

**The Role of the university teacher in promoting
Intellectual Security among students of English as a
foreign language at University of Annaba**

دور الأستاذ الجامعي في تعزيز الأمن الفكري لدى طلبة
اللغة الانجليزية كلغة اجنبية في جامعة عنابة - الجزائر

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Abstract:

The present paper sought to investigate the role that teachers of English as a foreign language play in developing the intellectual security of university learners. Focus was laid on tackling this issue from the perspective of teachers given the fact that they represent the elite or the intellectual segment of the society and hence, exert a powerful influence on the academic and educational blossoming of the whole country.

To this end, a survey questionnaire was developed from readings in the literature including seven basic concepts (domains) of intellectual security and given to teachers of English at Badji Mokhtar University.

A descriptive approach was chosen to interpret teacher's recorded responses. The analysis and processing of data has displayed thought-provoking results and implications in relation to the reduced use of intellectual security concepts in curricula taught for university learners and, hence, underscore the urgent need to engage in a thorough reflection in relation to the absence of security education programmes in EFL classrooms. A set of recommendations were suggested for teachers regarding pedagogical strategies to be implemented in the EFL classrooms and other measures for universities in general in order to pave the path towards creating a strong, stable and secure nation.

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Keywords: Teachers of English; intellectual security; survey questionnaire; pedagogical strategies; secure nation.

ملخص :

هدفت الدراسة أساسا إلى الكشف عن دور أساتذة اللغة الإنجليزية في تعزيز مفهوم الأمن الفكري لدى طلبة اللغة الإنجليزية كلغة أجنبية بجامعة باجي مختار الجزائر. ركز هذا المقال على دراسة مفهوم الأمن الفكري في ظل المعطيات العالمية الجديدة المعروفة بالعدالة والتي تستوجب حماية السلامة الفكرية للطلبة الجامعيين، نظرا لكونها تمثل صمام الأمان لإسقرار وأمن البلاد. لهذا تم تطوير إستبيان إستقصائي مستوحى من عدة قراءات أكاديمية وتسليمه لمجموعة من الأساتذة الجامعيين المختصين في تعليم اللغة الإنجليزية. تم إختيار منهج وصفي يتلائم مع أهداف البحث بغية تحليل الإجابات المسجلة ومعالجة البيانات. إن مناقشة المعطيات سلطت الضوء على ردود وآراء مهمة تم على إثرها إقتراح مجموعة من التوصيات للأساتذة فيما يتعلق بالإستراتيجيات التربوية من أجل تعزيز دورهم الفعال في حماية الأمن الفكري للطلاب الجزائري كخطوة أولى قصد إرساء رواسخ دولة قوية وآمنة.

الكلمات المفتاحية: أساتذة اللغة الإنجليزية، الأمن الفكري، إستبيان

إستقصائي، إستراتيجية تربوية، العدالة.

Introduction

Living in security is a common aspiration of all people all over the world. Human beings have a natural propensity towards security that accompanies them throughout the lifespan. At early stages of human development, parents and the mother, in particular, could be regarded as the embodiment of security for the infant. An absence of one of the parents for him/her is likely to compromise the infant's healthy behaviour and result in serious psychological damage in personality formation at later stages of development.

Feeling secure is, by essence, a natural, basic, human need that is imperative for survival. It is commonsensical that the absence of security will constitute a genuine impediment to human sound action and existence. The failure to satisfy the secure motive, in accordance with Maslow's (1943) hierarchy of

needs, will place the individual in a situation of stagnation and disequilibrium and prevent him from moving to further higher stage of self-actualization and welfare.

People need, hence, to fulfill basic needs of security and safety in order to be able to function appropriately, gratify their needs, both biological and spiritual and accomplish the various and diverse roles-starting from the roles within the nuclear family to the roles they fulfill in the society in general. In this vein, security, enclosing according to Tomlinson (as cited in Waswas & Gasaymeh, 2016, p. 193) « everything related to the bank of human memory ; such as the cultures, values and moral principles that the human receives (...) as well as the human's right in maintaining intellectual property », is the backbone of personal stability and the armor to national cohesion.

