

English Language Teachers' Perspectives on Technological Applications Used for Students With Disabilities

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Abstract—Assistive devices and technology have contributed to expanding the research base related to technology in special education. Researchers in the field of special education consider them a promising way of addressing a major practical problem in this field, which is individualized teaching. Technology-based education seems to be a more constructive method for achieving better, faster, and more effective assessment, training, and treatment than labor-intensive and time-consuming manual work. The study attempts to identify the English language teachers' perspectives on the technology used for teaching students with sensory, physical, and health disabilities, as well as its effect on improving the quality of their learning. A questionnaire was administered to a sample of 489 teachers to collect data. The results revealed that teacher's knowledge of the technology and its potential for improving the quality of their teaching was poor. Furthermore, there were no statistically significant differences in the knowledge level of teachers based on gender, years of experience, and variables in the field of supportive technology. The study helps enrich the theoretical literature on technological applications. The new world of technology holds the promise of enhancing education.

Index Terms—English language teachers' perspectives on technological applications, students with disabilities

I. INTRODUCTION

The issue of education in general, and the education of people with disabilities in particular, represents a challenge for nations and societies as it can hinder their progress in treating them as integral members of society. This could result in educational deficiencies and economic loss due to the inadequate educational services provided to people with disabilities for various reasons. Hence, the United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes education as a fundamental right for all, making it their motto. Accordingly, UNESCO formulated its future plans with education as a goal of modern education without discrimination based on gender, race, or disability (Ali et al., 2024; De Beco, 2022; McNicholl, 2023).

The educational system is broad and complex, and is interconnected with various other systems such as the economic, political, and social systems, all of which have a mutual influence on each other. There should be harmony between these systems to develop the educational system, which is more comprehensive than just an educational institution, a teacher, and a student (Al-Habies et al., 2023; Yassin et al., 2021). It concerns society as a whole, so that when societies consider their advancement, they look to education as a solution to their problems and difficulties, aiming to develop it into a tool for change in various aspects of life (Al-Jezawi et al., 2023; Alkhaldi et al., 2023; Marouli, 2021; Wolor et al., 2024).

Education has become a global concern at all levels – local, regional, and global – as everyone believes that the cornerstone of any sustainable social development lies in education, its development, improvement, and accessibility to all. Therefore, in late 2015, the United Nations member states adopted the Sustainable Development Plan for 2030, with as its fourth goal a focus on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (Alghazo et al., 2023; González García et al., 2020).

Given that people with disabilities constitute about 15% of the world's population, this group has received considerable attention globally. The Sustainable Development Plan emphasizes achieving quality education for all, including people with disabilities. Technology plays a crucial role for people with disabilities, bringing about significant changes in students' and communities' lives. The effective use of technology in education has been proven to overcome educational challenges and bridge the gaps resulting from disabilities, regardless of their type, providing psychological, academic, social, and economic benefits (Almsbhiheen et al., 2023; Al-Saidat et al., 2023; Essa et al., 2023; Harara et al., 2024).

Paying attention to people with disabilities is not only an ethical demand; it also accords with the principle of equal opportunities among members of society. It is the right of disabled people to be raised and educated, religiously, economically, and socially. Therefore, investing in their care contributes to economic growth and social harmony, as they are part of the community (Malkawi et al., 2023; Melhim et al., 2023; Sakarneh et al., 2023). Hence, when considering their security and advancement, societies see education as a solution to their problems and difficulties (Bardaweel & Rababah, 2021; Qudeisat & Rababah, 2021; Shalghin, 2014).

Students with disabilities face various challenges depending on the nature of their disability, whether auditory, visual, motor, intellectual, or otherwise. This imposes a significant challenge on special education experts, educational technologists, and those involved in educating this group to provide the necessary resources to overcome such difficulties. In this context, technology is of the utmost importance for people with disabilities, bringing about significant changes in individuals' and communities' lives. The use of technology and its innovations, adapted to the nature of the relationship, has proved effective in overcoming educational challenges and closing the gap resulting from disabilities, providing psychological, academic, social, and economic benefits (Azzam et al., 2024; Rababah et al., 2024; Alshare et al., 2019; Wolor et al., 2023).

