

Teaching language Skills at the Secondary Stage in the Light of the Concept of Total Quality

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Abstract : This study aimed at identifying the teaching skills degree of Arabic language teachers at secondary schools in Abha in the Asir region. Additionally, to pinpoint variations in the teaching skills degree those are attributable to characteristics (gender and years of experience). There were (195) Arabic language teachers in the secondary schools in Abha who made up the study's sample, which was selected at random. The researcher developed the study instrument, which included listening skills, reading skills, speaking skills, and writing skills, to gather data. The results showed that the level of teaching skills was generally at a moderate level. Also, reading skills were in the first rank with a moderate degree, followed by the listening skills in the second rank with a moderate degree, while the writing skills were in the third with a moderate degree and the last rank were speaking skills, with a moderate degree. However, there were no statistically significant variations in the means of Arabic language teachers' use of teaching skills from the viewpoint of Arabic teachers in Abha secondary schools that could be attributable to characteristics (gender and years of experience)..

Keywords: Teaching language skills, Arabic teachers, secondary stage

INTRODUCTION

Language is a link in the chain of regular human activity because it plays an important role in human behavior and the consolidation of national identity, creativity, and belonging ¹. Also, language represents human civilization on the face of the earth and is considered one of the most important means of understanding between members of the society itself, and between human societies as a whole ². Language is society's primary means for individuals to acquire a social identity through the integration of the individual with their society ³. Adaptation to society is achieved through the development of language abilities, followed by the development of the ability to communicate with

¹ Nawel MOSTEFAOUI, "Teaching Writing through the Competency Based Approach. The Case of 3rd Year Pupils Scientific Stream at Rabia Fatima Secondary School. Boujlida: Tlemcen_ Algeria," 2019.

² Safia Adjeroud and Riadh Belouahem, "Writing Instruction Under The Competency Based Approach In Algerian Secondary Schools:, Traditions Realities And Perspectives," *مجلة العلوم الإنسانية* (2020): 515, <http://dx.doi.org/10.34174/0079-021-001-032>.

³ and Wondimu Tegegne Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach," *Journal of Literature, Languages and Linguistics* (2019), <http://dx.doi.org/10.7176/jlll/58-03>.

others through language acquisition and mastery ⁴. The human mind has been preoccupied with language since time immemorial, as it is at the heart of human relationships that are based on communication ⁵. A person does not usually keep his thinking inwardly, but rather he senses the original need for expression through writing or speaking with those around him through language ⁶. There are many languages in different societies but mastering their skills remains a matter of possessing national sovereignty and strengthening societal identity ⁷. Therefore, every society directs special attention to its language to preserve it as a means of uniting the people of the country ⁸. The Arabic language is one of the Semitic languages that must be preserved. Paying attention to its education and keeping pace with modern methods is the duty of all governments to prepare generations capable of their mother tongue.

Teaching Arabic is an educational process that guides, encourages, and develops active and passive Arabic language skills and promotes a positive attitude towards the Arabic language. Teaching and learning the Arabic language is of increasing importance to scholars and educators in the Arab world, but the Arabic language faces theoretical and practical obstacles related to its study and teaching methods. This seems clear at present, so it has become necessary to develop methods for teaching the Arabic language and linking it to cultural needs. Mastering the language does not happen overnight; rather it is a cumulative process that takes place through stages. Teaching is a profession that needs someone to master it and understand its role and function ⁹. Teaching is a process that is a scientific and technical product by the teachers themselves, as it is based on three basic pillars, one of which is inseparable from the other: the teacher, the learner, and the method used in teaching ¹⁰.

The method used in teaching is the set of approaches and activities in which the two main parties to the educational process, namely the teacher and the student, participate to reach the end awareness and understanding of the required information with the least effort and the shortest time ¹¹. Teaching has become a science with rules and principles that are based on general psychology courses, educational psychology, education and curriculum, sociology, supervision, and management. It became a planned activity directed at modifying and evaluating the behavior of teachers and learners,

⁴ Martin Bygate, "Sources, Developments and Directions of Task-Based Language Teaching," *The Language Learning Journal* 44, no. 4 (2015): 381–400, <http://dx.doi.org/10.1080/09571736.2015.1039566>.

⁵ Silvia Kunitz and Klara Skogmyr Marian, "Tracking Immanent Language Learning Behavior Over Time in Task-Based Classroom Work," *TESOL Quarterly* 51, no. 3 (2017): 507–535, <http://dx.doi.org/10.1002/tesq.389>.

⁶ Kris Van den Branden, "The Role of Teachers in Task-Based Language Education," *Annual Review of Applied Linguistics* 36 (2016): 164–181, <http://dx.doi.org/10.1017/s0267190515000070>.

⁷ Marta Gràcia, Maria José Galván-Bovaira, and Manel Sánchez-Cano, "Análisis de Las Líneas de Investigación y Actuación En La Enseñanza y El Aprendizaje Del Lenguaje Oral En Contexto Escolar," *Revista Española de Lingüística Aplicada/Spanish Journal of Applied Linguistics* 30, no. 1 (2017): 188–209, <http://dx.doi.org/10.1075/resla.30.1.08gra>.

