develop

into a great nation until establishing constructive harmony and complementarity between all its components (Ahidjo, 1962, as cited in Elad, 1982, p. 4). Hence, there was a governmental determination to purge its policy of all factors likely, directly or indirectly, to undermine social and political harmony and cement ethnocentrism among all the components of the Cameroonian population (Congress of the Cameroonian Union, Elbowa, 1962, as cited in Elad, 1982, P. 4).

To this end, the Cameroonian government relied on education as the primary instrument to foster national integrity and unity. This could be attained by reforming the Cameroonian educational system, and by adapting history education to the ultimate aims of the government which consist chiefly in undermining ethnocentrism and reinforcing harmony among the various ethnic groups of the society.

The government has been reforming the educational system by adapting it to the requirements of national development and to the respect of our values so as to base it at all levels, not only on the instruction but on experience within the meaning of being faithful to our values, knowing how to live with others. In the same line of thought, we are pursuing our endeavor to harmonize education syllabuses and examinations. (Ahidjo, 1980, as cited in Elad, 1982, p. 7)

The results proved that unity could be attained thanks to adjusting education to achieve national integration by instilling common values of respect, tolerance, and patriotism, and valuing all the components of the Cameroonian population. This means that both structures of education, teachers, and curricula, have to be geared to promote patriotism and achieve national unity. Accordingly, a series of laws were enacted along with setting up several commissions between 1963 and 1971 to implement a harmonizing policy as well as preparing and designing the national school curricula (Ndille, 2020).

3. Aim and Significance of the Study

In Algeria, though students have mandatorily learned about their mother country's history from primary to high school, new generations seem to be less attached to their country and less interested in their country's history, resulting in lacking patriotic behaviors and some disturbances in national cohesion. The Algerian young generation seems to be dissatisfied with the overall conditions and less proud of their country, thereby regarding their country negatively. Hence, the younger generation must be acquainted with patriotism since it is crucial to the development and prosperity of the country in all fields. Consequently, instilling and inculcating patriotic values among students through history courses is of great importance. Therefore, this study aims to explore the efficiency and importance of the civilization curriculum in drawing beneficial lessons to promote the spirit of patriotism among EFL learners.

4. Research Questions

The present study aims to answer the following questions:

- ☐ How do ENSB teachers and students perceive the importance of Civilization and history education?
- ☐ What approaches do Algerian civilization teachers use to promote patriotism among their students?
- ☐ To what extent could the civilization curriculum be effective in strengthening EFL learners' sense of patriotism?

5. Methodology

5.1 Participants

The target sample of the study comprises five (05) civilization teachers, who have considerable teaching experience and hold either the degree of Doctorate or Magister in civilization. They differ with respect to gender (three females and two males), and their teaching experience ranges from five years to more than ten years. They were chosen to benefit from their deep insights in addition to the variety of their experiences to give credibility to the study.

The target sample includes also one hundred (100) EFL students of two different levels: fourth and fifth year. All of them are Algerian students and study English as a foreign language at the Department of English Language at the Teacher Training College of Bouzareah (ENSB). They are trained to be future middle and high school teachers and are aged between 22 and 23 years. The overwhelming majority of them (91%) are female students whereas male students represent only 9%; this is quite logical since most of ENSB students are females while males constitute the absolute minority.

5.2 Setting and Context

The recent study was conducted in November 2024 at the Teacher Training College of Bouzareah, in Algiers, Algeria. The latter is considered one of the important institutions that form future teachers in Algeria. It comprises seven departments to train future teachers specialized in teaching Arabic, Philosophy, History and Geography, French, English, Tamazight, and Sports.

As far as the English Department is concerned, it provides three options for the initial teacher training profile: a three-year training to get the Diploma for Middle School English Teachers, a four-year training to get the Diploma for Middle School English Teachers, and a five-year training to obtain the Diploma for High School English Teachers.

The civilization course represents one of the key components of the English Department curricula. It provides student teachers with the required knowledge about ancient civilizations including their cultures, lifestyles, traditions and customs, religions, and beliefs, to name a few. It also tackles

the three main branches of civilization: African, British, and American. It tackles their history, evolution, cultures, customs and traditions, social, economic, and political events. In addition to enriching students' vocabulary through the variety of topics, the enables students to broaden their knowledge about the different historical contexts these civilizations went through, draw the right lessons from past events, and sharpen their critical thinking.

5.3 Research Design

To reach the aim of the study, a mixed method is adopted in order to, on one hand, explore teachers' perceptions of the importance of history education in strengthening students' spirit of patriotism. On the other hand, to investigate students' thoughts on the civilization module and its effectiveness in promoting their patriotic sense. Furthermore, the mixed method provides stronger evidence and more confidence in the findings because it can give more precise results than using the qualitative or the qualitative method separately. This is because it involves "collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks." (Creswell & Cresswell, 2018, p. 41).