Technology can improve the quality of life of people with disabilities by giving them new opportunities to overcome long-standing challenges, which rekindles hope and aspiration. It encourages people to interact and blend in organically with their communities, while also boosting their self-esteem and sense of fulfillment. It helps students acquire skills in mobility, education, movement, and communication, among other areas of life, thus boosting their self-esteem, and promoting psychological equilibrium (Alatoom et al., 2022; Al-Sous et al., 2023; Banikalef et al., 2019, 2020; Hatamleh et al., 2023).

Therefore, attention and special care are required for people with disabilities, and it should be noted that the term "intellectual disability", as mentioned by Malkawi et al. (2023), may mean that education is approached differently or at a slower pace compared to their peers of the same age. The study attempts to examine the reality of teaching this group of learners using educational technology.

A. *The Problem of Statement*

Educational technology is a crucial resource that helps people with disabilities integrate into the educational process. Although it may not be the only resource in this regard, it has undoubtedly rendered a significant part of the struggles of this group a thing of the past, thus providing the opportunity to bridge some of the gaps left by disabilities, which separate the disabled from their non-disabled peers (Abu Dia, 2013). A review of previous studies that addressed educational technology and its role in the learning process, revealed the scarcity of studies on the use of technology in teaching students with disabilities who are capable of learning in Jordan. Most of the studies addressed disabilities in general. Therefore, this study aims to understand the reality of using educational technology in teaching students with disabilities from the perspective of their teachers.

B. *Research Questions*

This study aimed to identify the needs of English language teachers when integrating technology into education. Definitely, the study attempts to answer these questions:

1. What is the level of knowledge of English language teachers regarding technology applications and their role in enhancing the quality of education for students with disabilities?
2. Are there statistically significant differences in the level of knowledge that teachers have about technological applications and their impact on enhancing the quality of life for students with disabilities attributed to gender and experience?

C. Significance of the Study

The current study may contribute to the theoretical literature in the field of training needs when integrating technology into education. The study may also benefit teachers and decision-makers in Jordanian schools attempting to identify these training needs in relation to students with disabilities.

II. LITERATURE REVIEW

Technology is already helping to assist education and foster social skills, everyday life skills, and communication and academic abilities. The use of kinesthetic, visual, and auditory aids has also helped people with impairments become more independent and have more freedom to move around. Many studies have focused on the level of knowledge with regard to technology and its applications among teachers and impaired students in schools and universities. For instance, Raddadi's (2102) study proposed training methods for English language teachers in the middle school stage when using e-learning, looking at the impact of variables such as academic qualification, years of experience, and training courses. The researcher followed the descriptive approach, using a questionnaire as a tool for data collection. The sample involved 630 teachers and 50 supervisors. The study found a great need for teacher training and statistically significant differences in the need for training in all areas of study except for the field of e-learning culture, which was attributed to the training courses received by those teachers. The researcher recommended designing training programs for English language teachers.

Abu Dia (2013) explored teaching visually impaired university students in Jordan. The study selected visually impaired students of both sexes. It utilized a questionnaire tool to achieve the study's objectives, in addition to collecting information from the Supportive Technology Unit at Jordan University to investigate its role in supporting and assisting visually impaired students. The study found that, despite the efforts made to assist this group in adapting to the nature of their disability and the academic and material requirements at the university, there was still room to enhance partnerships and the positive participation of the disabled students.

Ellis (2016) investigated visually impaired students' attitudes toward technology use with regard to their academic success. The researcher focused on the general use of technology by visually impaired students, which included note-taking and recording lectures using the Livescribe Smartpen device. The students' experience revealed some of the obstacles they might face. The theoretical framework was the Technology The study revealed that, generally, visually impaired students have an openness and readiness to use technology as a means of adaptation. Those who used the Smartpen Livescribe device for audio recording viewed it very positively. The study recommended encouraging students to take notes and engage in course content to build confidence in their abilities, so that device usage is not discontinued due to a lack of confidence.

