

Teachers' Attitudes in Integration Classes Towards the Use of Technology in Teaching Arabic to Students with Special Needs at the Primary Level – A Field Study in the City of Ouargla

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Abstract:

This study aims at identifying the attitudes of integration class teachers regarding the use of technology in teaching Arabic to students with special needs at the primary level in the city of Ouargla. It also seeks to understand the motivations behind the use of modern technologies in teaching Arabic to this category of students, as well as to assess the level of professionalism of Arabic language teachers in using these technologies.

The author employed a descriptive analytical method, with a sample of 50 integration class teachers in the city of Ouargla, selected intentionally. A questionnaire was used as the data collection tool.

The results of the study revealed discrepancies in the teachers' responses regarding the characteristics and benefits of teaching Arabic using modern technologies for students with special needs. Additionally, variations were observed in the teachers' attitudes (both positive and negative) concerning the reasons and motivations for using modern technologies in teaching Arabic to this category of students.

The study concludes with a series of recommendations.

Keywords: Integration classes, Arabic language, modern technologies, primary education.

Introduction:

Society has recently faced increasing and accelerated challenges due to rapid developments in various fields, particularly in the realm of technological and digital advancements that have emerged over the last quarter of the previous century and are expected to continue flourishing. This scientific and technological progress, which has dominated all aspects of life and accompanied the evolution of education, has renewed modern teaching methods and introduced digitization into the field of education, making it a necessity rather than a luxury, especially in the domain of specialized education.

Educational specialists have paid particular attention to individuals with special needs by introducing modern technologies to help them adapt and improve their academic performance. Initially, the focus was on visual presentation tools, followed by audio tools, and eventually, audiovisual tools emerged as a new educational domain. Subsequently, the term "educational technology" began to appear in pedagogical literature, shifting the focus from the mere use of audiovisual tools to the study of the communication process between the sender and receiver in educational settings, the preparation of educational messages, and the use of appropriate communication channels. (Abou Channab, 2007)

Technology has had a significant impact, whether positive or negative, on most vital sectors of society, particularly in the fields of digital and information technology. Education is one of the key areas affected by these developments. Undoubtedly, there are numerous challenges and difficulties that hinder the teaching of Arabic and the activation of the subject in one way or another, due to the reliance of Arabic on certain unattractive methods, particularly the traditional method of teaching and memorization, which has led to a lack of adaptation and compatibility among students in integration classes when studying the language. The language itself has become an entity in its own right, especially in our era (the age of science and the information revolution), with this principle being linked to the continuity of its presence and the importance of linguistic existence on educational pages on the internet. (Al-Qahtani, 2013)

The Algerian government's objective in using digital technology in the educational process within teaching programs, in accordance with the joint ministerial decision between the Ministry of National Education and the Ministry of National Solidarity, Family, and Women's Affairs dated 11 Jumada Al-Awwal 1435, corresponding to March 13, 2014, which outlines the procedures for opening special classes for children with disabilities in public educational institutions under the Ministry of National Education. Furthermore, the use of modern technologies is considered one of the necessary skills for Arabic language teachers at the primary level, as technologies represent the channels through which the message passes from the sender to the receiver, thereby explaining the communication process, and are thus essential for every educational institution and teacher responsible for integration classes.

Research Problem:

A vast amount of information and programs aimed at individuals with special needs is disseminated through interconnected communication channels in the teaching of Arabic, via platforms that transcend spatial and temporal barriers in educational institutions, to make learning Arabic accessible to anyone with a disability or anyone wishing to learn it. Researchers, professors, and concerned teachers agree that traditional methods of teaching Arabic alone have not succeeded in enabling anyone (whether ordinary or disabled) wishing to learn Arabic to fully benefit from the richness of its meanings and the abundance of its words. This failure to achieve the desired goals successfully has pushed them to seek new tools and alternative methods for teaching reading and writing skills, such as the introduction of technology. (Al-Hamd, 2019)

Similarly, the use of technology in the service of education allows for the consideration of the type of disability, provides feedback to the learner, and improves the outcomes for this category of society. Moreover, the acquisition of learning and computer skills used in the educational process by special education teachers aims to develop positive attitudes and orientations in them, reduce learning time, and enhance their skills, which helps them solve problems, conduct challenging experiments, consolidate and bridge concepts, while reducing teacher fatigue.