Statement of the Problem

Education could be regarded as a powerful tool that protects learner's minds against distorted beliefs and negative attitudes that lead ultimately to wrong behaviors and deeds. It is warranted to state that education plays indeniably a significant role in fostering sound thought and configuring positive mentalities that are in tune with domestic socio-cultural beliefs and expectations. In fact, educational institutions are held as the first actors for the creation of secure environments within a given society.

The university, as an institution of higher education, plays a prominent role in the community. Entrusted with the delicate mission of building future generations; it can be regarded as 'the reflecting mirror' of a given society and the 'gateway' of its economic and cultural development.

The Algerian university, as other universities abroad, is caught under the pressures of the process of globalization and its culminating changes and mutations influencing the national scene at all levels and domains (education, economy culture and so forth). The unprecedented development of information technologies, the social mass media and the digital revolution places a premium on the Algerian educators to preserve *the minds* of Algerian learners who are continuously confronting huge risks of drifting to 'polluted' ideas that nourish violence and law violations.

In fact, the global conflicts and crises taking place in current world and the spread of extremist and fanatic views call for an urgent need for the establishment of an Algerian academic platform that promotes the development of intellectual security among university learners in general, and among learners of English as a foreign language in particular.

The review of the literature highlights the lack of studies, on the Algerian academic setting that purports to explore the concept of intellectual security with respect to foreign languages in general and English language in particular. This fact could be taken to justify the rationale of the study and our motivation to carry out this research with respect to the Algerian academic landscape. Thus, this study represents an attempt to explore the subtle concept of intellectual security in relation to the local Algerian 'social and cultural particulars'. More specifically, endeavour is made to explore the role that university teachers play in the promotion of intellectual security among learners of English as a foreign language.

Research Objectives

Focusing on investigating the concept of intellectual security among learners from a teacher's perspective, the present study aims at:

1-Getting a better understanding of the role that university teachers play in cultivating intellectual security in learners of English as a foreign language.

2-obtaining an illuminated picture about teacher's conceptions and beliefs about the fertile topic of intellectual security and its significance in educational settings;

3-Identifying the indicators that teachers teach in the EFL classroom and consider as most reflective of the concept of intellectual security.

Research Questions:

In accordance with the objectives of the study, the following research questions have been addressed:

Q1-To what extent do university teachers promote intellectual security in learners of English as a foreign language?

Q2: What are the indicators of intellectual security that teachers of English support and teach in the classroom?

Q3-What are the strategies that could be implemented by university teachers to promote intellectual security among learners?

The Significance of the Study

The significance of the current investigation consists of three major points:

1-It contributes to the identification of the role that university teachers play in the realm of English language in fostering intellectually secure learners.

2-It suggests certain preventive measures applicable in the EFL classroom so as to equip learners both mentally and psychologically to deal with 'electronic extremism' that is related to dissemination of perverse and deviant views across social media networks.

3- It highlights the urgent need, in the light of current global circumstances, to enhance teacher's awareness about the significant role they should play in order to nurture positivity and moderation when tackling political, religious and cultural issues learners and protect them from negativity in all its shades.

Limitation of the Study

□ This study was limited to the identification of the role played by EFL

teachers in providing the intellectual security among EFL learners.

□ This study was conducted at the beginning of the academic year (2019/ 2020).

□ This study was limited to Baji Mokhtar university and to the department of English language in particular.

Theoretical Framework

Recently, the concept of « intellectual security » is gaining an increasingly growing popularity in contemporary literature. Yet, it is, in essence, as Waswas & Gasaymeh (2017, p.194) put it « as old as human society ». It has been defined by Alharbi (as qtd. in Hussain, 2017, p 158) as the provision of « early intellectual immunity for the individual to access the moderation in dealing with religious, social and political matters ».

Moreover, Thuwainy and Mohammed (as qtd. in Al-Osaimi & Al-Sufyani, 2018, p. 156) perceive intellectual security as:

«protecting student's ideas, minds and thoughts from every belief and wrong behavior that would pose a threat to the security and stability of society. In addition to that, Abikchi and Ferkani (as cited in Al-Osaimi & Al-Sufyani, 2018, p.156) view intellectual security as «the sense of spiritual, physical and mental safety in a way that does not contradict religion, principles, ideals and ethics of individuals and societies, and that does not negatively affect the thoughts and lives of others ».

