

# THE INTELLECTUAL SECURITY CONCEPTS IN THE ENGLISH TEXTBOOKS OF THE INTERMEDIATE STAGE IN SAUDI ARABIA (AN ANALYTICAL STUDY)

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**ABSTRACT\_** *The current study aimed at exploring the intellectual security concepts in the English textbooks of the intermediate stage in Saudi Arabia. It adopted the descriptive analytical method. The study sample consisted of the English textbooks of the intermediate stage in Saudi Arabia (Lift Off 1, 3, and 5). To achieve the objective of the study, the researchers prepared a list of the intellectual security concepts that should be available in the English textbooks.; (44) indicators distributed over seven intellectual security concepts: Islamic ideology, national belonging, cultural belonging, dialogue and accepting others, positive thinking, human rights, and good citizenship. The findings of the study showed that the total sums of the frequencies of intellectual security concepts included in the English textbooks were: (298) frequencies in first intermediate grade (Lift off 1 for Saudi Arabia), (453) frequencies in second intermediate grade (Lift off 3 for Saudi Arabia), and (643) frequencies in third intermediate grade (Lift off 5 for Saudi Arabia). It is clear that there is a considerable attention on intellectual security concepts in the English textbooks of intermediate stage (Lift off for Saudi Arabia).*

**KEYWORDS:** *Intellectual Security Concepts, English Textbooks, Intermediate Stage, Saudi Arabia.*

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# THE INTELLECTUAL SECURITY CONCEPTS IN THE ENGLISH TEXTBOOKS OF THE INTERMEDIATE STAGE IN SAUDI ARABIA (AN ANALYTICAL STUDY)

## I. INTRODUCTION

Security is a natural requirement in all societies. In fact, it is one of the most important demands of human societies. It implies an absence of threat. One can have varying degrees of security, more or less protection from both internal and external threats [1]. Security is defined as: the safety of human thoughts from deviation or getting away from moderation in his understanding of political, religious and social matters; thus, leading him to establish public order, and achieve stability in his life [2]. Hence, the concept of security has taken a prominent place in psychological and educational studies because it is closely related to mental health and safety from disorders. Safety needs can be directly activated after the natural physiological needs are met [3]. In fact, if the individual failed to achieve the security motive, he did not move to the next level of motivation where self-actualization is then achieved. Security is the responsibility of society institutions and individuals. Educational institutions are one of the most important bodies concerned with maintaining the security of students' beliefs and minds [4]. Thus, it is concerned with keeping safety and protecting the community from all aspects that could threaten its safety by forming sound concepts and positive attitudes towards the homeland which would strengthen social bases [5]. Indeed, giving more attention to education as a security necessity helps to establish self-sustaining communities able to contribute to the general security situations and hopefully prevent future conflicts [6]. Intellectual awareness cannot be achieved with real effectiveness "without an educational system consistent with security objectives and policies" [7].

Security needs have recently increased to face risks and have become a security requirement. It includes everything related to man from the security of his body to the security of his freedom and his rights to the security of his thoughts and mind [8]. Recently, many beliefs, ideas, doctrines and trends have emerged. Also, modern technology and communications have developed and contributed to spread negative ideas and negative attitudes. There is no doubt that intellectual security in our contemporary life is highly recommended in educational institutions.

## II. RESEARCH PROBLEM

The textbook is considered one of the most important references and resources for students' learning in the education system. The significant role of the textbook content can be summarized in its ability to achieve educational goals, provide learner with educational needs, and make the students' learning process more easy [9]. In Saudi Arabia, English is taught as a foreign language, so teaching and learning occur depending on materials like textbooks which play an important role in that respect.

The process of analyzing textbooks is a way that enables us to evaluate the effectiveness of its different elements and features. Moreover, it is an important way in giving exact data and provides accurate information to educational leaders if the textbook helps students to learn, helps instructors to teach and achieves its objectives. This

will give them the chance to make their decisions related to improving, innovating and developing the educational system. Such process can also help both teachers and learners.