In light of the above and considering the importance of using modern digital technologies as a primary source of information, awareness of the problem emerged through observation, which revealed that the use of technology in the service of education in the field of special education, although present in the minds of teachers, has not been sufficiently integrated into the programs. This has prompted me, as a researcher, to attempt to study the attitudes of integration class teachers towards the use of technology in teaching Arabic at the primary level. Therefore, the research problem has been formulated in the following main question:

- What are the attitudes of integration class teachers towards the use of technology in teaching Arabic at the primary level in the city of Ouargla?

From this main question, secondary questions arise, including:

1. What are the characteristics and benefits of teaching Arabic using modern technologies for individuals with special needs?
2. What is the importance of using digital technologies in teaching Arabic to individuals with special needs?
3. What are the reasons and motivations for using modern technologies in Arabic language classes?

Research Objectives:

The objectives of this research are as follows:

1. To identify the characteristics and benefits of teaching Arabic using modern technologies for students with special needs.
2. To assess the importance of using modern technologies in teaching Arabic to students in integration classes.
3. To understand the reasons and motivations behind the use of modern technologies in Arabic language classes.

Significance of the Research:

This study is significant for several reasons:

1. Revealing the trends of integration class teachers regarding the use of technology in language teaching.
2. Explaining and clarifying the positive effects of using various technologies in teaching Arabic.

3. Highlighting the role of various modern technologies in teaching Arabic.
4. Raising pedagogical awareness of issues related to innovation in educational practices and commitment to their sustainability, particularly in the field of modern technologies for individuals with special needs.
5. Clarifying the reasons for using various technologies in teaching Arabic, the foundations of their application, and the best ways to utilize and benefit from them.

Terminology of the Study:

- **Modern Technology in Education:** The tools, methods, and techniques used in the educational process to facilitate learning. (Ali, 2017)

- **Teachers' Attitudes:** The positive or negative opinions of teachers regarding the use of technology in teaching Arabic to students with special needs.

- **Integration Classes:** Classes where students with special needs are integrated with their ordinary peers.

- **Students with Special Needs:** Students who require additional assistance due to disabilities that prevent them from following a normal education.

Methodology of the Study:

The descriptive analytical methodology was chosen based on two mechanisms:

1. Descriptive Mechanism: Through the examination of a wide range of concepts related to educational technology.
2. Analytical Mechanism: For this type of study. Thus, we attempt to develop explanatory hypotheses for the responses to the study's axes.

Literature Review

I. Theoretical Framework:

1. Concept of Educational Technology for Individuals with Special Needs:

Educational technology is a means aimed at improving the scientific or functional efficiency of individuals with special needs. It is used by special education teachers to facilitate the learning process for individuals with special needs. It is also defined as the theory and practice of designing, developing, using, managing, and evaluating specific programs for individuals with special

needs, to facilitate the teaching and learning process, and to manage various learning resources to enrich their experiences, traits, and personal abilities.