Underscoring the importance of the concept, Afifi (2004) asserts that the achievement of intellectual security in the first place leads to the realization of other forms of security given the fact that the mind stands as the starting point for any kinds of action and behaviors and thus represents, accordingly, the basis of responsible and conscientious leadership. Following this line of thought, the concept of intellectual security is not regarded merely as a cultural and intellectual goal but it is also a political and national target (Waswas & Gasaymeh, 2017) since it represents the motor of the country's social and economic advancement and the the guarantee of national stability and welfare.

The foregoing readings in the literature show that there are many studies that have explored the concept of intellectual security across various educational settings (Al-Luwaihik, 2005). In this respect, Al-Jaser (2017) has investigated the role that English language teachers play in developing intellectual security among high school learners. Besides, Al-Edwan (2016) has sought to explore the concept of intellectual security in educational national curricula and has emphasized the importance of consolidating the teaching of concepts of intellectual security among students. Moreover, Ashrifeen et al. (2015) have emphasized the need to enhance student's intellectual awareness and equip them with appropriate tools and skills to manage threatening and challenging circumstances. Furthermore, Al-Sulaiman (2006) has investigated the contribution that the school board administration brings to the development of intellectual security among students in the kingdom of Saudi Arabia. In addition to that, Al-Rebi (2009) examined the role that educational institutions such as university play in the refinement of human character among university students.

Endorsing the findings of previous investigations in the concept of intellectual security, we attempt through the present study to explore the role that university teachers play in shaping learner's intellectual security. As an extension to what has been accomplished in the realm of English language learning abroad, focus was put in studying the concept of intellectual security in relation to local Algerian realities. Decision was made as to selecting the descriptive analytical approach as it is deemed more suitable for the objectives and the scope of the current research.

Method and Procedures

The target population included the 60 EFL teachers at the Department of English Language, Faculty of Letters, Human and Social Sciences, Badji Mokhtar University –Annaba during the academic year 2019-2020. We randomly selected 30 teachers and we sent them the questionnaires via an email where we explained, by the same occasion, the aims and rationale of the investigation. Additionally, the paper version of the questionnaire was left at the level of the secretary to facilitate accessibility for teachers.

At the end of the process, we were able to collect 26 questionnaires that were handed in by the English language teachers. The preliminary debriefing of data shows that the respondents were in charge of different modules related to both graduate (Licence) and post-graduate level (Master 1 and Master2) and taken from the three streams taught in the field of EFL namely, linguistics; British/American literature and British/American civilization.

Table 1: Distribution of the Study Sample

Variable	Level	Frequency	Percentage
Gender	Male	3	11, 53
	Female	23	88, 46
Academic Level	Licence degree	0	
	Magister degree	21	80, 76
	Doctorate degree (PhD)	5	19, 23
Years of Experience Yin Teaching	Less than 5 years	2	7, 69
	From 5-10 years	19	73, 07
	More than 10 years	5	19, 23
	Sub total		

Preliminary data recorded in Table 1 demonstrate that:

□ The proportion of female English language teachers (88, 46%, n=23) was superior to that of males (11, 53%, n=3) in the sample. This tallies with the number of female teacher in the whole population that is largely superior than that of male teachers. This could be explained by the fact that females tend to be more attracted than males towards language arts and foreign language learning and thus often engage in careers in this area.

□ The highest proportion of teachers of English (80, 76%, n=21) in the sample have a magister degree as compared with (19, 23%, n=5) who got a doctorate degree.

□ Teachers of English in the sample who opted for the experience category (5-10 years) got the highest percentage (73, 07, n=19) in the sample while teachers who have selected the experience category (less than 5 years) got the lowest percentage (7, 69%, n=2) recorded in the sample. This denotes that the majority of the informants are well-experienced in English language teaching.