⁸ C Teixeira and D Gomes, "Insights into Learning Profiles and Learning Outcomes within Introductory Accounting," *Accounting Education* 26, no. 5–6 (2017): 522–552, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84986223144&doi=10.1080%2F09639284.2016.1221767&partnerID=40&md5=6d4afc202694d77bf785251ef0a931b6>.

⁹ Melina Aparici, Elisa Rosado, and Joan Perera, "Later Development of Relative Clauses Across Discourse Genres and Modalities of Production," *Literacy Studies* (Springer International Publishing, 2016), http://dx.doi.org/10.1007/978-3-319-21136-7_13.

¹⁰ Joseph Fridman et al., "Applying the Theory of Constructed Emotion to Police Decision Making," *Frontiers in Psychology* (2019).

¹¹ Andres S Bustamante et al., "Circle Time Revisited: How Do Preschool Classrooms Use This Part of the Day?," *The Elementary School Journal* 118, no. 4 (2018): 610–631, <http://dx.doi.org/10.1086/697473>.

as a result of experience and experimentation ¹². Teaching methods essentially consist of translating general educational purposes and contents into human experiences in educational situations and organizing these situations in a way that leads to the development of learning ability and enabling learners to practice it based on their efforts ¹³.

The teacher is the first human after parents in raising children ¹⁴. Society cannot change the behavior of an individual except through the teacher for the period he spends with him, and this requires the teacher to play his role in positively evaluating the individual to build a normal society and raise a generation that shows the importance of the knowledge he carries after his graduation ¹⁵. The teacher is the most important component of the effective educational process, as he is asked to communicate information in an easy way using an effective and interesting method ¹⁶. This in turn depends on the capabilities and capabilities of the teacher and the success of the teacher in achieving the goals that those interested in teaching Arabic hope for White, Peter & Redder¹⁷. Therefore, he needs to raise his level of professional competence and update his information and teaching methods, and approaches ¹⁸. By taking advantage of the data of the modern era in teaching Arabic, the teacher needs new teaching skills to help him perform his roles to the fullest ¹⁹. Also, he needs modern knowledge and trends in the field of Arabic language teaching that make him far-sighted and more understanding of the requirements of his profession ²⁰. This will not be available to him except through programs and courses to prepare him before the educational service, and the educational, professional, and academic materials provided by these programs help qualify him to carry out his work to the fullest ²¹. The tasks

¹² Patricia L Cleave et al., "The Efficacy of Recasts in Language Intervention: A Systematic Review and Meta-Analysis," *American journal of speech-language pathology* 24, no. 2 (May 2015): 237–255, <https://pubmed.ncbi.nlm.nih.gov/25654306>.

¹³ Olga Gerakopoulou, "Scaffolding Oral Interaction in a CLIL Context: A Qualitative Study," *Selected papers on theoretical and applied linguistics* 21 (2016): 602–613.

¹⁴ Linda Darling-Hammond, "Research on Teaching and Teacher Education and Its Influences on Policy and Practice," *Educational Researcher* 45, no. 2 (2016): 83–91, <http://dx.doi.org/10.3102/0013189x16639597>.

¹⁵ Alesia Malec, Shelley Stagg Peterson, and Heba Elshereif, "Assessing Young Children's Oral Language: Recommendations for Classroom Practice and Policy," *Canadian Journal of Education/Revue canadienne de l'éducation* 40, no. 3 (2017): 362–392.

¹⁶ Shelley Stagg Peterson, Laureen J McIntyre, and Donna Forsyth, "Supporting Young Children's Oral Language and Writing Development: Teachers' and Early Childhood Educators' Goals and Practices," *Australasian Journal of Early Childhood* 41, no. 3 (2016): 11–19, <http://dx.doi.org/10.1177/183693911604100303>.

¹⁷ E J White, M Peter, and B Redder, "Infant and Teacher Dialogue in Education and Care: A Pedagogical Imperative," *Early Childhood Research Quarterly* 30 (2015): 160–173, <http://dx.doi.org/10.1016/j.ecresq.2014.10.008>.

¹⁸ Marta Gràcia et al., "Teaching Practices for Developing Oral Language Skills in Catalan Schools," *Cogent Education* 8, no. 1 (2021), <http://dx.doi.org/10.1080/2331186x.2021.1935647>.

¹⁹ Wannakarn Likitrattanaporn, "The Development of English Language Teaching Skills for Graduate Students through the Process of Learning by Doing," *English Language Teaching* 10, no. 7 (2017): 96, <http://dx.doi.org/10.5539/elt.v10n7p96>.

²⁰ Drew S Fagan, "6. Teacher Embodied Responsiveness to Student Displays of Trouble within Small-Group Activities," *The Embodied Work of Teaching* (Multilingual Matters, 2019), <http://dx.doi.org/10.21832/9781788925501-009>; Muh Barid Nizarudin Wajdi, "Dynamic Learning for the Arabic Language," *EDUTECH: Journal of Education And Technology* 2, no. 2 (2019): 25–31.