2. Importance of Educational Technology for Individuals with Special Needs :

The goal of educational technology for individuals with special needs is to overcome the obstacles that hinder their access to various aspects of life. It opens many pathways that strengthen the interaction of individuals with special needs with society. Its importance lies not only in the knowledge of certain scientific fields but also in its psychological impact by reducing stress and its social impact by modifying behaviors. To better organize the importance of educational technology for individuals with special needs, we present it as follows:

- It plays an important role in increasing the motivation of children with special needs to learn.
- It simplifies information through more effective educational experiences and reduces the likelihood of forgetting.
- It provides appropriate sensory experiences for learners, thereby reducing their abstract thinking and enabling them to understand the meaning of words rather than just pronouncing and writing them without comprehension.
- It helps improve the academic performance of students with special needs through the feedback provided by educational technology tools.
- It reduces individual differences among students with special needs by diversifying learning methods to suit each specific ability.
- It enables students with special needs to acquire the necessary skills to adapt to society.
- It increases the ability to communicate with others, thereby increasing employment opportunities for individuals with special needs.
- It reduces dependence on others by encouraging participation in social activities.

3. Characteristics of Digital Technologies and Their Role in Teaching Arabic to Individuals with Special Needs:

With the digital evolution, the world has witnessed many changes in various vital sectors, particularly in special education, which has compelled educational institutions to engage in this technological and cognitive development by introducing modern educational technologies adapted to individuals with special needs. This transition and scientific development have greatly contributed to the emergence of educational technologies that educational institutions can use to achieve their current and future goals. This transition has also added many educational technologies adapted to different types of disabilities, enabling educational institutions to use them to develop plans and educational frameworks with a certain effectiveness to better manage these groups, despite some difficulties that may hinder learning processes. Often, some education specialists consider the term "educational technologies" synonymous with "aids" or "educational tools," and the use of the term "technologies" reflects the desire of educational institutions to develop the concept of educational tools or audiovisual tools to follow the digital revolution, which aims to help students in integration classes master modern educational technologies, particularly in the fields of computing, radio, television, projectors, audio cassettes, and other modern educational materials and equipment. Despite this diversity, it has had a positive impact on the development of many languages, particularly the application of these technologies by integration class teachers in teaching Arabic.

4. Characteristics of Modern Technologies:

a. Digital Dynamics or Digital Interactivity:

Interactivity is a process that describes the mode of communication in a learning situation, when the learner interacts with it; this is done by allowing the learner to choose the style of navigation, transition, interaction, training, communication, feedback, and reception of information, depending on their disability. This allows the learner to have a certain degree of freedom to control the pace of content display, to choose the pace that suits them, while being able to interact with the device that provides them with the content and navigate smoothly through the presented material using technology. This is done through various activities adapted to their disability. (Al-Malah, 2015)

Perhaps the most important reasons for enhancing digital interaction in distance learning for students with special needs are as follows: Enhancing interaction in distance learning aims to create an educational environment that transforms educational goals for students in inclusive classrooms into meaningful actions and behaviors performed by the student with disabilities. This involves developing educational content that is meaningful to the included student, where the decisions they make during learning have clear consequences that help them learn. As Clark Quinn (Quinn & Conner, 2005) states, to begin integrating students with special needs into e-learning, stop rewriting the books and presentations you already have in your curriculum.

Based on this... simply photographing a book or parts of it and uploading it to the e-learning platform does not constitute designing for learning and interaction in distance learning. Similarly, transferring written content from a book directly into a PowerPoint presentation and reading it to students does not encourage interaction in distance learning. Even turning on the camera and explaining on the board as in a traditional classroom does not qualify as distance learning.

So, what is the difference between interaction in distance learning and face-to-face learning?

The answer to this question can be summarized in the following points:

- Interaction in distance learning involves engagement with content between students in inclusive classrooms and the teacher.
- Interaction in distance learning requires greater reliance on the learner.
- Interaction in distance learning can be synchronous or asynchronous.
- Learners can interact with content and activities and repeat them multiple times.
- Learners can be assessed, provided with feedback, and guided through electronic activities tailored to their disabilities

5. Advantages of Using Technologies in Teaching Arabic to Individuals with Special Needs:

- a. Working on the development of Arabic and increasing the number of its learners, and contributing to its dissemination.
- b. Leveraging digital technology and adapting it to serve the teaching of Arabic to individuals with special needs, especially since Arabic has the ability to follow and adapt to this.
- c. Improving the quality and type of Arabic teaching, captivating the interest of learners in integration classes and attracting their attention.