The Study Method

A questionnaire survey was developed, on the basis of readings in the literature, in order to collect information from the sample regarding teacher's views as to whether they encourage

the development of intellectual security via the use of instructional strategies in the EFL classroom. Based on the analytical study of Al-Osaimi and Al-Sufyani (2018) carried out in the intellectual security concepts in the English textbooks of the intermediate stage in Saudi Arabia, endeavour was made to design a questionnaire that encompasses (7) intellectual security concepts namely, *islamic ideology*; *national belonging*; *cultural belonging*; *dialogue and accepting others*; *positive thinking*; *human rights* and *good citizenship*.

In addition to that, decision was made to include (5) indicators for each intellectual security concepts respectively, out of a total of 44 indicators in the original list proposed by the authors. It is worth noting that according to Al-Osaimi & Al-Sufyani (2018), the list was revised by (7) specialists in curricula development in the area of teaching English language and was therefore been subject to substantial modification and refinement.

Besides, given the fact that the questionnaire in its original form targeted basically the Saudi context, we deemed important to reconsider the wording of items and to insert slight modifications in order to fit the Algerian cultural setting. In addition to that, we kept the seven domains and deleted 9 indicators as they do not meet, in our view, the objectives of the study. Hence, the adapted final version of the concepts of intellectual security in the present investigation is inclusive of 7 domains and 35 indicators (see Appendix 1).

Results and Discussion

The present study aims at determining the role that university teachers play in promoting intellectual security among EFL learners. In accordance with the research questions and aims, the following results were reported:

Domain 1: Islamic Ideology

* Do you think that the programmes you teach in the EFL classroom entails some aspects of Islamic ideology? YES / NO

Table 2: Teachers Responses Towards Islamic Ideology

Q/N	Yes	No	Total
1	23, 07%	76, 92%	100%

Table 2 demonstrates that 20 teachers of English (76, 92%) do not think that they include aspects of islamic ideology in the curricula taught to EFL learners as compared with 6 teachers (23, 07%) who reported the opposite.

*Would you please select from the following list the concepts of Islamic ideology that you teach in the EFL classroom?

1. Tolerance and respecting others.
2. Giving gentle advice.
3. Presenting Islamic moderation.
4. Presenting Islamic cultural identity.
5. Accepting religious pluralism among nations.

Table 3: Concepts of Islamic Ideology Taught by Teachers

Indicators /Number	Percentae	Total
The concept of Islamic Ideology		99.97%
1. Tolerance and respecting others	23, 07%	
2. Giving gentle advice	7, 69	
3. Presenting Islamic moderation	11, 53	
4. Presenting Islamic cultural identity	11, 53	
5. Accepting religious pluralism among Nations	46, 15	

As shown in table 3, 12 teachers (46, 15%) opted for the indicator 5 (accepting religious pluralism among nations); 6 teachers (23, 07%) selected the indicator 1 (tolerance and accepting others); an equal proportion (11, 53%, n=3 teachers) selected the indicator 3 (presenting Islamic moderation) and the indicator 4 (presenting Islamic cultural identity respectively and 2 teachers (7, 69%) opted for giving gentle advice. It is

worthstating that teacher's responses underline the need for including lessons and materials into EFL curricula that present Islamic moderation and and counterbalance some 'radical views diffused by media and social networks.

Domain 2: National Belonging

* Do you think that the programmes you teach in the EFL classroom

entails some aspects of national belonging ? YES / NO

Table 4: Teachers Responses towards National Belonging

Q/N	Yes	No	Total
1	26, 92%	73, 07%	100%

Table 4 denotes that 20 teachers (76, 92%) do not think that they include aspects of national belonging in the curricula taught to EFL learners as compared with 6 teachers (23, 07%) of the teachers who opted for the opposite situation.

*Would you please select from the following list the concepts of national belonging that you teach in the EFL classroom?

6. Appreciating the role of society institutions in saving security and

order.