5.4 Data Collection

To collect reliable data for the study, an interview was designed to elicit teachers' attitudes and opinions. Kumar (2011, p. 144) defines the interview as "Any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview". The interview is conducted by an interviewer who reads questions to respondents and records them (Monette et al., 1986, as cited in 1986). Accordingly, the five teachers provided their responses to the open-ended questions of the interview that were recorded by the interviewer.

However, to collect the required data from students, a questionnaire was designed and sent to participants to get the answers. Kumar (2011) defines the questionnaire as a written list of questions whose answers are recorded by the respondents. Questionnaires are characterized by two main advantages: less expensive and offer great anonymity. Unlike interviews, questionnaires save time and financial resources, which makes them useful.

The questionnaire consists of three sections. The first section contains four items and aims to gather personal information about the participants. The second section contains five items and seeks to get information about students' attachment to their mother country, Algeria, and explores their perceptions and feelings they hold towards it. The third section of the questionnaire embodies twelve items that seek to explore students' perspectives on the impact and the role of the civilization module in instilling and strengthening patriotism in students. Additionally, it aims to collect

learners' different viewpoints regarding the civilization curriculum, the relationship it has with fostering learners' sense of patriotism, and the changes they would like to make.

6. Data Analysis

In the present study, a mixed method was adopted to analyze the collected data. Therefore, thematic analysis was chosen to analyze and interpret qualitative data gathered from the interview. This choice was made due to the nature of the data which is open-ended data. As for the questionnaire, inferential statistics was adopted to analyze the close-ended data collected from students.

7. Results and Discussion

Based on the aforementioned approaches to analyzing the qualitative and quantitative data, the following results were found:

7.1 Teacher's Interview

7.1.1 The Importance of History Education

The results revealed that all teachers consider history education of great importance given the role it plays in broadening students' knowledge about ancient and modern civilizations. They believe that exposing students to the political, social, cultural, and economic developments that took place in different countries helps them draw the right lessons and instills the desire to imitate all good aspects and features that contributed to developing countries. Moreover, they believe that history education leads students to value the right and wise decisions of great leaders and their endeavors to maintain their sovereignty and independence from being jeopardized by hostile foreign powers. This will increase students' love for their country and the desire to develop it. In other words, all the interviewed teachers stressed the importance of history education in strengthening EFL students' sense of patriotism. Therefore, according to the interviewed teachers, students are very interested in learning a lot about the history of their mother country and other countries. In this respect, one teacher maintained the following:

Instigating this sense of patriotism among students could be achieved by casting some light on selective events and selective heroes that promoted patriotism among students. Any discussion about those heroes will appear inspiring for students.

Another teacher said that.

Certainly. History education can contribute greatly to promoting a sense of patriotism and unity among learners by highlighting the sacrifices of the Americans, the Africans, and the Algerians in their revolutionary wars to get their independence. More importantly, it raises learners' awareness about what may happen if the political leaders did not make a given decision that seemed to be wrong at that time but proved to be right and wise later.

7.1.2 The Significance of Instilling a Sense of Patriotism

The findings revealed that all teachers unanimously agreed on the significance of instilling a sense of patriotism among students. They believe that patriotism contributes massively to having a bright personal and national future. Being patriotic helps one to endeavor to do and get the best for themselves and their country. Patriotic students are honest people who always think about serving their country and avoiding harming it. Additionally, patriotic students are hard workers and will interpret positively this sense by being honest and productive workers. Moreover, having a great love for their country will immunize them against any malevolent or malicious manipulation intended to hurt the interest of their mother country. In this respect, one teacher maintained the following:

Instilling a sense of patriotism among students is of great importance because it helps students to get immunized against any attempt to manipulate them by any malevolent group or party, domestic or foreign.

7.1.3 Broadening Students' Knowledge and Wisdom

The answers of the interviewees reflected their strong belief in the fact that history education enables students to broaden their knowledge about the history of their home country and other countries. This permits students to value the sacrifices of their ancestors and their suffering to free their country from the clutches of colonization and backwardness. Besides, teaching history enables students to get wiser by weighing the decisions made by the leaders of their country and other countries given the historical contexts that surrounded them. Furthermore, dealing with the various experiences of other countries in different domains allows students to choose the best examples to imitate in their mother country and discard the bad examples and experiences witnessed by other people in other countries.