Lersilp et al. (2016) examined students diagnosed with disabilities in Thai schools and the expected benefits of supportive technology. The survey aimed to assess the availability, usage, and needs of supportive technology, along with the viewpoints of key stakeholders regarding the standards for providing this technology in special education schools. The sample included 120 students with visual, physical, auditory, or intellectual disabilities from special education schools, as well as 24 key stakeholders or caregivers and teachers. Data were collected through a reference list of supportive technology and semi-structured interviews. Based on the findings, students with disabilities had access to a variety of supportive technology categories, with "services" ranking top, followed by "communication devices" and "facilities." Furthermore, while most students with physical disabilities received assistive technologies, those with visual impairments required them more. Last but not least, the requirements for supplying supportive technology included infrastructure, a holistic viewpoint, school autonomy, learning systems, and production guidelines. Three main entities—the government, private organizations, and educational institutions—also encouraged cooperation, user involvement, and the development of technology centers.

Malcolm and Roll (2017) looked at supportive technology in relation to academic task performance and satisfaction. Using the Canadian Occupational Performance Measure, they examined how students with disabilities used the services of supportive technology, and their experiences (using a supportive technology use survey). A total of 350 students with disabilities participated in the survey. The study revealed significant use of supportive technology by these students, who preferred face-to-face training and used supportive technology at least three times a week, in various environments. They felt that supportive technology positively impacted their academic success.

Silman et al. (2017) examined how technology used in the 'Turkish Cypriot Association for the Blind' facilitated learning, teaching, and administrative processes for visually impaired individuals. They used qualitative research methods and a case study approach to verify how technology used in the Association facilitated learning, teaching, and administrative processes for visually impaired individuals. Participants in the study included teachers, students, and one director, who were selected purposefully. The results showed that, with the help of technology, participants in the study were highly enthusiastic, could easily communicate with each other and with people outside their institution, and shared decisions with their teachers.

The study by Baglama et al. (2018) aimed to identify the key technological techniques used with deaf and hearing-impaired students to enable effective communication and successful participation in dissemination programs. The study revealed that teachers adopt a quantitative communication model, focusing on sign language, and rely on specialized hearing techniques to overcome the communication barriers faced by deaf students in schools.

Ahmed (2018) investigated the views of experts on the application of assistive technology in the classroom and its effects on students with disabilities. The purpose of the study was to ascertain public opinion regarding the rights of individuals with disabilities to participate in mainstream education and the underlying causes of the lack of accessible supportive technology during the semester. The poll was completed by twenty-eight Midwestern University students and faculty members in the United States. They were questioned about whether they agreed with the usage of assistive technology and what obstacles they could see in the way of using it. Of the participants, 75% said they were permitted to utilize assistive technology during the semester, whereas 25% said they were not. Regarding the positive impact of using supportive technology on the academic performance of students with disabilities, 96% believed that supportive technology made a significant difference, while 3% did not. Participants who agreed with the positive impact of supportive technology stated that it could help students perform tasks they would otherwise struggle with. Additionally, they believed that supportive technology was one of the strategies teachers should consider to help children overcome challenges better.

In their project, McNichol et al. (2020) sought to gain a deeper understanding of how students with disabilities enrolling in higher education in Ireland are affected by the use of assistive technology in terms of competence, adaptability, and self-esteem, as well as academic efficacy and educational engagement. Different scales were all used in a cross-sectional online survey of 111 disabled students. It was discovered that the use of supportive technology improved psychological outcomes in the areas of competence, adaptability, and self-worth. In comparison to those with unmet needs, those with fully met supportive technology needs scored considerably higher on four of the ten subscales measuring educational engagement, academic self-efficacy, and well-being. The findings demonstrate how important supportive technology is for students with a range of disability diagnoses, both in terms of their psychological well-being and classroom participation.