²¹ Jonas Nordquist, "Alignment Achieved? The Learning Landscape and Curricula in Health Profession Education," *Medical Education* 50, no. 1 (2015): 61–68, <http://dx.doi.org/10.1111/medu.12844>.

of the teacher in the light of modern education are no longer limited to the transfer of knowledge and indoctrination of students using traditional methods ²².

There are several approaches to developing methods of teaching the Arabic language, perhaps the most prominent of which is the comprehensive quality approach, in light of modern educational trends that may contribute to the development of the preparation of the Arabic language teacher ²³. Accordingly, it has become necessary to pay attention to the continuous development and improvement of teacher preparation programs, and this is linked to the use of quality standards and their employment in a sound scientific manner, to include all aspects of teacher preparation academically, and professionally and educationally (Seven, 2020). Total quality is a modern philosophy that has been applied in community institutions, especially industrial ones, and has proven effective ²⁴. Therefore, educational policymakers began to think about taking advantage of quality to get education out of the crisis it is facing as a result of the growing awareness of society about its needs and aspirations ²⁵. That is why total quality was borrowed from industry to education to obtain quality in education outputs. Therefore, its application in the field of university education has become an urgent necessity, to raise the level of the graduate because it plays a vital role in the renaissance of nations and raising their intellectual, cultural, and cognitive levels ²⁶.

From the foregoing, it becomes clear the importance of the comprehensive quality that must be available in the teaching methods of Arabic language teachers as the pillar and axis of education to achieve better education ²⁷. Especially recent trends call for the need to prepare and rehabilitate teachers in light of the developments in the educational process. The educational process can only achieve the objectives through a teacher who is ready scientifically, educationally, culturally, and socially to keep pace with what is new, direct the courses, and put a proper framework ²⁸. Therefore, the research seeks through this study to reveal the curricula for teaching Arabic language skills at the secondary level in the light of the concept of total quality. Following this concept gives the teacher a clear picture of what should be done in the classroom to reach a satisfactory result, which is beneficial to him, the students, and the educational process as a whole. Evaluating the teacher's performance contributes to correcting the course of the educational process according to scientific and accurate standards.

²² Burcu Ökmen and Abdurrahman Kılıç, "The Effect of Language Teaching Methods on Academic Success in Turkey," *Journal of Education and Training Studies* 4, no. 10 (2016), <http://dx.doi.org/10.11114/jets.v4i10.1767>.

²³ Leila Anjomshoa and Firooz Sadighi, "The Importance of Motivation in Second Language Acquisition," *International Journal on Studies in English Language and Literature* (2015); Leila Anjomshoa and Firooz Sadighi, "Minimalism, Economy, Simplicity, and Children Language Acquisition," *Procedia - Social and Behavioral Sciences* (2015); F. Anjomshoa, L.; Sadighi, "The Importance of Input in Second Language Acquisition," *International Journal on Studies in English Language and Literature (IJSELL)* (2015).

²⁴ Fatima Salim Mohamed Zanqar et al., "The Relationship between Total Quality Management and Service Quality in Higher Education of UAE," *European Journal of Human Resource Management Studies* (2019).

²⁵ Bassam Al-Daibat, "Impact of Leadership Styles in Organizational Commitment," *International journal of business and management review* 5, no. 5 (2017): 25–37.

²⁶ Rakan Issa Al-Kayed and Mujahid Hani Al-Tahrawi, "Barriers Facing Total Quality Management Principles Implementation at Princess Alia University College/Al-Balqa Applied University from Teaching Staff Perspective," *Multicultural Education* 6, no. 4 (2020).

²⁷ Khalid A Almurshidee, "The Implementation of TQM in Higher Education Institutions in Saudi Arabia: Marketing Prospective," *Global Journal of Management and Business Research* 17, no. A1 (2017): 1–7.

²⁸ Gladis Leonor Arias Rodríguez, "Students' Language Skills Development through Short Stories," *Íkala, Revista de Lenguaje y Cultura* 22, no. 2 (2017): 103–118, <http://dx.doi.org/10.17533/udea.ikala.v22n01a07>.

LITERATURE REVIEW

The learning process is a series of activities carried out by the learners and students in educational activities using the educational facilities available to achieve the objectives set by the curriculum²⁹. Learning Arabic is part of the early preparation effort so that students can master the four language teaching skills. Therefore, the Arabic language is prepared in the school to achieve basic language proficiency, which includes four language skills that are taught in an integrated manner, namely listening (listening skill), speaking (speech skill), reading (reading skill), and writing (writing skill)³⁰. At the primary level, emphasis is placed on listening and speaking skills on a linguistic basis, and they are taught in a balanced manner. At the secondary level, all four language skills are taught in a balanced way. At the advanced level of education, it focuses on reading and writing skills, it is expected that students will be able to access all Arabic references³¹.