7.1.4 The History Teaching Approaches

As for the best teaching approach to teaching history, instilling a sense of patriotism, and broadening students' knowledge and wisdom, 60% of the interviewed teachers maintained that the comparative approach is the best approach to adopt to reach the aforementioned goals. This approach is based on comparing two or three historical events or periods to make students draw and understand similarities and differences in terms of decisions, reactions, effects, and historical contexts. This approach rests on the assumption that students learn better through comparing and contrasting different historical events and periods rather than through receiving and absorbing information about separate events and periods. Thus, this approach helps students grasp the historical contexts, analyze the events, and draw the right lessons. However, 40% of the interviewed teachers preferred to use the narrative approach which rests on narrating the historical events as a story and

providing information to students using narratives and an engaging and exciting style. This indicates that teachers can vary their approaches to teaching and instilling patriotic values depending on the nature of the discussed topic and its aims.

However, teachers alluded to some drawbacks that usually hinder their work which lie in the fact that the hourly volume allotted to the module of civilization and history is not sufficient. Besides, the number of students which overall exceeds 50 students in the classroom. Accordingly, having fruitful debates and discussing all students' view points and ideas is difficult and sometimes impossible, thereby rendering it difficult to reach the objectives of the lessons and the ultimate aim of the module.

7.2 Students' Questionnaire

7.2.1 Students' Pride Towards Their Country

With regard to students' pride in their country and its history, the overwhelming majority of them, representing 95% of the participants, responded positively to this question, reaffirming their strong attachment to their mother country as displayed in Table1.

Table 1. Students' Pride Towards Their Country and Its History

Items	Frequency	%
Proud of my country	95	95%
Not proud of my country	5	5%
Total	100	100%

The results displayed in Table 1 indicates that students' are so proud of their country and its history, which reflects their great love for their mother country, Algeria. In addition to that, when asked about their willingness to sacrifice for their country, the same percentage of participants responded positively, stressing on their readiness to sacrifice their lives for the sake of defending and saving their country, thereby reflecting their patriotic sense towards their country. However, 5% of the participants expressed their unwillingness to sacrifice for their country, indicating their lack of patriotic sense towards their country. Therefore, such negative feelings have to be addressed by teachers of civilization and history by first understanding the reasons behind feeling less proud of their country and then correct these feelings by instilling patriotic values and make them fully aware of the importance of loving their country and being proud of it.

The aforementioned results match with the results gathered from participants when asked about their feelings when insulting or degrading their mother country. The results are displayed in Table2 as follows:

Table 2. Students' Feelings When Insulting or Degrading their Country

Items	Frequency	%
Angry.	50	50%
Annoyed.	13	13%
Upset.	14	14%
Disappointed.	11	11%
Non-respondent.	05	05%
Never been in this situation.	07	07%
Total	100	100%

According to the results shown in Table 2, 50% of the respondents get angry when hearing someone insulting their mother country while 13% get annoyed, 14% feel upset, and 11% feel disappointed. These results reflect their attachment and love for their country which makes them feel bad when others dare to insult their country. However, 5% of the respondents showed no reaction towards this act, reflecting their detachment from their country and thus feel normal or neutral when others insult their country. This reflects also their lack of the patriotic sense that made them feel neutral or not concerned with defending their country. This is a big problem that has to be taken seriously by history and civilization teachers to correct their wrong stance and attitude towards their country. Last, 7% of the respondents maintained that they did never encounter such a bad behavior against their mother country.

7.2.2 Students' Familiarity with the Word "Patriotism"

When asked about their familiarity with the concept of "patriotism", the majority of students, representing 83% of the participants, confirmed their acquaintance with the notion of patriotism, while 17% of them confirmed their unfamiliarity with the aforesaid concept and its dimensions, as displayed in Table 3.

Table 3. Learners' Familiarity with the Notion of "Patriotism"

Items	Frequency	%
Yes.	83	83%
No.	17	17%
Total	100	100%

This point is so sensitive and of a great importance because it is related to student teachers who will be responsible of shaping the future of the next generations and thus responsible for instilling this sacred notion and sense in the minds and hearts of the future citizens. Hence, it is quite paramount to them to be fully aware of the notion of patriotism and its dimensions for they are going to transmitting it to their future students.

7.2.3 Students' Interest in Their Country's History

As for their attitudes towards the history of their country, the findings showed that overwhelming majority of students are interested in their country's history, as displayed in Table 4.