Kisanga and Kisanga (2022) investigated how supportive technology devices can help visually impaired students at Tanzanian higher education institutions participate and learn. An open-ended questionnaire survey and semi-structured interview with twenty-one respondents—seven of whom were visually impaired students and four of whom were transcribers—were used to collect data. Thematic and descriptive analyses were used to analyze the data. According to the study, visually impaired children understood what supportive technology meant. The majority of visually impaired students become dependent users of supportive technology, relying on the help of other students who are sighted or else more experienced individuals. The report also found that students at the institution under consideration had limited access to basic supportive technology equipment.

The study also demonstrated that supportive technology can aid visually impaired students by increasing their access to educational resources and expanding their career opportunities. Based on these results, the study suggests that in order to guarantee that students with sight impairments get the most out of their education, higher education institutions should provide supportive technology in an adequate and sustainable manner. In order to mitigate their feelings of isolation and reliance on sighted students, visually impaired students also need to be encouraged to use – and learn how to use – the supportive technology gadgets that are available. As with access to education and other health services, as well as medical care, supportive technology accessibility for people with disabilities is a fundamental human right.

Students with disabilities, particularly those who are visually impaired, require the highest level of assistance in order to get and utilize supportive technology (AT) and improve their ability to study and contribute to the growth of society without unwarranted inhibitions. For them to be effective members of society, students with sight impairments (SI) need a range of learning assistance systems to meet their mobility and learning demands. Stakeholders ought to create plans that support and address the educational requirements of pupils who have SI. These treatments could involve determining the type of learning disability a student has, changing their surroundings to improve their learning, and making sure AT technologies and goods are accessible and available to children with VI. The incorporation of supportive technology within the national disability policy can function as a roadmap for providing long-term, national-framework support for children experiencing learning challenges, including those with VI. Education stakeholders and students with SI can have legal grounds to fight for and defend their rights, which are established in the constitution, laws, and policy documents, if they are included in the policy.

The goal of the study by Batanero et al. (2022) was to give academics a broad understanding of information and communication technology (ICT) research, in order to address the needs of students with auditory impairments in higher education settings. Through a thorough evaluation of the literature, data from three of the most prestigious general databases in the field of dissemination—Science of Web, Scopus, and ERIC—spanning the years 2012 to 2022 were acquired. Out of the 282 original investigations, 26 studies made up the sample. The study deployed bibliometric mapping techniques, used approaches based on common themes, clustering techniques, and visualization techniques, and presented the bibliometric data through descriptive and quantitative analysis. The results pointed to gaps in research addressing the use of ICT for the demands of students with auditory impairments, along with the efficiency of these tools. The study emphasized the need for a comprehensive research approach to improve the dissemination of knowledge among students.

In summary, our findings show the benefits of assistive technology (AT) from the perspectives of psychosocial and academic engagement for students with a variety of disability diagnoses. When government departments allocate funds to higher education institutions' disability services, they should consider the many benefits of assistive technology. The setting of higher education can present numerous additional problems for students with disabilities. The results also demonstrated that having access to the right supportive technology can improve academic self-efficacy and well-being,

in addition to positively affecting students' competence, flexibility, and self-esteem. Higher education disability and supportive technology officers should be aware of the educational and psychological advantages of supportive technology for a wide range of students with different diagnoses. The extensive advantages of supportive technology should be taken into account by policy makers when allocating funds to universities.

III. METHODS

The descriptive-analytical approach was used to assess the level of knowledge of English language teachers with regard to technological applications and their role in enhancing the quality of education for students with disabilities.

A. The Population and the Sample of the Study

The population of the study included all English language teachers teaching students with disabilities in Jordan. The sample consisted of 489 teachers. The researchers distributed the study tools through emails. The study sample's distribution, based on its functional and personal factors, is shown in Table 1.