As this period of age (12-15 years old) is considered to be the beginning of adolescence and the intellectual transformation, there are often a lot of disorders and intellectual questions are emerged. During the adolescence period, "thinking becomes more complex, more abstract, and less concrete" [10]. Consequently, intermediate school students need some kinds of assistance and understanding which will lead them to think and believe in moderate ways. In fact, the importance of intellectual security for intermediate school students appear in its attempts to protect their minds and thoughts from deviations and help them to create positive mental attitudes towards the general security issues of their societies.

Accordingly, the statement of the problem could be set in the following questions:

1. What are the intellectual security concepts required for the Saudi intermediate students?
2. What are the intellectual security concepts included in the English textbooks of first intermediate grade (Lift off 1 for Saudi Arabia)?
3. What are the intellectual security concepts included in the English textbooks of second intermediate grade (Lift off 3 for Saudi Arabia)?
4. What are the intellectual security concepts included in the English textbooks of third intermediate grade (lift off 5 for Saudi Arabia)?

## A. RESEARCH SIGNIFICANCE

The significance of the current study lies in the following points:

- 1) It provides a list of the intellectual security concepts that should be included in the English textbooks of the intermediate stage in Saudi Arabia.
- 2) It identifies the quality of textbook content as the primary source for both teacher and student in the learning process.
- 3) It gives feedback for curriculum planners to develop English textbooks of the intermediate stage in Saudi Arabia.

## B. RESEARCH OBJECTIVES

The current research aims at:

1. Identifying the intellectual security concepts required for the Saudi intermediate stage students.
2. Exploring the Intellectual security concepts included in the English Textbooks of the intermediate Stage in Saudi Arabia (lift off 1 for Saudi Arabia).
3. Exploring the Intellectual security concepts included in the English Textbooks of the intermediate Stage in Saudi Arabia (lift off 3 for Saudi Arabia).
4. Exploring the Intellectual security concepts included in the English Textbooks of the intermediate Stage in Saudi Arabia (lift off 5 for Saudi Arabia).

## C. STUDY DELIMITATIONS

The study was limited to the following:

- The English textbooks of the intermediate stage in Saudi Arabia (Lift Off 1, 3, and 5).

- The study was conducted on the English textbooks adopted for the academic year 1438/1439.

#### DEFINITIONS OF THE TERMS:

The procedural definitions for the main terms of the study:  
Intellectual security:

- The researchers defined the intellectual security as " the ability of Saudi English textbooks, through its content, to protect Saudi intermediate stage students' minds and thoughts from deviations and misconceptions.

Intellectual security concepts:

The researchers defined the intellectual security concepts as " groups of information and facts that are related to intellectual aspect which, for the purpose of the present study, must be taught to intermediate students. They are represented in Islamic ideology, national belonging, cultural belonging, dialogue and accepting others, positive thinking, human rights, and good citizenship.

### III. LITERATURE REVIEW

The concept of intellectual security is recently emerged, but its content and ideas are as old as human society [11]. Therefore, many researchers who are interested in the security issues tried to find clear definitions of it.

Afifi [12] states that achieving intellectual security for the individual means an automatic achievement of security in all other aspects; as the mind is the focus of the conscious senior leadership in humans. It is entrusted with all other security aspects. According to Dajah [13], the concept of intellectual (thoughts) security is identified in the safe and moderate thinking. It is consistent with the intellectual (thoughts) style of the community that belongs to the individual, away from extremism and fanaticism.

Thuwainy & Mohammed [14] defined intellectual security as: protecting students' ideas, minds and thoughts from every belief and wrong behavior that would pose a threat to the security and stability of society.

Moreover, intellectual security can be viewed as: the sense of spiritual, physical and mental safety in a way that doesn't contradict religion, principles, ideals and ethics of individuals and societies, and that doesn't negatively affect the thoughts and lives of others [15].

Al-Jaser's study [5] aims to identify the extent to which English language teachers enhance intellectual safety among high school students from the perspective of supervisors and teachers. There was interest in training English language teachers to play their important roles in reinforcing the concept of intellectual safety among students.