Table 4. Students' Interest in Their Country's History

Items	Frequency	%
Not interested at all.	3	3%
Slightly interested.	10	10%
Moderately interested.	29	29%
Very interested.	37	37%
Extremely interested.	21	21%
Total	100	100%

The results portrayed in Table 4 show that the majority of students are interested in the history of their country, with 21% who are extremely interested, 37% are very interested, and 29% are moderately interested. However, 10% are slightly interested along with a minority of 3% who maintained that they are not interested at all in their mother country's history. Making a percentage of 13%, students who are slightly interested and not interested at all in the history of their country represent genuine alarm that has to be addressed seriously.

These results proved that future teachers must be so interested in the history of their mother country given the fact they will be responsible for shaping the future and minds of the young generations. Therefore, student teachers ought to be fathom very well the history of their country to know well who they are, where they come from, and where they are going to; otherwise, they could be easily manipulated to work against the best interests of their country, whether consciously or not. In other terms, teachers, including student teachers, must be patriots because the young generations have to be between safe hands.

7.2.4 Promoting a Patriotic Sense Through History Education

As for students' attitude towards the role of history in promoting a sense of patriotism, the overwhelming majority of the respondents affirmed the pivotal role of teaching history in strengthening students' love for their country as shown in Table 5.

Table 5. Promoting Pride and Love for the Home Country Through Studying History

Items	Frequency	%
Yes.	94	94%
No.	6	6%
Total	100	100%

The results displayed in Table 5 show that 94% of students confirmed that history education plays a momentous role in promoting their pride and love for their home country, while 6% of them denied this role to history education. These results uphold the crucial role of history in fostering a sense of patriotism among students. Accordingly, this module is considered as a safety valve that keeps students attached to their home country, thereby loving it so much, defending it when necessary, and feeling proud of all the time.

8. Recommendations

Taking into account the aforesaid findings of the current study, the following recommendations to strengthen patriotism among EFL students through history education are made:

First, history education is paramount to make students fully aware of their mother country's history and the sacrifices of their ancestors to be able to make a reading of the current challenges their country is facing. To this end, this module has to get its deserved importance through increasing the hourly volume allotted to it in ENSB. Additionally, the size of the classroom has to be reduced so as to enable all students to get engaged in the lessons and debates raised in the classroom and voice all their ideas and viewpoints to be evaluated by their teacher.

Second, teachers have to vary their teaching approaches to meet the objectives of each lesson and the number of students in each classroom. Teachers can opt for the comparative approach to highlight similarities and differences for the sake of making students understand better the surrounding contexts of the events and the historical periods, weigh the decisions of the decision makers, their results, and their different impacts, to draw the right lessons and deepen their comprehension.

Third, some students showed no patriotic sense or love for their country. However, though representing the minority, they have to be addressed seriously by their teachers through understanding the reason(s) behind their detachment from their country. This is a quite dangerous problem given the fact that we are dealing with future teachers who would be responsible for shaping the minds and the future of the young generations. Therefore, instilling a sense of patriotism in all student teachers is compulsory. In other terms, future teachers have to be patriots!

Last but not least, to conduct beneficial debates and broaden the knowledge of students, some necessary materials have to be available in the classroom, such as overhead projectors, screens, TVs, computers, and interactive boards, to facilitate the task of both teachers and students, thereby reaching the objectives of the lessons. On the other hand, the school library has to be supplied with the necessary books and references that deal with Algerian history along with the British, American, and African civilizations, thereby helping students to further broaden their knowledge about the topics dealt with in the classroom.

9. Conclusion

To conclude, patriotism refers to one's feelings of love for his/her home country or nation. Besides, it can be construed as one's attachment to his/her country which is often conceived of to spring from the pride in the social and democratic achievements of their country. Therefore, it is paramount to instill such an important sense in students, namely future teachers who will be responsible for educating the young generation. To this end, history education has to undertake this task by educating students about their country's history and other important countries' civilizations just like the African, British, and American civilizations, which provide students the necessary lessons that cover the historical, political, social, economic, and cultural developments that took place in African countries, the United Kingdom, and the United States of America. These subjects provide plenty of important lessons given their eventful history, the different and decisive stages and challenges they went through, and the great achievements they realized over their long history. Hence, exposing students to such beneficial sources of historical knowledge is essential to promote their sense of patriotism and sensitize them to the importance of getting firmly attached to their mother country and working for its best interests.

Didactically, teachers can adopt different approaches to transmit the required knowledge and instill patriotism in their students. They can vary their approaches according to the nature of the topic, such as the comparative approach, narrative approach, and analytic approach, to name a few. On the other hand, classrooms have to be well-equipped with the required materials necessary to perform good and interactive lessons, thereby helping both teachers and students to perform well and reach the prescribed objective. All in all, history education is of great importance to instill and strengthen patriotism in students, namely future teachers who will take the lead and be responsible for framing the minds of future generations.

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