TABLE 1
DISTRIBUTION OF STUDY PARTICIPANTS

Variable	Category	Frequency	Percentage
Gender	Male	146	51%
	Female	140	49%
Experience in years	Less than 4 years	66	23.1%
	4-8 years	69	24.1%
	More than 8 years	151	52.8%
	Total	489	100.0%
Supportive technology field	Auditory impairment	58	20.2%
	Sight impairment	96	33.5%
	Physical and health disability	132	46.2%

B. Study Tool

To achieve the study's objectives, the researchers developed a tool to measure the level of knowledge of English language teachers regarding technological applications and their role in enhancing the quality of education for students with disabilities. This tool was based on the theoretical literature studying the use of technology to assist students with disabilities. The questionnaire consisted of 28 items distributed across two domains: the level of knowledge of teachers regarding technological applications, and the role of technological applications in enhancing the quality of education for students with disabilities. Likert's five-point scale was used to distribute the responses of the sample students according to the following arrangement.

C. Validity of the Study Tool

The tool was presented to ten professors from Al-Balqa Applied University who have expertise in measurement, assessment, and special education. This was done to verify the clarity of the items, the linguistic accuracy of their formulation, and the extent of the items' correlation with the domains of the tool. By determining the correlation coefficient between the item, its domain of belonging, and the overall score the dependability of internal consistency was confirmed. According to the data in Table 2, the correlation coefficients between domains and the total score ranged from (0.88-0.92), while those between the item and the domain ranged from (0.41-0.82) and those between the item and the total score from (0.46-0.84). At the significance threshold of ($\alpha \leq 0.05$), each of these coefficients has statistical significance. This demonstrates the tool's validity and qualifies it for use in the study.

D. Study Variables

- *Independent Variables:* Gender; years of experience; supportive technology field: (physical and health disability, auditory impairment, and sight impairment).
- *Dependent Variables:* Level of knowledge of English language teachers regarding technological applications and the role of technological applications in enhancing the quality of education for students with disabilities.

E. Statistical Analysis

The following statistical techniques were applied to meet the study's objectives: Pearson correlation coefficients to confirm the measurements' validity; Cronbach's alpha stability coefficient to assess the research instrument's dependability; the mean values and standard deviations to address the first research question; multivariate analysis of variance (MANOVA) to address the second question; and one-way analysis of variance (ANOVA).

IV. RESULTS

The Level of Knowledge of English Language Teachers

The mean values and standard deviations for the domains and the overall score have been calculated and shown in Table 3 in order to address the first research question, which asks, "What is the level of knowledge of English language

teachers regarding technological applications and their role in enhancing the quality of education for students with disabilities?".

TABLE 2
TEACHERS' LEVEL OF KNOWLEDGE REGARDING TECHNOLOGICAL APPLICATIONS AND THEIR ROLE IN IMPROVING THE QUALITY OF LEARNING FOR STUDENTS WITH DISABILITIES

No.	Domain	Mean	SD	Rank	Level
1	Teachers' level of application knowledge for technology.	2.32	0.264	1	low
2	Applications of technology can enhance the educational experience for people with disabilities.	2.22	0.211	2	low
	Tool as whole.	2.24	0.144	-	low

According to the data in Table 2, the average teacher’s understanding of technological applications and how they might help improve the lives of people with disabilities in Jordan was 2.22, with a standard deviation of 0.144. This shows a poor degree of appreciation. The domain with the highest ranking was teachers' level of application knowledge, with an average score of (2.32) and a standard deviation of 0.264. At a low level for both domains, it was followed by the second-ranked domain, the role of technological applications in enhancing the quality of education for students with disabilities, with an average of 2.24 and a standard deviation of 0.211. Tables 3 and 4 show how the mean values and standard deviations for each domain's elements were obtained.

TABLE 3
TEACHERS' KNOWLEDGE OF TECHNOLOGICAL APPLICATIONS

No.	Domain	Mean	S.D	Level
1	Because of supportive technologies, people with disabilities can lead fulfilling lives.	3.78	0.890	high
2	I am aware that the use of supportive technology is required by law for students with disabilities.	3.84	0.864	high
3	I have a notion about the concept of technology in the twenty-first century.	2.20	0.520	low
4	Technology holds great promise for the development of new teaching materials	2.40	0.524	moderate
5	Technology has a big impact on the education	2.40	0.538	moderate
6	Using technology makes producing high-quality teaching things affordable and effective.	1.40	0.788	low
7	Technology has changed several fields.	1.44	0.842	low
8	Our teaching environment is heavily influenced by technology.	1.56	0.882	low
9	Technology has the ability to improve the competence of the teaching tools and equipment used by those with disabilities.	1.58	0.946	low
10	There are two technology issues. It can be both harmful and useful too.	2.26	0.652	low
	Total	2.32	0.277	low