Al-Edwan's [16] study aimed at exploring the concepts of the security education in the textbooks of the national and civic education. The study states that the intellectual security is part of a system called security education. Attention to security concepts must be increased when building curriculum and developing them to contribute in strengthening security education among students.

Ashrifteen, et.al. [17] aimed at reinforcing the intellectual security in educational curricula. The study emphasized on the importance of educational curricula in increasing students' intellectual awareness, protecting their ideas and minds, and providing them with the skills necessary to overcome challenges and intellectual deviations.

Al-Jawarnah's study [18] revealed the importance of intellectual security and its applications in Islamic and Arabic educational institutions. He emphasized on the role

of school curriculum in shaping elementary students' minds and characters and protecting them from intellectual and ideological deviations.

The results of Al-Hussein's [19] showed the role of social studies curricula in strengthening the moderate intellectual security from the perspective of social studies teachers. The results showed that there are absence of the most important intellectual and national concepts. Also, there is more focusing on cognitive domains rather than affective ones.

Al-Reb'I [20] examined the role of the curriculum in reinforcing the intellectual security concepts among university students in the Kingdom of Saudi Arabia. The results showed that the role of the curriculum in enhancing intellectual security was moderate; and that the courses that provide the most concepts and information related to intellectual security are those in Education of Islamic Culture and Arabic Language curriculums while the rest of the curriculums do not take this role as required.

Kafi's study [21] aimed to identify the concept of intellectual security and to explain the role of Islamic studies curricula in enhancing intellectual security. The study highlighted the role of the curriculum in enhancing intellectual security in its objectives and contents, and the need to review the curriculum and strengthen it with important issues that serve the intellectual security.

### IV. METHODOLOGY

The researchers followed the descriptive analytical method in this study using the content analysis tool to analyze the content of the English language textbook " Lift Off " levels 1,3 and 5. The books are taught currently in 1st , 2nd and 3rd intermediate grades in Saudi schools. Each student's book consists of 10 units and each unit covers a certain topic. The workbook was not included in the research material because as Gray [22] :(54) claims, "it is the student's book which sets the tone for the whole course". In other words, student's book is more focused by the teacher and students.

#### A. STUDY POPULATION AND SAMPLES:

The study population consisted of all the English textbooks for the intermediate stage: from the first to the third grades. The study sample consisted of the English textbooks of the intermediate stage in Saudi Arabia (Lift Off 1, 3, and 5) which are currently taught in some schools in Saudi Arabia during the 1st term of the academic year 1438/1439 H. Lift Off for Saudi Arabia is a series of six-level topic-based course accompanied by six workbooks and six teacher's books for intermediate school students. They were written under the inspection and approval of the Ministry of Education in Saudi Arabia. Each student's book consists of 10 units and each unit consists of four lessons.

#### B. THE TOOL OF THE STUDY

The researchers prepared a list of the intellectual security concepts that should be available in the English textbooks. To prepare the list, the researchers reviewed some studies related to the intellectual security concepts such as: Al-Aklabi and Ahmad [23], Ismail [24], and Al-Freedi [25].

The researchers prepared a list of seven intellectual security concepts: Islamic ideology, national belonging, cultural belonging, dialogue and accepting others, positive thinking, human rights, and good citizenship. Each concept includes a number of indicators.

### C. VALIDITY AND STABILITY

To measure the face validity of the list, this list was expertly reviewed by (7) specialists in curricula and methods of teaching English Language. A checklist was presented to the reviewers in order to get their suggestions concerning the following criteria:

1. Appropriateness for intermediate students.
2. Belongness of the indicators to the major concepts.
3. Clarity of the statement linguistically.

Then, the researchers accepted items with the 80% percentage agreement and greater. Upon the reviewers' suggestions, the following modifications were applied:

- 2 indicators were deleted as they were similar to other ones.
- 4 indicators were also deleted as they were not appropriate for intermediate students.
- 2 indicators were deleted as they were not relevant to the concepts.
- 1 indicator was added as it was suggested from reviewers.
- Some indicators were modified.