7. Adopting values and ethics of society.

8. Giving priority to public interest over personal interest.

9. Representing the value of work and responsibility.

10. Representing the value of contribution to work and production.

Table 5: Concepts of National Belonging Taught by Teachers

Indicators /Number	Percentage	Total
The concept of National Belonging		
6. Appreciating the role of society institutions in saving security and order	11, 53%	
7. Adopting values and ethics of society	19, 23%	
8. Giving priority to public interest over personal interest	3, 84%	
9. Representing the value of work and responsibility	38, 46%	
10. Representing the value of contribution to work and production	26, 92%	

Table 5 shows that 10 teachers (38, 46%) of the teachers opted for the indicator 9 (representing the value of work and responsibility) ; 7 teachers (26, 92%) selected the indicator 10 (representing the value of contribution to work and production) ; 5 teachers (19, 23%) selected the indicator 7 (adopting values and ethics of society) ; 3 teachers (11, 53%) opted for the indicator 6 (appreciating the role of society institutions in saving security and order) and 1 teacher (3, 84%) of the teachers selected the indicator 8 (giving priority to public interest over personal interest). Results denote that more attention should be given to creating a sense of local and national belonging in learners and enhancing their engagement to social and community interests.

Domain 3: Cultural Belonging

* Do you think that the programmes you teach in the EFL classroom entails some aspects of cultural belonging? YES / NO

Table 6: Teachers Responses towards Cultural Belonging

Q/N	Yes	No	Total
1	42, 30%	57, 69%	100%

Table 6 indicates that 15 teachers of English (57, 69%) do not think that they include aspects of cultural belonging in the curricula taught to EFL learners as compared with 11 teachers (42, 30%) who opted for the opposite situation.

*Would you please select from the following list the concepts of cultural belonging that you teach in the EFL classroom?

11. Respecting Arab and Muslim scientists and intellectuals.

12. Feeling of pride towards Arabic and Algerian culture.

13. Cultural identity of Algerian society.

14. Knowledge and information about different world cultures.

15. Openness to cultural interdependence among nations.

Table 7: Concepts of Cultural Belonging Taught by Teachers

Indicators /Number	Percentage	Total
The concept of cultural belonging		100%
11. Respecting Arab and Muslim scientists and intellectuals	11, 53%	
12. Feeling of pride towards Arabic and Algerian culture	11, 53%	
13. Cultural identity of Algerian society	11, 53%	
14. Knowledge and information about different world cultures	34, 61%	
15. Openness to cultural interdependence among nations.	30, 76%	

As shown in table 7, 9 teachers (34, 61%) opted for the indicator 14 (knowledge and information about different world cultures) and 8 teachers (30, 76%) selected the indicator 15 (openness to cultural interdependence among nations. Besides, an equal proportion of teachers (11, 53% n=3,) selected the

indicator 11 (respecting Arab and Muslim scientists and intellectuals); the indicator 12 (feeling of pride towards Arabic and Algerian culture) and the indicator 13 (cultural identity of Algerian society) respectively. It can be deduced from the findings that teachers should reinforce 'students' respect for the Arab capital and Islamic legacy. In addition to that, teachers should strengthen students' endeavors to capture their sense of belonging and cultural identity. This stems from our belief that the Algerian cultural identity is the amalgam of interestingly rich complexities that combine

both Arab and Berber segments. Hence, attempts should be made to protect both the Arab and Berber heritage as the repository of local and national identity.

Domain 4: Dialogue and Accepting Others

* Do you think that the programmes you teach in the EFL classroom

entails some aspects of dialogue and accepting others ? YES / NO

Table 8: Teachers Responses towards Dialogue and Accepting Others

Q/N	Yes	No	Total
1	53, 84%	46, 15%	100%

Table 8 shows that 14 teachers (53, 84%) report that they include aspects of dialogue and accepting others in the curricula taught to EFL learners as compared with 12 teachers (46, 15%) who opted for the opposite situation.

*Would you please select from the following list the concepts of dialogue and accepting others that you teach in the EFL classroom?

