RESEARCH ARTICLE

Attitudes of teachers of learning disabilities in English language towards the use of information technology in Irbid from their point of view

Mohamad Ahmad Saleem Khasawneh[1]

Abstract
This study aimed at identifying the attitudes of teachers of learning disabilities in English language in Irbid Governorate towards the use of information technology from their point of view. The study population consisted of (60) female and male teachers and the study sample was selected in a stratified random manner, and the number of the sample members was (30) female and male teachers. To achieve the objectives of the study, a questionnaire was developed to measure the attitudes of teachers of LDs in English language towards the use of information technology. The results showed that teachers of LDs in English language tend to use information technology at a high level, from their point of view. The researcher recommends that the Ministry of Education pay attention to this attitude towards information technology through training and creative development in their schools, including renewal, preparing computerized curricula, and integrating information technology in various fields of work.

Key words: learning disabilities in English, information technology, teachers, Irbid

1 | INTRODUCTION

Recently, there has been a continuous and rapid increase in information systems and a realization of their importance for governmental and private organizations and institutions. This importance is due to the emergence of recent trends in organizations. First, the increasing influence of knowledge and information in advanced societies, and the increase in the influence of those working there, which led to an increase in the demand for information and communications. Second, the development of communication networks led to the emergence of information systems and the use of computers, and this increased to the point of designing and building organizations that work entirely using computers (Muslim, 2017).

It has become possible, thanks to information technology, to simulate the external reality within the school walls. Multiple means of direct communication with sources of knowledge outside the school became available. Information technology is an effective means of transmitting the pulse of reality and vitality to the school for education to become more realistic, and it is an effective means to raise awareness. The learner is given opportunities to deal directly or semi-directly with this reality (Yallihep & Kutlu, 2020).

The use and employment of information technology have become a very urgent need and a costly matter. Therefore, it was necessary to define and regulate the relationship between the use of this technology and the benefit resulting from this use. Countries, governments, and individuals spend exorbitant money on the employment of information technology. Jordan is among the countries that have worked and are

[1]Assistant Professor, Special Education Department, King Khalid University, Saudi Arabia.

Attitudes of teachers of learning disabilities in English language towards the use of information technology in Irbid from their point of view

still working tirelessly to use this technology in its various forms, as this has been positively reflected on the performance of its institutions in a remarkable way (Kuek, & Hakkennes, 2020).

The comprehensive vision does not stop at the limits of the present and what is going on in it, but it necessarily extends to the future in an attempt to inspire it, anticipate its dimensions, predict its events and prepare for it, and reformulate programs and strategies (Fahmy, 2020). The issue of information technology is one of the hot topics in the modern era, which will work to improve the quality of education and make it more compatible with the requirements of this century. Therefore, the vast majority of countries in the world have developed comprehensive strategies for change in curricula and the educational ladder to advance the educational system (Cuban, 2018).

Because of the importance of the use of information technology in terms of influencing the performance of schools, those interested and researchers in educational administration at the global, Arab, and local levels have addressed this issue with great interest. This attention was because schools that cannot employ information technology will not innovate even if they perform other administrative functions such as planning, organization, and follow-up (Reich et al., 2020).

1.1 | The problem of the study

Qualifying and preparing teachers of learning disabilities make them more able to face the challenges they face. The use of information technology in educational institutions has an important impact on the learning and teaching process, as preparing and training principals and teachers to take advantage of information technology in the educational process and educational administration is one of the most important components of the information and communication technology era.

Given the great changes that Jordan has witnessed with the advent of the information age and the communications revolution, educational institutions' programs need to be reconsidered and developed to keep pace with changes in the field of information technology. This could happen through the availability of trained work staff to follow up on the e-learning environment and follow up on emerging

information. Recently, educators have felt this need, and there have been calls to reconsider the content, objectives, and means of the educational process, to allow managers to acquire knowledge related to technology.

The problem of the study is determined by surveying the views of teachers of learning disabilities and their appreciation of the attitudes towards the use of information technology due to the importance of the role played by the school administration in achieving the objectives of the educational process and the adoption of performance effectiveness on the optimal use of information technology.

1.2 | Question of the study

The study attempted to answer the main following question:

> [noitemsep,nolistsep,topsep=5pt]What are the attitudes of teachers of learning disabilities in English language in Irbid Governorate towards the use of information technology from their point of view?

1.3 | Significance of the study

This study acquires its importance in building clear visions for teachers before undertaking planning, especially based on the directions of the Ministry of Education towards computerization of education. The results will be useful to educators and decision-makers in understanding the views of teachers toward the use of IT in the classrooms.

1.4 | Limitations

This study was limited to teachers of learning disabilities in English language in Irbid governorate for the academic year 2019/2020. Its results are determined by the validity and reliability of the instrument and the responses of the study sample.

2 | LITERATURE REVIEW

The term information technology has been conceptualized within the framework of the development

of contemporary administrative thought. Information technology systems mean that basic technology is used in modern computer-based information systems, and their applications for the beneficiary of the system, or the manager, and it includes devices, communication networks, databases, and the necessary programs (Szymkowiak et al., 2021).