The purpose of learning Arabic is not to eliminate illiteracy and intensify literacy, but rather to complete students' ability to read and write in Arabic so that they understand the history and the future and enable them to learn lessons from previous generations³². The Arabic language is taught using the learning by objectives method; Where the set of skills and abilities that the student must master is determined, and his achievement of these skills is a condition for his success. The teacher must be aware of the norms and fundamental concepts governing teaching and must develop their application in practice and interactions with pupils³³. The best techniques and procedures for managing a group of pupils must be used by the instructor to arrange and conduct a class. Because teaching is an art that seeks the most effective methods for achieving the intended result in the simplest manner possible, it is not only cerebral indoctrination but rather is based on conscious thought that truly comprehends the subject³⁴.

The student's preparation is well prepared due to his knowledge of the language and its principles. Language does not only express ideas, but also contributes to the formation of concepts because it surrounds many skills and knowledge, and is considered a student's way to meet his needs and implement his demands in society³⁵. Arabic language teachers follow several methods in teaching language skills because these skills in any language are broad and the teacher follows different methods

²⁹ Firdevs GÜNEŞ, "EĞİTİMDE YÖNTEM VE TEKNİK TARTIŞMALARI," *International Journal of Language Academy* 2, no. 5 (2014): 23, <http://dx.doi.org/10.18033/ijla.183>.

³⁰ Kenneth S Pope and Melba J T Vasquez, *Ethics in Psychotherapy and Counseling: A Practical Guide* (John Wiley & Sons, 2016).

³¹ Kunitz and Marian, "Tracking Immanent Language Learning Behavior Over Time in Task-Based Classroom Work"; Abdul Muhid et al., "The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement," *International Journal of Instruction* 13, no. 2 (2020): 847–862.

³² Anjomshoa, L.; Sadighi, "The Importance of Input in Second Language Acquisition."

³³ Nigel Mantou Lou et al., "Complementary Perspectives on Autonomy in Self-Determination Theory and Language Learner Autonomy," *TESOL Quarterly* 52, no. 1 (2017): 210–220, <http://dx.doi.org/10.1002/tesq.403>.

³⁴ Adjeroud and Belouahem, "Writing Instruction Under The Competency Based Approach In Algerian Secondary Schools:, Traditions Realities And Perspectives."

³⁵ Achmad Sani Supriyanto and Eka Afnan Troena, "Pengaruh Kecerdasan Emosional Dan Kecerdasan Spiritual Terhadap Kepemimpinan Transformasional, Kepuasan Kerja Dan Kinerja Manajer (Studi Di Bank Syari'ah Kota Malang)," *Jurnal Aplikasi Manajemen* 10, no. 4 (2012): 617–693.

in teaching them. The educational activities that actively contribute to the development of students' language skills are diverse and numerous³⁶. These activities include educational games, listening to or reading stories, songs, and archives, in addition to theatrical activity, theatrical activity, and trips, which necessitate the children to engage in other activities while learning linguistic concepts³⁷, including:

Listening: An activity of communication activities between humans and the instrument through which the oral message and speech are received. all approaches to language teaching have recognized that the student's first contact with the language is through listening; Rather, it is almost the only contact with the language in the first year of life, as the student arrives at school with learned patterns of speech based on what he has heard. Listening is done by ear, by listening to the source of the linguistic sound. Because a person in most cases does not learn the other arts of language unless he is preceded by listening, meaning that a child cannot speak unless he has a good sense of hearing since his birth. Hence, we find children who suffer from health problems related to the receiving organs are delayed in the production of language³⁸.

Reading: the second source after listening to obtain information, ideas, and feelings that others have. It is intended to find the link between spoken language and written symbols. The language of speech consists of meanings and words that give rise to these meanings. The foundations of teaching a student to read are centered around the student's learning environment. That is, about the syllabus for learning to read, the syllabus, and the way the teacher uses it in the classroom to help the student learn to read. Therefore, the teacher must make sure, before starting to teach reading, that the student's physical readiness is sufficient to learn to read. Because the correct student is better able to achieve academic achievement than the sick student because of the importance of the senses in the process of reading. The ears, eyes, hands, and speech apparatus are all factors affecting the formation of the ability to read³⁹.

Speaking: An effective method in the early stages of human life. We are happy at the moment the child begins his speech, and by talking to him we set his language for him so that his tongue straightens, and with it the child achieves sociality, listening does a lot of his affairs and private life. Wilson distinguishes between three terms in the field of speech education: speech: means the ability to correctly use the language, while speaking: the ability to use the appropriate language in its context, and speaking here other than speech includes verbal language and accompanying language⁴⁰.

Writing: Writing, like reading, is a communicative activity that belongs to written productive skills. If reading is a process in which an individual decodes and converts the message from a printed text to

³⁶ Pope and Vasquez, *Ethics in Psychotherapy and Counseling: A Practical Guide*; Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

³⁷ Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

³⁸ Pope and Vasquez, *Ethics in Psychotherapy and Counseling: A Practical Guide*; Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

³⁹ Pope and Vasquez, *Ethics in Psychotherapy and Counseling: A Practical Guide*; Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

⁴⁰ Pope and Vasquez, *Ethics in Psychotherapy and Counseling: A Practical Guide*; Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

oral speech. Writing is a process by which an individual transforms symbols from oral speech into printed text. Writing is a combination of symbols to convey the message to the reader. The motivation to learn writing creates for both the teacher and the learner better conditions by mastering the written activity and achieving its desired educational goals. The motivation of students is aroused by the set of actions and practices carried out by the educational institution, especially schools, to put the student in an effective atmosphere, which pushes them to engage in this activity with vitality ⁴¹.