The Table reveals that the total mean for the domain of the level of knowledge of teachers regarding technological applications was (2.32) with a standard deviation of (0.277). This represents a low level of esteem for technology tools. Item number 2, which states, "I am aware that the use of assistive technology is required by law for those with disabilities," rated foremost with an average of 3.84 and a standard deviation of 3.84. Following in second position was item number 1, which states, "Because of supportive technologies, people with disabilities can lead fulfilling lives" with an average of (3.83) and a standard deviation of (0.890). Third came item number 5, which states, "Technology has a big impact on the economy," with an average of 2.40 and a standard deviation of 0.538. Lastly, in the fourth position came item 6, which states, "Using technology makes producing high-quality things affordable and effective," with an average of 1.40 and a standard deviation of 0.788.

TABLE 4
ROLE OF TECHNOLOGICAL APPLICATIONS IN ENHANCING THE QUALITY OF EDUCATION

No.	Domain	Mean	S. D	Level
11	Educational technology reduces the burden on teachers by reducing students' reliance on them.	2.46	0.544	moderate
12	Educational technology stimulates motivation among the stakeholders in the educational learning process.	2.55	0.555	moderate
13	Educational technology contributes to the continuous monitoring of students with disabilities.	2.18	0.912	low
14	Educational technology equips teachers with modern technology usage skills.	1.52	0.623	low
15	Educational technology elevates the achievement level in various skills for students with disabilities.	2.30	0.488	low
16	Educational technology provides continuous feedback for teachers regarding their students.	3.11	0.746	moderate
17	The use of modern techniques by teachers during teaching increases motivation among students.	2.58	0.723	moderate
18	Educational technology assists teachers in self-reflection.	2.18	0.889	low
19	Educational technology makes the subject matter more engaging.	1.58	0.836	low
20	Educational technology helps teachers maintain constant communication with the parents of disabled students to follow up on instructions and guidance regarding their children.	2.34	0.578	moderate
21	Educational technology considers the diverse abilities of teachers.	2.28	0.746	low
22	Educational technology provides effort and time savings.	1.92	0.743	low
23	Educational technology eliminates students' differences.	1.92	0.755	low
24	Educational technology helps students retain information for a long time.	1.55	0.661	low
25	Educational technology increases positive interaction between the students and the teacher.	2.31	0.745	low
26	Using educational technology in teaching makes teachers more considerate of differences among students.	2.11	0.624	low
27	Educational technology gives teachers sufficient freedom while preparing their lessons.	2.42	0.525	moderate
28	Educational technology contributes to diversifying teachers' methods and techniques in teaching.	2.24	0.746	low
-	Total	2.24	0.162	low

Table 4 presents the overall mean (2.24) with a standard deviation of (0.162) for the domain of the function of technological applications in enhancing the quality of education for students with disabilities in Jordan. This shows a poor degree of appreciation. With an average of (3.11) and a standard deviation of (0.752), item 16, which reads, "Educational technology provides continuous feedback for teachers regarding their students" came first. With an average of 2.58 and a standard deviation of 0.711, item 17 which reads, "The use of modern techniques by teachers during teaching increases motivation among students" was in the second position. The statement "Educational technology reduces the burden on teachers by reducing students' reliance on them" (item 11) came third with an average of (2.64) and a standard deviation of (0.544). The statement "Educational technology equips teachers with modern technology usage skills", item 14, was in the last position.