The number of indicators of the study tool in its final form got to be (44) indicators. Look at table (1).

**Table 1**  
**Intellectual Security Concepts and their Indicators**

Intellectual Security Concepts	Indicators	
Islamic Ideology	1. Tolerance and respecting others.	
	2. Giving gentle advice.	
	3. Presenting Islamic moderation.	
	4. Presenting Islamic cultural identity.	
	5. Rejecting terrorism.	
	6. Accepting religious pluralism among nations.	
	7. Rejecting extremism and fanaticism.	
	8. Preserving the Islamic Holy places.	
National belonging	9. Appreciating the role of society institutions in saving security and order.	
	10. Adopting values and ethics of society.	
	11. Giving priority to public interest over personal interest.	
	12. Representing the value of work and responsibility.	
	13. Representing the value of contribution to work and production.	
	14. Showing individual and group achievements as achievements for society as a whole.	
Cultural Belonging	15. Respecting Arab and Muslim scientists and intellectuals.	
	16. Feeling of pride towards Arabic and Islamic cultural legacy of KSA.	
	17. Cultural identity of Saudi society.	
	18. Knowledge and information about different world cultures.	
	19. Openness to cultural interdependence among nations.	
	20. Conscious interaction with global cultural development in all fields.	
	Dialogue and Accepting Others	21. Avoiding ridicule
		22. Islamic rules regulate the relationship of Muslims to others.
23. Respecting multiculturalism between societies.		
24. Respecting different views and opinions.		
25. Commitment to the rules of debate.		
Positive Thinking	26. Accepting pluralism in intellectual opinions, thoughts, and trends.	
	27. Rejecting intellectual violence with others.	
	28. Rejecting intolerance to a particular opinion, thought or doctrine.	
	29. Developing higher-order thinking skills.	
Human Rights	30. Spending free time productively.	
	31. Respecting people.	
	32. Compassion and mercy with people.	
	33. Maintaining privacy.	
	34. The right to work.	
	35. Freedom of expression.	
	36. Right to education.	
	37. Protecting intellectual property.	
Good citizenship	38. Protect country and maintain its stability.	
	39. Better use of public resources.	
	40. Appreciating the efforts of the government to provide a good life.	
	41. Cooperation with community institutions and individuals.	
	42. Protecting the environment.	
	43. Dealing with media and internet in scientific ways.	
	44. Developing a sense of social responsibility.	

#### Stability:

In order to certify the reliability of the analysis tool, both of the researchers piloted the analysis list on the unit 1&2 of 1st Year, unit 3&4 of 2nd Year and 5&6 of 3rd Year. The inter-rater correlation between the two researchers was calculated using Holsti formula.

$$C.R. = \frac{2M}{N1 + N2}$$

Where; - C.R. : the correlation coefficient reliability

- M: the items agreed upon by the two analysts
  - N1: the number of items analyzed by the first analyst; and
  - N2: the number of items analyzed by the second analyst.
- The inter-rater correlation was (0.84) which indicates an accepted reliability between the two analysts as shown in table (2).

**Table 2**  
**Stability Results**

No.	Concept	M	N1	N2	C.R.
1	Islamic Ideology	56	59	67	0.89
2	National belonging	43	47	53	0.86
3	Cultural Belonging	75	100	86	0.81
4	Dialogue and Accepting Others	80	84	101	0.86
5	Positive Thinking	78	89	101	0.82
6	Human Rights	88	122	92	0.82
7	Good citizenship	27	32	35	0.81
	Total Stability	447	533	535	0.84

**STATISTICAL TREATMENT:**

Frequencies and percentages were used in order to explore the availability of intellectual security concepts in the English textbooks of the intermediate stage in Saudi Arabia.

**RESULTS AND DISCUSSION:**

In order to answer the question of: What are the intellectual security concepts included in the English textbooks of first intermediate grade (Lift off 1 for Saudi Arabia)?, the researchers calculated the frequencies of the intellectual security concepts included in (Lift off 1 for Saudi Arabia).

