

Students' Internalization of Counter-terrorism in Arabic Language Textbooks in Saudi Arabia

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ABSTRACT This study aimed to identify counter-terrorism concepts that are mentioned in Arabic-language textbooks, unveiling the extent to which grade-one secondary school students internalize those concepts, and examining the statistically significant differences in the students' internalization of them. A survey questionnaire was administered to the study sample comprising 60 first graders, and content analysis was employed to analyze three Arabic textbooks, namely: *Syntax and Etymology*, *Arabic Literature*, and *Reading*. The results of the study demonstrated that the textbooks partly covered counter-terrorism concepts and that students averagely internalized these concepts. Additionally, the study found statistically significant differences in the students' internalization of counterterrorism concepts in accordance with their parents' educational backgrounds, favoring those with bachelor's degrees and above. A curriculum review is recommended to explicitly support counter-terrorism concepts and to provide in-service training programs that address gray areas related to teachers' performance of those concepts.