TABLE 5
DOMAINS AND TOTAL SCORES BASED ON YEARS OF EXPERIENCE, GENDER, AND SUPPORTIVE TECHNOLOGY FIELD

Domain	Variable	Variable categories	No.	Mean	Stand. Devi.	Modified mean	Standard error
Teachers' level of application for technology.	Gender	Male	146	2.28	0.322	2.311	0.112
		Female	140	2.28	0.246	2.268	0.112
	Experience in years	Less than 4 years	66	2.36	0.289	2.211	0.128
		From 4-8 years	69	2.24	0.266	2.224	0.121
		More than 8 years	151	2.28	0.290	2.422	0.121
	Supportive technology field	Auditory impairment	58	2.26	0.288	2.311	0.122
		Sight impairment	96	2.32	0.266	2.323	0.068
Physical and health impairment		132	2.32	0.288	2.377	0.124	
The application of technology can help children with impairments live better lives.	Gender	Male	146	2.22	0.128	2.156	0.010
		Female	140	2.18	2.081	2.234	0.054
	Experience in years	More than 4 years	66	2.16	0.128	2.123	0.054
		4-8 years	69	2.18	0.156	2.278	0.032
		More than 8 years	151	2.29	0.156	2.255	0.058
	Supportive technology field	Auditory impairment	58	2.17	0.122	2.311	0.066
		Sight impairment	96	2.22	0.159	2.133	0.022
Physical and health impairment		132	2.18	0.160	2.256	0.121	
	Gender	Male	146	2.19	0.133	2.207	0.022
		Female	140	2.30	0.166	2.244	0.022
	Experience in years	Less than 4 years	66	2.22	0.125	2.445	0.058
		4-8 years	69	2.24	0.148	2.246	0.043
		More than 8 years	151	2.26	0.122	2.288	0.054
	Supportive technology field	Auditory impairment	58	2.22	0.138	2.289	0.059
		Sight impairment	96	2.18	0.142	2.212	0.042
Physical and health impairment		132	2.28	0.1323	2.175	0.042	

The findings of Table 5 show that there are notable disparities in the study sample students' mean scores regarding teachers' knowledge of technological applications, their contribution to enhancing the quality of life for students with disabilities across all domains, and their overall score. This is dependent upon the following factors: years of experience, gender, and area of supported technology. The Multivariate Analysis of Variance (MANOVA) test was used to determine whether the differences were statistically significant. The outcomes are shown in Table 6.

TABLE 6
THE SIGNIFICANCE OF DIFFERENCES IN THE LEVEL OF KNOWLEDGE OF TEACHERS IN TECHNOLOGICAL APPLICATIONS

Variance resource	Dependent variable	Squares sum	Squares average	(F) Value	P. Value
Gender Hoteling's Trace/ 0.060, sig=0.068	Knowledge level	0.068	0.068	0.558	0.445
	Role of technological applications	0.134	0.134	5.124	0.028
Experience in years Wilk's Lambda 0.886, Sig=0.034	Knowledge level	0.468	0.262	3.113	0.052
	Role of technological applications	0.128	0.211	2.798	0.058
Supportive technology field Wilk's Lambda 0.942, Sig=0.234	Knowledge level	0.208	0.122	1.356	0.258
	Role of technological applications	0.068	0.054	1.511	0.228
Error	Knowledge level	2.562	0.078		
	Role of technological applications	2.256	0.034		
Corrected total	Knowledge level	8.110			
	Role of technological applications	2.534			

*Statistically significant at $\alpha \leq 0.05$.

Regarding the gender variable, the results of Table 6 show that there is no statistically significant difference between the mean values of the study sample students in the area of instructors' degrees of expertise in technological applications. Regarding the function of technological applications, there are statistically significant disparities, with a tendency in favor of males. Regarding the variable of the field of supportive technology, there were no statistically significant differences between the mean values of the sample in the two domains: the role of technological applications in enhancing the quality of education for students with disabilities and the level of knowledge of teachers in applying technology. Years of experience also show that there was no statistically significant difference in the mean values of the study sample students on the contribution of technological applications to enhancing the quality of life for students with disabilities. The same table's results, however, revealed variations in the instructors' degree of technological application knowledge. V. DISCUSSION

The first study question's findings demonstrated that English language instructors in Jordan had a low degree of understanding regarding technological applications and their potential to enhance the learning and teaching process of students with disabilities. Ignorance of this technology suggests ignorance of its significance in raising the quality of life for students with impairments. The lack of technological understanding is consistent with earlier research by Ayyad (2014) and Darwish and Abu Amrah (2018), and it can be explained by the novelty of technology, both internationally and in the Arab world. As a developing country, Jordan finds it difficult to use technology to improve the teaching of students with disabilities because of its high cost and resource requirements. The lack of integration of this aspect into educational curricula and teachers' training programs results in a deficiency of awareness and knowledge among professionals.