**Table 3**  
**The Intellectual Security Concepts Included In (Lift Off 1 For Saudi Arabia)**

No.	Targeted Items Concept	Lift off 1				Total of Frequencies	Percentage
		Objectives	Texts	Images	Activities		
1	Islamic Ideology	5	11	14	7	37	12.4
2	National Belonging	6	16	23	5	50	16.8
3	Cultural Belonging	3	23	18	6	50	16.8
4	Dialogue and Accepting Others	4	19	14	7	44	14.8
5	Positive Thinking	7	5	15	6	33	11.1
6	Human Rights	13	16	13	10	52	17.4
7	Good citizenship	2	10	16	4	32	10.7
	Total of Frequencies	40	100	113	45	298	
	Percentage	13.4	33.6	37.9	15.1		100

As seen in table (3), the total sum was (298) frequencies with a percentage of (100%). It is clear that there is a considerable attention on intellectual security concepts in the English textbooks of first intermediate grade (Lift off 1 for Saudi Arabia). The most available intellectual security concept was human rights with a total sum of (52) frequencies and with a percentage of (17.4%). The second most available concept were natural and cultural belonging concepts with a total sum of (50) frequencies and a percentage of (16.8%). The third most available was dialogue and accepting others concept with the total sum of (44) frequencies and with a percentage of (14.8%). The fourth most available concept was Islamic ideology with a total sum of (37) frequencies and a percentage of (12.4%). The fifth most available concept was positive thinking with a total sum of (33) frequencies and a percentage of (11.1%). The last and least available intellectual security concept was good citizenship with a total sum of (32) frequencies and a percentage of (10.7%).

According to the targeted items, textbook visual images have the most available intellectual security concepts with a total sum of (113) frequencies and a percentage of (37.9%) while textbook objectives have the least available intellectual security concepts with a total sum of (40) frequencies and a percentage of (13.4%). On the whole, findings in table (3) also show that the textbook objectives and activities make a noticeable emphasis on human rights concept. In contrast, the textbook written and listening texts are available to a large extent in the cultural belonging concept whereas the textbook visual images focused on providing national belonging concept.

In addition, the researchers calculated the frequencies of the intellectual security concepts included in (Lift off 3 for Saudi Arabia) in order to answer this question: What are the intellectual security concepts included in the English textbooks of second intermediate grade (Lift off 3 for Saudi Arabia)?.

**Table 4**  
**The Intellectual Security Concepts Included In (Lift Off 3 For Saudi Arabia)**

No.	Targeted Items Concept	Lift off 3				Total of Frequencies	Percentage
		Objectives	Texts	Images	Activities		
1	Islamic Ideology	2	16	10	6	34	7.5
2	National belonging	0	24	18	17	59	13
3	Cultural Belonging	1	52	27	18	98	21.6
4	Dialogue and Accepting Others	1	25	9	17	52	11.5
5	Positive Thinking	7	3	2	56	68	15
6	Human Rights	7	18	17	30	72	15.9
7	Good citizenship	7	25	22	16	70	15.5
	Total of Frequencies	25	163	105	160	453	
	Percentage	5.5	36	23.2	35.3		100

As seen in table (4), the total sum was (453) frequencies with a percentage of (100%). It is clear that

there is a considerable attention on intellectual security concepts in the English textbooks of second intermediate

grade (Lift off 3 for Saudi Arabia). The most available intellectual security concept was cultural belonging with a total sum of (98) frequencies and with a percentage of (21.6%). The second most available concept was human rights concept with a total sum of (72) frequencies and a percentage of (15.9 %). The third most available was good citizenship concept with the total sum of (70) frequencies and with a percentage of (15.5%). The fourth most available concept was positive thinking with a total sum of (68) frequencies and a percentage of (15%). The fifth most available concept was national belonging with a total sum of (59) frequencies and a percentage of (13 %). The sixth most available concept was dialogue and accepting others with a total sum of (52) frequencies and a percentage of (11.5 %). The last and least available intellectual security concept was Islamic ideology with a total sum of (34) frequencies and a percentage of (7.5 %).