There are several approaches to developing the skills of teaching Arabic, the most prominent of which is the comprehensive quality approach ⁴². Accordingly, it has become necessary to pay attention to the continuous development and improvement of teaching skills, which is related to the use of quality standards and their employment in a sound scientific manner (Surendran, 2018). The concept of total quality in education is based on a set of basic principles that will help reach a high level of outstanding performance and desired results ⁴³. Total quality also focuses on urging individuals within the system to work to achieve these principles to meet the needs of students, taking into account the continuity of improving programs and services ⁴⁴. The importance of the overall quality of the educational institution lies in forming a clear vision of the nature of its role, setting specific goals that it seeks to achieve, defining expected levels of performance, directing the efforts of employees, and providing an objective reference for which to judge the prevailing practices (Ravindran & Kamaravel, 2016). This leads to the accurate identification of performance gaps and strengths in planning programs, achieving optimal investment of resources, improving outputs and outputs, motivating employees towards the continuous pursuit of professional self-development, and pushing them towards creativity in performing their roles ⁴⁵. Finally, the overall quality of the educational institution contributes to the prediction of educational problems before they occur to take the right measures promptly ⁴⁶.

The teacher is the pillar of education as one of the important human elements that play an important role in the educational institution and bears the greatest burden in the success and achievement of the institution's goals ⁴⁷. Therefore, constantly evaluating the efficiency of the teacher is necessary to ensure the quality of the rest of the educational system elements because of its direct connection to

⁴¹ Pope and Vasquez, *Ethics in Psychotherapy and Counseling: A Practical Guide*; Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

⁴² Iftikhaar Ahmad Wani and Hakim Khalid Mehraj, "Total Quality Management in Education: An Analysis," *International Journal of Humanities and Social Science Invention* 3, no. 6 (2014): 71–78.

⁴³ Adib Rifqi Setiawan, "Pendidikan Untuk Pembangunan Berkelanjutan" (Center for Open Science, 2019), <http://dx.doi.org/10.31227/osf.io/qhtjg>.

⁴⁴ Hanaa Sabra, Omima Abd El zaher, and Soad Mohamed, "Obstacles of Implementing Total Quality Management in Higher Education Institutions: Academic Staff Perspective," *Assiut Scientific Nursing Journal* 8, no. 23 (2020): 49–61, <http://dx.doi.org/10.21608/asnj.2020.48634.1067>.

⁴⁵ L Pushpa, "Implementation of Total Quality Management in Higher Education Institutions," *International Journal of Scientific Engineering and Research* 1, no. 5 (2016).

⁴⁶ Devika Putri Kistiani and Johar Permana, "The Importance of Application Total Quality Management at Higher Education," *Proceedings of the 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)* (Atlantis Press, 2020), <http://dx.doi.org/10.2991/assehr.k.200130.165>.

⁴⁷ George Orlov et al., "Learning during the COVID-19 Pandemic: It Is Not Who You Teach, but How You Teach," *Economics Letters* 202 (2021): 109812.

the achievement of educational goals and the ability to organize, manage and implement educational experiences in the direction of the specific goals for each of them, which allows him to participate in achieving the desired goals of education ⁴⁸. The objectives and quality of education will not be achieved unless a good teacher is found in his performance. Therefore, most educational and educational institutions in different parts of the world have sought to constantly develop the teacher's performance to keep pace with the successive global changes that are affected by education ⁴⁹. Therefore, educational and educational institutions focused on setting comprehensive quality standards for teacher performance. These standards were numerous and varied from one society to another. This diversity is due to the different environments, cultures, goals, aspirations, and needs of each society.

METHOD

The quantitative approach was employed by the researcher as a suitable scientific method to explain the many events and phenomena that impact the researchers. This data has a high scientific value since it describes the features of the examined event, collects information about it, and follows it up in the field to get genuine data

Research Population and Sample

The research population consisted of all Arabic language teachers for the secondary stage working in government schools in the city of Abha, who numbered (613) teachers, according to the statistics of the Saudi Ministry of Education. (282) Arabic language teachers for the secondary stage working in public schools in the city of Abha were chosen as the study sample based on Morgan's table. The questionnaire was delivered to them using a simple random approach, and (195) Arabic language teachers completed the survey items. Table (1) describes the characteristics of the study sample.

