

# The Degree of Arabic Language Teachers' Practice of Integrative Teaching Skills in Saudi Arabia from their Point of View in the Light of Some Variables.

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- **Abstract:** The study aimed to explore the degree to which Arabic language teachers practice integrative teaching skills and their differences according to the variables of gender, academic qualification, and years of experience. The descriptive approach was used in the form of a school survey. The study sample consisted of 239 male and female Arabic language teachers who were selected from Najran region in the Kingdom of Saudi Arabia. A questionnaire was used as an instrument to collect the data after the verification of its validity and reliability. The results showed that the estimated level of the study participants about the degree to which the Arabic language teachers practiced the skills of integrative teaching as a whole came intermediate ( $M= 3.31$ ). Also, there were statistically significant differences in the estimated level of the study participants' degree to which the Arabic language teachers practiced the skills of integrative teaching due to the gender variable in favor of females; the academic qualification in favor of postgraduate studies; years of experience in favor of the longest experience. The study recommended that the Ministry of Education in the Kingdom of Saudi Arabia adopt a strategic plan to contribute to the development of teachers' integrative teaching skills.
- **Keywords:** Integrative teaching skills, School survey, Arabic language, Ministry of Education