According to the targeted items, textbook written and listening text have the most available intellectual security

concepts with a total sum of (163) frequencies and a percentage of (36%) while textbook objectives have the least available intellectual security concepts with a total sum of (25) frequencies and a percentage of (5.5 %). As has been noted, findings in table (4) also show that the textbook objectives make a noticeable emphasis on positive thinking, human rights and good citizenship concepts equally. However, The textbook written and listening texts and visual images are available to a large extent in the cultural belonging concept while the textbook activities focused on providing positive thinking concept. The final question is: What are the intellectual security concepts included in the English textbooks of third intermediate grade (Lift off 5 for Saudi Arabia)? In order to answer this question, the researcher calculated the frequencies of the intellectual security concepts included in (Lift off 5 for Saudi Arabia).

**Table 5**  
**The Intellectual Security Concepts Included In (Lift Off 5 For Saudi Arabia)**

No.	Targeted Items Concept	Objectives	Texts	Lift off 5 Images	Activities	Total of Frequencies	Percentage
1	Islamic Ideology	10	12	27	3	52	8.1
2	National belonging	1	20	2	2	25	3.9
3	Cultural Belonging	0	76	45	5	126	19.6
4	Dialogue and Accepting Others	10	31	9	10	60	9.3
5	Positive Thinking	59	5	4	106	174	27.1
6	Human Rights	51	52	21	54	178	27.7
7	Good citizenship	1	18	7	2	28	4.4
Total of Frequencies		132	214	115	182	643	
Percentage		20.5	33.3	17.9	28.3		100

As seen in table (5), the total sum was (643) frequencies with a percentage of (100%). It is clear that there is a considerable attention on intellectual security concepts in the English textbooks of third intermediate grade (Lift off 5 for Saudi Arabia). The most available intellectual security concept was human rights with a total sum of (178) frequencies and with a percentage of (27.7%). The second most available concept was a positive thinking concept with a total sum of (174) frequencies and a percentage of (27.1 %). The third most available was cultural belonging concept with the total sum of (126) frequencies and with a percentage of (19.6%). The fourth most available concept was dialogue and accepting others with a total sum of (60) frequencies and a percentage of (9.3%). The fifth most available concept was Islamic ideology with a total sum of (52) frequencies and a percentage of (8.1 %). The sixth most available concept was good citizenship with a total sum of (28) frequencies and a percentage of (4.4 %). The last and least available intellectual security concept was national belonging with a total sum of (25) frequencies and a percentage of (3.9 %).

According to the targeted items, textbook written and listening text have the most available intellectual security concepts with a total sum of (214) frequencies and a percentage of (33.3%) while visual images have the least available intellectual security concepts with a total sum of (115) frequencies and a percentage of (17.9 %). Moreover,

findings in table (5) show that the textbook objectives and activities make a noticeable emphasis on positive thinking concept. On the other hand, the textbook written and listening texts and visual images are available to a large extent in the cultural belonging concept.

In conclusion, it is clear that all the three books contained intellectual security concepts but with different distributions. Indeed, the level of students affects the choice of concepts to be included. To sum up, according to results concerning Lift Off 1, the most available intellectual security concept was human rights concepts whereas the least concept was good citizenship. This great emphasis on human and individual rights means that it is very important for young learners to understand their responsibilities in respecting others, feeling mercy with people and protecting others' thoughts and intellectual property as well as their freedom to express their ideas and thoughts as they think of, maintain their privacy and their right to work. There was less attention paid to citizenship rights and responsibilities, although they are very important skills and concepts as young learners are expected to achieve their nations' goals and visions. The textbook visual images have the most available intellectual security concepts since young learners learn best by seeing [26]. On the other hand, the textbook objectives have the least available intellectual security. Learners of this book don't have the ability to know what are intellectual security

objectives are supposed to be learned. In fact, most intellectual security concepts are found indirectly through images and texts and not directly through learning objectives.