Table 1: Profile of Respondents (N=282)

Variables	Category	N	%
Gender	Male	125	64.1
	Female	70	35.9
Years of experience	Less than 5 years	36	18.5
	5-10 years	127	65.1
	More than 5 years	32	16.4

Frequencies and percentages were determined based on the factors of gender and years of experience to determine the characteristics of the research sample. According to Table 1, male respondents made up the majority of the sample (64.1%), while female respondents made up (35.9%) of the sample. Table 1 also revealed that the bulk of the study sample (65.1%) had 5-10 years of practical experience, while (18.5 %) has less than 5 years and (16.4%) has more than 5 years.

Research Instrument

⁴⁸ Gràcia et al., "Teaching Practices for Developing Oral Language Skills in Catalan Schools."

⁴⁹ Teixeira and Gomes, "Insights into Learning Profiles and Learning Outcomes within Introductory Accounting."

Refer to the theoretical literature and several previous studies such as Omran and laban (2013), Alshareef (2016), and Leyazidi (2017) which dealt with teaching skills, where a questionnaire was built in the initial form of (41) items, divided into four dimensions: listening skill, reading skill, speaking skill and writing skill.

Instrument Validity

The validity of the study instrument was verified by presenting it to several faculty members working in Saudi universities. were requested to read the research instrument's items and comment on the accuracy of the linguistic formulation, the suitability of the questions to their dimensions, the elimination of comparable things, and to propose what they thought fit. After considering the arbitrators' comments, the questionnaire was reduced to (35) items dispersed among the same dimensions as previously.

Instrument Reliability

The alpha-Cronbach equation was used to determine the reliability coefficient for all instrument dimensions, which is one of the approaches used to quantify the reliability of the internal consistency for all instrument items and the most appropriate one in survey research. Table 2 displays the alpha-Cronbach coefficient for the study instrument's dimensions as well as the instrument as a whole.

Table 2: Test of Cronbach Alpha

Dimensions	Value of Cronbach Alpha
Listening skill	0.713
Reading skill	0.801
Speaking skill	0.729
Writing skill	0.789
Total	0.706

Cronbach's alpha coefficients for the four dimensions varied from (0.713) to (0.801). Furthermore, the data revealed that the instrument's overall Cronbach's alpha coefficient is (0.706). According to Saunders and Townsend (2018), these values are adequate and acceptable reliability coefficients that show the instrument's validity in achieving the present study's aims.

Data analysis

Following the unpacking of the sample members' responses, the data was encoded and input into a computer. The data were statistically analyzed using the Statistical Package for Social Sciences (SPSS). Some statistical approaches include:

- Frequency, a means value, a percentage, and a standard deviation.
- An independent t-test to investigate the influence of the gender variable on the outcomes.

- one-way ANOVA was used to evaluate for statistically significant variations in Arabic language instructors' competence evaluations depending on years of experience in the research sample. When comparing two means, the independent samples test is used, and when comparing three or more, an ANOVA one-way test is used (Cuevas, Febrero & Fraiman, 2004).

The researcher utilized the following criteria to establish how important teaching skills are:

Table 3: criteria to judge the degree of importance of training needs

Mean	Decision
1,00-2.33	Low (L)
2.34-3.67	Moderate (M)
3.68-5.00	High (H)

<i>Aspect</i>	<i>Wellbeing Aspect</i>	<i>Question</i>	<i>Statement</i>		
Wellbeing	Eudemonic/ Psychological	Q1	I have been feeling emotionally stable and sure of myself		
		Q2	I have been in firm control of my behavior, thoughts, emotions, or feelings		
		Q3	I have been waking up fresh and rested		
		Q7	I was concerned or worried about my studies		
	Hedonic/ Subjective	Q4	I have been under or felt I was under any strain, stress, or pressure.		
		Q5	I felt satisfied or pleased with my studies		
		Q6	I felt that my daily life is full of things that are interesting to me		
		Learner's Autonomy	Readiness	Q10	It is easy for me to perform well in my study
				Q14	During the process of studying, I keep in line with my predetermined plan
				Q17	I feel more comfortable when I study independently after class
	Q19		I can manage situation in which I study to make myself comfortable		
	Q22		I think my studies are too hard		
Responsibility	Q9		I make effort to overcome emotional issues that may hinder my study progress		
	Q11		I clearly understand the teacher's intention during in class learning activities		
	Q15	During my studies, I check and correct my comprehension of the previous studied materials			
	Q18	I feel that I can adapt well with teaching styles of my lecturers			
	Q21	I always evaluate all materials and progresses I make			

Decision Making	Q24	I can consider that my academic stuff run well based on my expectation and preparation
	Q8	I take advantage of various opportunities from my studies in my daily activity
	Q12	If I realize that my study style is impractical, I quickly find a more suitable one
	Q13	I always study together with other people to gain more insights
	Q16	I can select and prioritize what to study out of class
	Q20	I need peer supports when I study
	Q23	I can apply all I learned in class in my daily lives

RESULT AND DISCUSSION

Table (4) shows the mean score and standard deviations of the degree to which Arabic teachers' teaching skills were extracted to answer the issue of the extent to which Arabic language teaching skills among secondary school students in the Asir region.