16. Avoiding ridicule

17. Islamic rules regulate the relationship of Muslims to others.

18. Respecting multiculturalism between societies.

19. Respecting different views and opinions.

20. Commitment to the rules of debate

Table 9: Concepts of Dialogue and Acceptance of Differences Taught by Teachers

Indicators /Number	Percentage	Total
The concept of dialogue and accepting others		
16. Avoiding ridicule	0%	
17. Islamic rules regulate the relationship of Muslims to others.	19, 23%	
18. Respecting multiculturalism between societies.	19, 23%	
19. Respecting different views and opinions.	34, 61%	
20. Commitment to the rules of debate	26, 92%	

As shown in table 9, 9 teachers (34, 61%) opted for the indicator 19 (respecting different views and opinions); 7 teachers (26, 92%) selected the indicator 20 (commitment to the rules of debate); an equal proportion of teachers (19, 23%, n=5) selected the indicator 17 (Islamic rules regulate the relationship of Muslims to others) and the indicator 18 (respecting multiculturalism between societies) respectively. It is worth noting that no the indicator 16 (avoiding ridicule) was not chosen by the respondents. It is worth stating that teachers should instruct learners tolerance and respect of differences to enhancing their intersubjectivity and empathy as paramount to developing their social and emotional intelligence. The encouragement of intercultural dialogue is likely, therefore, to widen learners' horizons

and make them acquire a better sense of the world around them.

Domain 5: Positive Thinking

*Do you think that the programmes you teach in the EFL classroom entails some aspects of positive thinking? YES / NO

Table 10: Teachers Responses towards Positive Thinking

Q/N	Yes	No	Total
1	38, 46%	61, 53%	100%

Table 10 demonstrates that 16 teachers of English (61, 53%) do not think that they include aspects of positive thinking in the curricula taught to EFL learners as compared to 10 teachers (38, 46%) of the teachers who opted for the opposite situation.

*Would you please select from the following list the concepts of positive thinking that you teach in the EFL classroom?

21. Accepting pluralism in intellectual opinions, thoughts, and trends.

22. Rejecting intellectual violence with others.

23. Rejecting intolerance to a particular opinion, thought or doctrine.

24. Developing higher-order thinking skills.

25. Spending free time productively.

Table 11: Concepts of Positive Thinking Taught by Teachers

Indicators /Number	Percentage	Total
The concept of positive thinking		
21. Accepting pluralism in intellectual opinions, thoughts, and trends.	23, 07%	
22. Rejecting intellectual violence with others.	23, 07%	
23. Rejecting intolerance to a particular opinion, thought or doctrine.	26, 92%	
24. Developing higher-order thinking skills.	11, 53%	
25. Spending free time productively	15, 38%	

Table 11 denotes that 7 teachers (26, 92%) opted for the indicator 23 (rejecting intolerance to a particular opinion, thought or doctrine) ; an equal proportion of teachers (23, 07%,

n=6) selected the indicator 21 (accepting pluralism in intellectual opinions, thoughts, and trends) ; and the indicator 22 (rejecting intellectual violence with others), respectively. Furthermore, 4 teachers (15, 38%) of the teachers selected the indicator 25 (spending free time productively) and a small proportion of (11, 53%, n=3) selected the indicator 24 (developing higher-order thinking skills). It should be stated that teachers play a central role in nurturing a positive thinking in learners. When learners adopt a positive approach in dealing with their academic events, they are likely to excel in coping with aversive circumstances and transform them, through the positive energy they acquired, into successful enriching experiences.

Domain 6: Human Rights

*Do you think that the programmes you teach in the EFL classroom entails some aspects of human rights? YES / NO

Table 12: Teachers Responses towards Human Rights

Q	Yes	No	Tot
/N			al
1	50%	50%	10
			0%

Table 12 indicates that half of the teachers of English (50%, n=13) think that they include aspects of human rights in the curricula taught to EFL learners whereas the same proportion of teachers (50%, n=13) opted for the opposite situation.

*Would you please select from the following list the concepts of human rights that you teach in the EFL classroom?

26. Respecting people.
27. Compassion and mercy with people.
28. Maintaining privacy.
- 29 The right to work.
30. Freedom of expression.