As mentioned earlier, the most available intellectual security concept in Lift Off 3 was cultural belonging. This result reflects a great interest in learners's cultures, heritage and identity as well as their ability to globally contact and interact with different world cultures. In fact, this book had different places to show different cultures. In spite of the importance of Islamic principles in protecting learners' minds and thoughts from any deviant ideas, there is no clear interest in the Islamic heritage or Islamic ways in moderation. For this reason, these concepts need to be focused more because students must be prepared to face newly and different global challenges in all aspects of their lives. Besides, the textbook written and listening texts have the most available intellectual security concepts while textbook objectives still have the least available concepts. As mentioned in Lift off 1, learners don't have the ability to direct their attention to intellectual security concepts as there are no direct objectives for the concepts.

In addition to previous results, the human rights concepts are more focused and highlighted in Lift Off 5. In fact, Lift Off series are ended as it is begun with more emphasis on EFL learners' rights and responsibilities. Although it is important, especially for young learners to engage in real life communication with their society institutions and members, the national belonging concepts have the least emphasis in this book. Undoubtedly, national communication is crucial for national development.

The written and listening texts have the most available intellectual security concepts. It is clear that this book focused on texts as students, at this highest level of the book, are expected to practice critical reading and listening.

## V. RECOMMENDATIONS

In light of the findings of the study, it is recommended to:

- 1- The need to develop appropriate criteria for distributing intellectual security concepts in line with students' levels and ages.
- 2- The need to include intellectual security concepts in English language textbooks more effectively.
- 3- The syllabus designers should create more reading and listening texts that concerning with intellectual security concepts.
- 4- The syllabus designers should set objectives suitable for achieving intellectual security.
- 5- Train teachers and designers of curriculum to use and write questions and activities help in protecting learners' thoughts and minds.
- 6- The need to conduct seminars and training workshops for teachers, parents and supervisors show how to maintain and practice the intellectual security concepts through English textbooks.

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## مفاهيم الأمن الفكري في كتب اللغة الإنجليزية للمرحلة المتوسطة في المملكة العربية السعودية- دراسة تحليلية

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ماجستير مناهج وطرق تدريس - اللغة الإنجليزية

ماجستير مناهج وطرق تدريس- اللغة الإنجليزية

المخلص هدفت الدراسة إلى الكشف عن مفاهيم الأمن الفكري في كتب اللغة الإنجليزية للمرحلة المتوسطة في المملكة العربية السعودية. تبنت الدراسة الطريقة الوصفية التحليلية. تألفت عينة الدراسة من كتب اللغة الإنجليزية للمرحلة المتوسطة في المملكة العربية السعودية (Lift Off 1, 3, and 5). لتحقيق هدف الدراسة حضرت الباحثتان قائمة بمفاهيم الأمن الفكري التي ينبغي توفرها في كتب اللغة الإنجليزية. احتوت القائمة على (44) مؤشراً في (7) مفاهيم للأمن الفكري وهي: الفكر الإسلامي، و الانتماء الوطني، و الانتماء الثقافي، والحوار وتقبل الآخر، وحقوق الإنسان، والتفكير الإيجابي، والمواطنة الصالحة. أظهرت نتائج الدراسة مجموع تكرارات مفاهيم الأمن الفكري المتضمنة في مناهج اللغة الإنجليزية للمرحلة المتوسطة في المملكة العربية السعودية حيث بلغ مجموع التكرارات (298) في كتاب اللغة الإنجليزية للصف الأول المتوسط، و (453) في كتاب اللغة الإنجليزية للصف الثاني المتوسط، و (643) في كتاب اللغة الإنجليزية للصف الثالث المتوسط. وهذا يعني أن هناك اهتمام واضح بمفاهيم الأمن الفكري في كتب اللغة الإنجليزية للمرحلة المتوسطة في المملكة العربية السعودية.

الكلمات المفتاحية: مفاهيم الأمن الفكري، كتب اللغة الإنجليزية، المرحلة المتوسطة، المملكة العربية السعودية.