Table 4: Means and standard deviation

N	Item	Mean	St. dev	Result
Listening skill				
1	Mindfulness and focus on what is being listened to.	3.90	1.17	H
2	Understand the important idea of speech	3.88	1.18	H
3	Identify the main ideas of the speech	3.13	1.37	M
4	Understand oral instructions	3.15	1.33	M
5	Audio summary	3.80	1.27	H
6	Distinguishing between right and wrong	3.13	1.31	M
7	Understand the relationships between audible thoughts	3.55	1.25	M
8	Choose the right ideas and keep them in memory	3.55	1.27	M
9	Good listening and interaction with the speaker	4.15	1.05	H
Total		3.58	0.69	M
Speaking skill				
10	Express the topic clearly	3.23	1.26	M
11	Think about the topic of conversation and delve into it.	3.21	1.25	M
12	Choose words that help clarify the meaning	3.23	1.26	M
13	Avoid ambiguous words and meanings	3.26	1.23	M
14	Change the tone of voice according to the requirements of the conversation.	3.28	1.21	M
15	The use of emotional grooming according to the nature of the listeners	3.27	1.27	M
16	Use the rules of pronunciation according to the exits of the letters	3.28	1.27	H

17	Use examples and similes to attract the listener	3.18	1.30	M
18	Responding to listeners' reactions	3.17	1.35	M
Total		3.23	0.79	M
Writing skill				
19	Correct spelling	3.52	1.29	M
20	Avoiding colloquial words in writing	3.51	1.30	M
21	Expression in complete sentences	2.71	1.35	M
22	Font quality and clarity	2.93	1.36	M
23	Idea Presentation Sequence	3.63	1.28	M
24	Record ideas and information	3.43	1.13	M
25	Recapitulation writing	3.36	1.29	M
Total		3.30	0.80	M
Reading skill				
26	Main idea conclusion	4.27	1.00	H
27	Deducing the implied meaning of the text	4.17	1.13	H
28	Distinguishing between truth and personal opinion	3.99	1.08	H
29	Distinguishing between similarities and differences	3.43	1.50	M
30	Understanding what is being read	3.34	1.49	M
31	eliciting the meaning	2.89	1.33	M
32	Connecting ideas	3.48	1.33	M
33	arrive at a conclusion (prediction)	4.24	0.99	H
34	The link between what was read previously	4.16	1.09	H
35	Develop ideas or questions for discussion	2.42	1.49	M
Total		3.64	0.74	M
Overall		3.44	0.38	M

The dimension of reading skill came in the first rank with a mean score (3.64) with a moderate degree of practice, followed by the dimension of listening skill in the second rank with a mean score (3.58) with a moderate degree as well, while the dimension of writing skill came in the third with a mean score (3.30), and a moderate estimate of practice, finally, the dimension of speaking skill in the last rank with a mean score (3.23) with a moderate degree as well. Because of the instructors' different experiences, specialties, and orientations, which impact the level of dedication and accomplishment, the level of Arabic teaching skills was moderate. Also, the skills development program by the Ministry of Education was recently established after the spread of the culture of quality, and therefore it needs to be improved and developed as a basis for preparing teachers. In addition to the weak development of goals for the student's awareness of the education system in Saudi Arabia and the difficulty of including the goals of development programs for all aspects of preparation, and the poor suitability of goals to the nature of the educational stage that the teacher is preparing to teach, and this may be due to the existing gap and the lack of cooperation between universities and the field. This outcome is not

in line with studies by Arias Rodríguez ⁵⁰, Likitrattanaporn ⁵¹, Alaye and Tegegne ⁵² and Karataş and Tuncer ⁵³.

Table (4) showed the mean score of the items of the listening skill dimension, where item No. (9) which states "Good listening and interaction with the speaker" obtained in the first rank, with a mean score of (4.15), followed in the second rank by item No. (1) which states "Mindfulness and focus on what is being listened to" with a mean score of (3.90), and item No. (2) obtained the third rank, which states "Understand the important idea of speech" with a mean score of (3.88), while items No. (3) and (6) which state "Identify the main ideas of the speech", and "Distinguishing between right and wrong" ranked last, with a mean score of (3.13). The researcher believes that the reason for this is that some teachers present the language under inaccurate assumptions, so they resort to a slow method of performance to help students distinguish phonetic characteristics, so the sounds are sharply highlighted and the words are isolated from each other. In doing so, they provide an inaccurate model for their students to imitate, and they do not prepare their students for contact outside the classroom. In addition, some teachers exaggerate the slowness of pronunciation to a mechanical degree, and they argue that it is necessary for the early stages.

Also, Table (4) indicated that the degrees teachers of the Arabic language skill of speaking in Abha city were moderate, where the mean score was (3.23). where items No. (14) and (16) which state "Change the tone of voice according to the requirements of the conversation", and "Use the rules of pronunciation according to the exits of the letters" obtained in the first rank, with a mean score of (3.28), followed in the second rank by item No. (15) which states "The use of emotional grooming according to the nature of the listeners" with a mean score of (3.27), and item No. (13) obtained the third rank, which states "Avoid ambiguous words and meanings" with a mean score of (3.26), while item No. (18) which states "Responding to listeners' reactions" ranked last, with a mean score of (3.17). The researcher attributes this to the fact that the absence of educational strategies and modern and diverse teaching methods that would highlight the activities that stimulate the practice of this art (speaking) and its expression in its various forms. Also, the weak linguistic outcome of the student who produces the language and his failure to practice speaking situations, and the lack of interest of Arabic language teachers in language production skills.