Table 13: Concepts of Human Rights Taught by Teachers

Indicators /Number	Percentage	Total
The concept of human rights		
26. Respecting people.	30, 76%	
27. Compassion and mercy with people	11, 53%	
28. Maintaining privacy.	11, 53%	
29 The right to work.	23, 07%	
30. Freedom of expression.	23, 07%	

As displayed in table 13, 8 teachers (30, 76%) opted for the indicator 26 (respecting people). Besides, an equal proportion of (23, 07%, n=6) selected the indicator 29 (the right to work) and the indicator 30 (freedom of expression), respectively. Moreover, an equal proportion of teachers (11, 53%, n=3) opted for the indicator 27 (compassion and mercy with people) and the indicator 28 (maintaining privacy) respectively. It is interesting to note that introducing *human rights education* to university learners is central to acquiring high level of human rights reasoning and reflection. This can be achieved through creating opportunities for them where they can freely exercise their own rights and at the same time venerating the rights of others.

Domain 7: Good citizenship

*Do you think that the programmes you teach in the EFL classroom

entails some aspects of good citizenship ? YES / NO

Table 14: Teachers Responses towards Good Citizenship

Q/N	Yes	No	Total
1	42, 30%	57, 69	100%

As reported in table 14, 15 teachers (57, 69 %) do not think that they include aspects of good citizenship in the curricula taught to EFL learners as compared with 11 teachers (42, 30%) who opted for the opposite situation.

*Would you please select from the following list the concepts of good citizenship that you teach in the EFL classroom?

31. Protect country and maintain its stability.

32. Better use of public resources.

33. Protecting the environment.
34. Dealing with media and internet in scientific ways.
35. Developing a sense of social responsibility

Table 15: Concepts of Good Citizenship Taught by Teachers

Indicators /Number	Percentage	Total
The concept of good citizenship		
31. Protect country and maintain its stability	15, 38%	
32. Better use of public resources	15, 38%	
33. Protecting the environment	19, 23%	
34. Dealing with media and internet in scientific ways.	19, 23%	
35. Developing a sense of social responsibility	30, 76%	

Table 15 demonstrates that 8 teachers (30, 76%) opted for the indicator 35 (developing a sense of social responsibility). Besides, an equal proportion of (19, 23%, n=5) selected the indicator 33 (protecting the environment) and the indicator 34 (dealing with media and internet in scientific ways) respectively. Moreover, an equal proportion (15, 38%, n= 4) of students opted for the indicator 31 (protect country and maintain its stability) and the indicator 32 (better use of public resources) respectively. It is our contention that teachers should introduce 'citizenship education' as a separate course to be taught to university learners. Through upholding ethical and moral values of citizenship, teachers constitute a fundamental source of inspiration for learners to engage in a thoughtful reconciliation between personal expectations and community interests.

Recommendations and Proposals

In light of the results emanating from the current study, we recommend the following:

- Consolidating the role and effectiveness of teachers by creating for them spaces of action where they can create instructional and educational strategies that enhance intellectual security among EFL learners.

- Enhancing the awareness of university teachers and academicians about the significance of developing intellectual security through organizing seminars, lectures and conferences.
- Consolidating values of tolerance and respect for differences among university students and protecting their minds from obscurantist Indoctrination.
- Including the teaching of security education as a central course in EFL curricula and programmes.
- Organizing specialized training courses for university teachers on the best ways to teach and cultivate intellectual security among learners.
- Training learners to regulate their thinking and ‘self-protect’ themselves from extremist and fanatic ideologies through engaging in artistic, cultural and social endeavors and activities.

Conclusion

The current study has brought illumination to the concept of intellectual security a set of recommendations for the promotion of intellectual security among EFL university learners. It is our belief that the achievement of intellectual security could be realized through the medium of education. The latter could stand as the guarantee of ethical, moral and healthy behaviours.

We are persuaded that the university teachers could have a strong influence in enlightening the society through establishing healthy norms of conduct, correcting deviant immoral behaviors and amending irrational and faulty misconceptions. Developing intellectually secure learners would pave the path towards consolidating the political; economic and social ‘tranquility’ of the community at large.