6. Models of Technologies Assisting in Teaching Arabic to Individuals with Special Needs:

The educational computer is a device used in the educational process, similar to other computers in terms of basic structure and type of disability. What distinguishes it is the type of software it uses, making it a flexible tool in the hands of the teacher and the disabled student. (Awad, 2004)

The educational computer is one of the important technologies in teaching Arabic, as it focuses on the four skills (listening, speaking, writing, and reading) and develops the sense of exploration and experimentation in learners, stimulates their thinking, and satisfies their inclinations by using interesting programs and expressive stories that help learners correct their mistakes and address them, which gives them confidence, develops their ability to make decisions, improves their self-learning competence, their linguistic growth, and increases their educational abilities. (Abu Shanab, 2007)

The researchers believe that various computer applications can be used to teach the Arabic language at different educational levels, each according to its specific level. These applications can also be used to teach the four language skills:

Listening: Digital interaction software helps in recognizing sounds and distinguishing between them, especially for individuals with hearing impairments, as well as in identifying the articulation points of letters. There are programs that allow learners to listen to vocabulary and replay it multiple times until they master the pronunciation and articulation of words. Afterward, they receive feedback for correction and improvement.

Speaking: Through the use of digital interaction software and its applications, learners' speaking skills can be enhanced, particularly for those with mild intellectual disabilities. Some programs allow learners to listen to conversations between multiple people on various topics. Through these, learners can practice how to ask questions in specific situations and how to respond to questions posed to them. In some software, learners can engage in direct dialogue with the program, where they hear a question and respond orally by recording their voice via a microphone. They then receive feedback on their performance.

Reading: The use of digital interaction software and its various applications in teaching Arabic helps rapidly develop reading skills for learners with mild intellectual disabilities. The text is displayed on the screen with correct pronunciation and clear recorded articulation of letters. Learners can mimic the recorded voice while following the text and repeat it until they achieve mastery. They then read the text without the accompanying audio, which enhances their ability to read different texts.

Writing: Digital interaction software and its various applications assist beginners in learning Arabic by helping them master writing letters in their different forms. The letters are displayed on the screen, and the learner imitates them on paper or writes them on a drawing tablet connected to the computer, with the writing appearing on the screen. These programs allow learners to attempt multiple times without the burden of fear of slowness or making mistakes, and without wasting others' time. Some software displays a word on the screen and then hides it, prompting learners to rewrite it. Alternatively, some letters may be hidden, and learners are asked to fill in the missing letters or select them from a list displayed on the screen using drag-and-drop. Some programs also give learners the freedom to manipulate text, such as instant correction, spell-checking, translation, using different fonts, and formatting, rearranging, or modifying words.

In addition to this, the researchers believe that digital interaction software and its various applications play a key role in reinforcing grammatical rules and applying practical exercises. They also enable learners to read literary poems and rhetorical texts correctly.

Methodological Procedures of the Research:

1. Research Method: The researcher used the descriptive analytical method.

2. Population and Sample of the Study: The study population consisted of all Arabic language teachers in integration classes at the primary level in the city of Ouargla. The study sample consisted of 50 Arabic language teachers in the city of Ouargla.

3. Research Tool: The researcher used a questionnaire as a tool to collect the necessary information for the study, due to its suitability for achieving the study's objectives and answering its questions.

Validity and Reliability of the Tool:

- **Face Validity of the Research Tool:** The questionnaire was presented to a group of experts in special education and Arabic language teaching methods, numbering five, to obtain their feedback, opinions, and evaluations on the relevance of the questionnaire items to the domain they relate to, the accuracy and clarity of the linguistic formulation of each item, and any other modifications or observations they deem appropriate. Based on the experts' suggestions and the agreement of at least 90% of them, the linguistic formulation of some items was modified, and the final questionnaire was established with 16 items divided into four dimensions.