In addition, Table (4) showed that the degree of writing skill of Arabic language teachers in Abha city was moderate, where the mean score amounted to (3.30). where item No. (23) which states "Idea Presentation Sequence" obtained in the first rank, with a mean score of (3.63), followed in the second rank by item No. (19) which states "Correct spelling" with a mean score of (3.52), and item No. (20)

⁵⁰ Arias Rodríguez, "Students' Language Skills Development through Short Stories."

⁵¹ Likitrattanaporn, "The Development of English Language Teaching Skills for Graduate Students through the Process of Learning by Doing."

⁵² Alaye, Amarech, "Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach."

⁵³ Tuçe Öztürk Karataş and Hülya Tuncer, "Sustaining Language Skills Development of Pre-Service EFL Teachers despite the COVID-19 Interruption: A Case of Emergency Distance Education," *Sustainability* 12, no. 19 (2020): 8188, <http://dx.doi.org/10.3390/su12198188>.

obtained the third rank, which states “Avoiding colloquial words in writing” with a mean score of (3.51), while item No. (21) which states "Expression in complete sentences" ranked last, with a mean score of (2.71). The researcher also attributes this to the fact that the weakness of the ability to read written texts is often the result of the lack of books, references, or stories in Arabic in the school library or at home, or with sellers in libraries, or the lack of a book level appropriate for the age of the reader. It may also be the result of the student's unwillingness to read or as a result of facing a huge amount of difficult linguistic vocabulary that requires him to search in the dictionary to find out their meanings and read aloud. It also depends on the student's ability to correctly pronounce the vocabulary of the language, and this is what many students fear, especially in reading classes in the classroom.

regarding reading skills, Table (4) showed the mean score of the items was (3.64) with a moderate degree, where item No. (26) which states "Main idea conclusion" obtained in the first rank, with a mean score of (4.27), followed in the second rank by item No. (33) which states “arrive at a conclusion (prediction)” with a mean score of (4.24), and item No. (27) obtained the third rank, which states “Deducing the implied meaning of the text” with a mean score of (4.17), while item No. (35) which states "Develop ideas or questions for discussion" ranked last, with a mean score of (2.42). The researcher believes that the reason for this is the difficulty recognizing and merging word parts, difficulty recognizing and reading words, difficulty in sound mixing when listening, difficulty linking between written symbols and spoken sound, difficulty in auditory discrimination, and finally, difficulty in visual discrimination.

To answer the question, does the extent of skills teaching in the Arabic language at the secondary stage differ according to gender and experience among secondary schools in the Asir region?. the independent sample t-test and ANOVA One Way were used as shown in Tables (5) and Tables (6).

Table 5: Gender-independent sample t-test

Variables	N	Mean	St.dev	df	t	Sig
Male	125	3.43	0.36	193	0.599	0.326
Female	70	3.46	0.39			

The mean score response of males to the teaching skills of the Arabic language in the secondary stage was (3.43), while the mean score response of females was (3.46). Furthermore, the Sig value for two groups of gender is (0.326), indicating that gender does not have a significant effect on Arabic teachers' perceptions of teaching skills. The researcher attributed this outcome to the fact that all of the Ministry of Education's instructure involve both males and females equally, and that any choice will be handled regardless of the individual (male or female).

Table 6: ANOVA test of experience years

Variable	Groups	Sum of Squares	DF	Mean Square	F	Sig
experience years	Between groups	0.240	2	0.120	0.829	0.438
	Within groups	27.850	192	0.145		
	Total	28.091	194			

According to Table (6), there are no variations between groups in terms of years of experience. Where the Sig is (0.438), indicating that year of experience had no statistically significant influence (0.05) on teachers' perceptions of teaching skills at the secondary level. The researcher relates this finding to the fact that instructors' perspectives on instructional processes are comparable. Similarly, the challenges that public school instructors face are identical.

CONCLUSIONS

This study aimed to identify the extent to teaching skills of Arabic language teachers among secondary schools in the Asir region in Abha. The result showed that the level of teaching skills of Arabic language teachers was generally at a moderate level. The results showed reading skills came in the first rank among teaching skills of Arabic language teachers, followed by listening skills in the second rank while writing skills were in the third and last rank of teaching skills was speaking skills. Based on the above turns out that success in teaching depends to a large extent on the teaching strategy that is used in teaching as the cornerstone of the teaching process. Therefore, it has become necessary to think and search for interesting and well-thought-out methods and approaches to teaching knowledge materials by taking advantage of contemporary experiences. Teachers follow many and varied methods and methods in the teaching strategy and follow the strategy that allows the learner to participate in the lesson.

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