We trust that instilling intellectual security among EFL learners ‘empower’ them to be in a better position to self-control themselves and secure their identity from some foreign, external sources that target the destruction of domestic, national culture via some implicit, covert, perverse plans and agendas.

It is our belief, hence, that the dissemination of values of intellectual security among Algerian students would ‘secure’ their minds and prevent them from adopting ideologies that would put the stability and the sovereignty of the nation into jeopardy. Indeed, nurturing an intellectually secure mind among

Algerian university learners would immunize them against unhealthy sources of influence and enable them to remain focused and efficient in the pursuit of their personal and academic goals.

Appendix1

This questionnaire aims at determining the role that university teachers specialized in English language play in promoting intellectual security among EFL students. Kindly read the questions and answer them as accurately as possible. The information you provide will remain confidential and will be used solely for the aims of scientific research. I thank you in advance for your collaboration

Dr Amel Sakraoui

Badji Mokhtar University Annaba

Kindly put (√) in the appropriate box:

Gender: Male Female

Academic Level: Diploma Bachelor Master PhD

Years of Experience in English Teaching

Less than 5 year

5-10 years

More than 10 years

Domain 1: Islamic Ideology

* Do you think that the programmes you teach in EFL classrooms entails some aspects of islamic ideology ? YES / NO

*Would you please select from the following list the concepts of islamic ideology that you teach in the EFL classroom ?

1. Tolerance and respecting others.
2. Giving gentle advice.
3. Presenting Islamic moderation.
4. Presenting Islamic cultural identity.
- 5 .Accepting religious pluralism among nations.

Domain 2: National Belonging

* Do you think that the programmes you teach in EFL classrooms

entails some aspects of national belonging ? YES / NO

*Would you please select from the following list the concepts of national belonging that you teach in the EFL classroom ?

6. Appreciating the role of society institutions in saving security and order.
7. Adopting values and ethics of society.
8. Giving priority to public interest over personal interest.
9. Representing the value of work and responsibility.
10. Representing the value of contribution to work and production.

Domain 3: Cultural Belonging

* Do you think that the programmes you teach in the EFL classroom entails some aspects of cultural belonging? YES / NO

*Would you please select from the following list the concepts of cultural belonging that you teach in the EFL classroom?

11. Respecting Arab and Muslim scientists and intellectuals.
12. Feeling of pride towards Arabic and Algerian culture.
13. Cultural identity of Algerian society.
14. Knowledge and information about different world cultures.
15. Openness to cultural interdependence among nations.

Domain 4: Dialogue and Accepting Others

* Do you think that the programmes you teach in EFL classrooms entails some aspects of dialogue and accepting others ? YES / NO

*Would you please select from the following list the concepts of dialogue and accepting others that you teach in the EFL classroom?

16. Avoiding ridicule
17. Islamic rules regulate the relationship of Muslims to others.
18. Respecting multiculturalism between societies.
19. Respecting different views and opinions.
20. Commitment to the rules of debate

Domain 5: Positive Thinking

*Do you think that the programmes you teach in the EFL classroom entails some aspects of positive thinking ? YES / NO

*Would you please select from the following list the concepts of positive thinking that you teach in the EFL classroom ?

21. Accepting pluralism in intellectual opinions, thoughts, and trends.

22. Rejecting intellectual violence with others.

23. Rejecting intolerance to a particular opinion, thought or doctrine.

24. Developing higher-order thinking skills.

25. Spending free time productively

Domain 6: Human Rights

*Do you think that the programmes you teach in the EFL classroom entails some aspects of human rights? YES / NO

*Would you please select from the following list the concepts of human rights that you teach in the EFL classroom?

26. Respecting people.

27. Compassion and mercy with people.

28. Maintaining privacy.

29 The right to work.

30. Freedom of expression.

Domain 7: Good citizenship

*Do you think that the programmes you teach in the EFL classroom

entails some aspects of good citizenship ? YES / NO

*Would you please select from the following list the concepts of good citizenship that you teach in the EFL classroom?

31. Protect country and maintain its stability.

32. Better use of public resources.

33. Protecting the environment.

34. Dealing with media and internet in scientific ways.

35. Developing a sense of social responsibility

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