- **Reliability:** The reliability of the research tool was verified using the internal consistency coefficient "Cronbach's Alpha" for the questionnaire and its dimensions. The reliability coefficient values for the questionnaire in all its dimensions, using Cronbach's Alpha coefficient, ranged between 0.75 and 0.85, which is statistically acceptable, indicating that the questionnaire is reliable.

Statistical Methods Used

Several appropriate statistical methods available in the SPSS program were used, including:

- Frequencies, percentages, and ranks to identify the initial data of the study items and determine the participants' opinions regarding the statements of the main dimensions included in the research tool.

- Arithmetic mean (Mean) to determine the degree of agreement or disagreement of the participants with each statement of the questionnaire, as well as to rank the statements according to the degree of response based on the highest mean.
- Cronbach's Alpha coefficient to calculate the reliability of the research tool.

Presentation, Interpretation, and Discussion of Results:

This section presents the results of the study and the discussions that follow, in the order of the research questions, as follows:

1. Results Related to the First Question and Their Discussion:

The general question focuses on the trends among teachers in integration classes regarding the use of technology in teaching the Arabic language at the primary level in the city of Ouargla. To address this question, percentages were utilized, and the results are presented in Table No. 01 below:

Table No. 01

illustrates the nature of the trends observed among the sample members.

Indicators				
Nature of Trend	Mean	Standard Deviation	Frequency	Percentage
Positive	1.71	0.264	111	85%
Negative	0.41	0.735	21	15%
Total	2.12	0.999	134	100%

The results presented in the table above reveal two distinct trends: one positive and the other negative. In the positive trend (1.71), while in the negative trend (0.41), the arithmetic mean can be interpreted as indicating that the

majority of Arabic teachers are supportive of the idea of integration and are also concerned with considering all members of society, providing them with equal opportunities alongside their typically developing peers in mainstream classrooms. Given that this category represents a significant portion of society, there is no family or neighborhood that does not include a member with special needs. Moreover, this category is beginning to demonstrate its value and presence across all levels of society and has shown excellence in certain fields.

2. Presentation and Analysis of the Results of the First Sub-Question and Discussion:

The first sub-question states: "What are the characteristics and advantages of modern technology-based methods for teaching Arabic to individuals with special needs?" To address this question, the frequencies, percentages, arithmetic means, relative weights, and ranks of the responses from the sample members regarding the dimension of the characteristics and advantages of modern technology-based methods for teaching Arabic were extracted. Table (1) illustrates this.

Table (2)

Frequencies, percentages, arithmetic means, relative weights, and ranks of the responses from the sample members to the questionnaire regarding the dimension of the characteristics and advantages of modern technology-based methods for teaching Arabic to individuals with special needs (n=50).

Number	Survey Statements	degree of approval			Average Score	Relative Weight (%)	Rank
		Disagree	Neutral	Agree			
1	The use of modern technology in the educational process increases learners' enthusiasm for learning and	15	16	19	2.08	69.33	4

	motivates them to interact and participate.							
2	Moder Modern technologies bridge gaps between ordinary learners and learners with disabilities.	13	18	19	2.12	70.66	3	
3	Modern technologies save time by facilitating assessment processes through contemporary methods tailored for individuals with disabilities.	8	18	24	2.32	77.33	2	
4	They make learning enjoyable for students by leveraging modern applications that break the monotony of traditional study methods.	6	20	24	2.36	78.66	1	

Through Table No. (2) illustrated above, it appears that there is variation in the agreement among the sample members regarding the questionnaire statements related to the dimension of the characteristics and benefits of teaching the Arabic language using modern technologies. The averages ranged between (2.36 and 2.08 out of 3).

- **Statement 4**, which states that "learning is made more enjoyable for learners through the inclusion of numerous modern applications based on breaking

away from the rigidity of traditional study," ranked first with an arithmetic mean of (2.36) and a relative weight of (78.66%).