The results of did not reveal any statistically significant differences in teachers' level of knowledge about technological applications and their impact on improving the quality of life for students with disabilities based on gender, years of experience, or the field of supportive technology. The fact that neither male nor female teachers took part in any type of technology-related activity or training may account for the absence of obvious disparities. In addition, the poll found that neither gender was motivated or driven to further their personal growth nor stay abreast of technological advancements, and that university curricula did not include any courses on the subject.

Furthermore, the results revealed that there were no statistically significant differences in experience between teachers with fewer than four years, more than four years, and more than eight years. This finding is explained by the similarity in the degree of technological awareness possessed by both novice and expert educators. This has to do with the government's lack of interest and the accountability of relevant organizations and entities in creating advanced assistive technologies, tools, and programs for students with disabilities, particularly in the area of technology.

As a result, no training program seems to be provided to teachers, irrespective of their years of experience, to enhance their abilities and utilize contemporary technology. This is especially true given the minimal funding provided for technology training and use generally, as well as for students with disabilities specifically. This is consistent with Ayyad's (2014) findings, which show that years of experience and gender have had little bearing on the degree of knowledge.

Regarding the assistive disability variable, the findings did not demonstrate statistically significant variations in the teachers' level of understanding regarding technology and its applications to enhance the quality of life, based on the field of work in supportive technology for physical, mental, visual, and auditory disabilities. Professionals in the field of physical and health disabilities made up the bulk of the sample, since these categories encompass a wide range of neurological, skeletal, muscular, and health diseases. When compared to visual and auditory problems, they are more common; therefore, more supportive technology is used. Nevertheless, despite working in diverse industries, teachers' levels of knowledge when it came to technological applications did not significantly differ from one another. This is explained by the fact that many professors are unfamiliar with technology, because it is a relatively new topic of study.

Previous research has shown that this situation closely mirrors the degree of knowledge in many Arab communities and communities worldwide. A developing nation such as Jordan should anticipate a decline in consciousness due to its small size, lack of resources, and delayed technological advancement. This has affected the lack of enthusiasm among organizations and staff members, especially educators from different specialties or categories of disabilities. When it comes to tools and assistive technology for students with disabilities, professionals at state institutions and centers continue to employ antiquated practices without making any effort to stay up to date with advancements in technology. This is particularly true given the few resources at hand and the significant expense involved in creating and utilizing technology and its applications to support and enhance the lives of those with disabilities.

VI. CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to find out what teachers thought about using assistive technology to help students with disabilities. The study's findings demonstrated how little the teachers knew about using assistive technology to teach children with impairments. It also demonstrated that neither gender nor experience characteristics are linked to statistically significant differences. In light of these findings, the study suggests that educators continue to use assistive technology while instructing students with impairments. A number of issues need to be taken care of in order to make education accessible to students with disabilities. These include the availability of assistive technology and educational services from university administrations, as well as the provision of services and awareness of how to use them. In order to improve student access and achieve success in education, institutions should provide the required environment, software/hardware, assistive technology, and educational services.

Special education teachers must be prepared to implement AT to enhance their knowledge and competencies, besides their teaching abilities and expertise in addressing the learning needs of students with disabilities. The findings suggest that special education teachers receive training to improve their AT abilities across a range of domains. Consequently, decision-makers ought to tackle the problems identified here concerning the implementation process. Future studies should consider the opinions of students from various backgrounds, including specialists, researchers, and customers. Furthermore, investigating how learners see technology – both with and without prior knowledge – could be a useful topic for further investigation.

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