- **Statement 3**, which states that "modern technologies save time by facilitating the evaluation process through modern methods," ranked second with an arithmetic mean of (2.32) and a relative weight of (77.33%).
- **Statement 2**, which states that "modern technologies address individual differences among learners," ranked third with an arithmetic mean of (2.12) and a relative weight of (70.66%).
- **Statement 1**, which states that "the use of modern technologies in the educational process increases learners' enthusiasm for learning and encourages them to interact and participate," ranked fourth with an arithmetic mean of (2.08) and a relative weight of (69.33%).
- **Researcher comment**: this result by asserting that the use of modern technologies is an approach to applying and improving performance. The diversification of teaching methods based on modern technologies allows for addressing individual differences among learners in inclusive classrooms, in addition to enhancing the educational process by activating the role of active participation between the teacher and the learner through the use of diverse and varied modern digital technologies.

3. Presentation and Discussion of Results Related to the Second Sub-Question:

The second question is as follows: "What is the importance of using modern technologies in teaching the Arabic language to individuals with specific needs?" To answer this question, the frequencies, percentages, arithmetic means, relative weights, and ranks of the responses from the sample members to the questionnaire regarding the importance of using modern technologies in teaching the Arabic language were extracted. Table (3) illustrates this.

Table (3)

Frequencies, percentages, arithmetic means, relative weights, and ranks of the responses from the sample members to the questionnaire regarding the importance of using modern technologies in teaching the Arabic language to individuals with specific needs (n=50).

Number	Survey Statements	degree of approval			Average Score	Relative Weight (%)	Rank
		Disagree	Neutral	Agree			
5	The learner becomes accustomed to self-criticism, enabling them to identify their mistakes..	7	16	27	2.4	80	2
6	The educational process becomes more flexible for students in inclusive education classes.	7	20	23	2.32	77.33	3
7	Encouraging Arabic language teachers to utilize modern technologies in classroom and extracurricular activities to facilitate understanding of the language's rules for children with disabilities	6	15	29	2.46	82	1
8	Modern technologies work to keep pace with global advancements, both in terms of	8	18	24	2.32	77.33	3 repeated

information technologies and modern technical devices							
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The data presented in Table 3 above indicates a variation in the agreement of the sample participants regarding the statements in the questionnaire related to the importance of using modern technologies in teaching Arabic to individuals with special needs. The means ranged from 2.46 to 2.32 on a scale of 3.

- **Statement 7**, which reads, "Encouraging the Arabic language teacher to utilize modern technologies in both classroom and extracurricular activities to facilitate understanding of its rules," ranked first with a mean score of 2.46 and a relative weight of 82%.
- **Statement 5**, which states, "Encouraging the learner to engage in self-criticism so that they can identify their mistakes," ranked second with a mean score of 2.4 and a relative weight of 80%.
- **Statement 6**, which asserts, "Modern technologies make the educational process more flexible,"
- **Statement 8**, which states, "Modern technologies keep pace with global advancements, both in terms of information technology and modern technical devices," ranked third with a mean score of 2.32 and a relative weight of 77.33%.
- **Researcher's Comment**: The researcher comment on this result by noting that, despite the attractiveness of modern technologies, they do not diminish the role of the teacher; rather, they enhance and strengthen it. These technologies assist special education teachers rather than compete with them. A successful teacher is one who effectively employs technology in appropriate educational contexts for children with disabilities by preparing in advance, optimally planning its use, and carefully selecting the appropriate tools.

4. Results and Discussion Pertaining to the thirth Sub-Question:

The third sub-question states, "What are the reasons and motivations for using modern technologies in Arabic language lessons?" To answer this question, frequencies, percentages, means, relative weights, and ranks were extracted from the responses of the sample participants regarding the dimension of reasons and motivations for using modern technologies in Arabic language lessons for individuals with special needs. Table (3) illustrates this.

Table (4): Frequencies, Percentages, Arithmetic Means, Relative Weights, and Ranks of Sample Respondents' Answers to the Questionnaire Regarding the Dimension of Reasons and Motivations for Using Modern Technologies in Arabic Language Lessons for Individuals with Special Needs (N=50)

Number	Survey Statements	degree of approval			Average Score	Relative Weight (%)	Rank
		Disagree	Neutral	Agree			
9	It helps the integrated student practice systematic thinking and problem-solving skills.	8	16	26	2.36	78.66	3
10	It assists the learner in acquiring multiple skills, including correct pronunciation.	7	21	22	2.30	76.66	4
11	It supports the development of sensory perception in children with disabilities.	5	21	24	2.38	79.33	2
12	It encourages	4	21	25	2.42	80.66	1

	participation from both typically developing learners and those with disabilities in taking responsibility for their learning.						
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The data presented in Table 4 above indicates a variation in the agreement of the sample participants regarding the statements in the questionnaire related to the reasons and motivations for using modern technologies in Arabic language lessons. The averages ranged from 2.3 to 2.42 out of 3.

- **Statement number 12**, which states that "it helps the learner participate in the responsibility of learning," ranked first with a mean score of 2.42 and a relative weight of 80.66%.
- **Statement number 11**, which states that "it aids in the sensory perception process for the learner," ranked second with a mean score of 2.38 and a relative weight of 79.33%.
- **Statement number 9**, which states that "it assists the learner in practicing systematic thinking while solving problems they encounter," ranked third with a mean score of 2.36 and a relative weight of 78.66%.
- **Statement number 10**, which states that "it helps the learner acquire several skills, including correct pronunciation," ranked fourth with a mean score of 2.3 and a relative weight of 76.66%.
- **Researcher's Comment** : The researcher note that these results suggest that modern technologies take into account individual differences between regular and disabled learners, ensuring that the scientific content, media used, and required tasks align with learners' needs while providing appropriate feedback. Additionally, there is a diversity of individual and group learning methods based on modern technologies, maximizing time efficiency.

Conclusion

Based on the preceding analysis, it is evident that the integration of digital

technology in teaching Arabic to students with special needs has transcended mere utility to become an imperative. Digital tools streamline the delivery of educational content in an accessible manner, accounting for the nature of disabilities and the psychosocial circumstances of learners in inclusive classrooms. This shift compels educational institutions to devise strategies for leveraging this transformation and aligning it with their pedagogical objectives and foundational principles. Furthermore, it necessitates proactive institutional initiatives to harness the information revolution in enhancing educational outcomes. The incorporation of technology into education is no longer a luxury but a critical demand for advancing administrative and pedagogical frameworks. Technology offers a qualitative leap in reimagining curricula holistically, improving the caliber of educational outputs, and achieving efficiency through reduced effort and enhanced quality.

Recommendations

1. **Conduct training workshops** for faculty members to raise awareness about the necessity of utilizing modern technologies to develop and enrich Arabic language instruction, particularly for educators responsible for inclusive classrooms.
2. **Prioritize awareness** of the importance of adopting modern technologies in teaching Arabic across all educational stages for students with special needs.
3. **Establish dedicated digital platforms** for educational institutions to showcase and discuss teachers' practices, innovative methodologies, and proposed strategies for integrating modern technologies into Arabic language instruction.
4. **Enhance technological approaches** to teaching Arabic by integrating them with digital language communication interfaces tailored to specific disabilities.
5. **Develop specialized applications and programs** for smartphones across operating systems to support professional, linguistic, and lexical development in Arabic, accessible to both neurotypical students and those with disabilities.

6. **Design Arabic language programs** in the form of interactive educational modules through collaborative teams comprising Arabic language specialists and digital content creators. This aims to disrupt traditional teaching methods as appropriate to the type of disability.

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