Carter (2001) defined IT as a set of scientific, technical, engineering, humanitarian and social procedures, administrative procedures, and various techniques used in specific areas. It is also the human efforts in collecting, storing, processing, transmitting, broadcasting, and retrieval of various information that arise from interactions between these technologies, knowledge, and the person dealing with them with all his senses. and his perceptions.

The new role of teachers of learning disabilities in light of the concept of information technology poses great responsibilities to the process of preparing the teacher and arming him with the basics of computer science to increase productivity and save time and effort. It is also important to help teachers in organizing different tables, preparing administrative letters, and other uses that are difficult to enumerate (Abu Nasser, 2016). This prompted those interested in educational administration to pay more attention to developing programs to prepare and train teachers of learning disabilities, which resulted in the emergence of several trends. Some of these trends focused on the necessary characteristics of a good teacher, others focused on their training behavior, and some focused on verbal and nonverbal interaction between The teacher and the student (Al-Nassar, 2003).

Despite these serious attempts to develop teachers of learning disabilities, there is still evidence of the need for more focused efforts to radically develop them, so that this leads to the availability of scientific and professional competence for them. There is an urgent need for teachers to become familiar with the modern technological methods that were introduced and used in the educational field. Several technologies, such as systems analysis, interaction analysis, instructional design, individualization of instruction, educational computer, and other educational innovations help teachers to get rid of traditional teaching practices that make the textbook a single reference for both the student and teacher alike (Mehboob & Nawaz, 2021).

The importance of modern electronic devices lies in improving the teaching and learning processes. The use of these modern devices leads to eliminating the influence of teachers' tendencies and traditional practices in the educational process in the resource room and liberating the student from being forced to sit inside the resource room daily for five or six hours continuously. Using technology provides programs, methods, and a variety of areas liberating education from the standardized time for student achievement (Mehboob, & Nawaz, 2021).

2.1 | Previous studies

Al-Dogan and Al-Abdullatif (2021) explored the level of competencies and attitudes towards ICT integration among Arabic language teachers. The study also investigated the attitudes according to the variables gender, age, school stage, and experience. The descriptive survey approach was used as an instrument in this study. The sample consisted of 150 male and female Arabic teachers in general education schools in Al Ahsa. The findings showed that the perceptions of teachers were positive toward using ICT in teaching. The results also revealed different variations in the teachers' responses according to gender, experience, and the other variables of the study.

Mansour (2021) identified the impact of using augmented reality technology in developing scientific concepts and information search skills among ninth-grade students in the State of Kuwait. The study included 60 students. The descriptive methodology was used to collect data from the sample. The findings revealed that using AR technology has an impact on developing the scientific knowledge of students. The use of AR also increased students' skills in research for information.

Al-Bakhit (2020) explored the impact of using ICT on improving the academic achievement of students with reading difficulties from the point of view of teachers. The study included 70 female teachers in Hail city, Saudi Arabia. The study used the correlative descriptive method and developed a questionnaire to collect data. The results of the study showed that students with learning difficulties in reading had slightly improved after using ICT according to the teachers' point of view.

Attitudes of teachers of learning disabilities in English language towards the use of information technology in Irbid from their point of view

Ismail et al (2017) investigated the effectiveness of a website designed for this study to increase awareness of dyslexia among a sample of 400 students, teachers, and parents. The study did two surveys on the website. The results revealed there are differences in the views of students, teachers, and parents toward dyslexia. Their level of awareness on this issue varied and was related to its definition, treatment, and causes and effects.

Abdullah and Ziden (2015) investigated the underlying factors of attitudes towards information technology and the relationship with academic achievement among students. The study used a questionnaire to reveal the attitudes of 800 students. The findings of the study showed that there are differences between the students from Art majors and science majors. The results showed a correlation between the use of ICT and students' academic achievement and their attitudes toward ICT in general.

3 | METHODOLOGY

3.1 | Population and Sample

The study population consisted of all 60 teachers with learning disabilities in English language. The study sample was selected from this population, whose number was 30 male and female teachers.

3.2 | Instrument of the study

To measure the degree of use of information technology by teachers of LDs in English language, a questionnaire was designed as an instrument according to the five-point Likert scale (always, often, sometimes, rarely, never. The questionnaire measured the levels of responses of teachers of LDs in English language for each of the paragraphs of the questionnaire for information technology at present.

3.3 | Validity

The study instrument was presented to a group of judges with expertise and competence. The judges were asked to express their opinions on the instrument. 80% of the judges' opinions were adopted as a basis for keeping the paragraph or deleting it, and the

paragraphs that scored less than 80% were deleted. The instrument was in its final form 30 statements.

3.4 | Reliability

The information technology questionnaire was applied in its final form to the members of a pilot sample consisting of (40) from outside the study sample. After two weeks passed, the test was reapplied on the same sample. After correcting the answers and unloading the scores, the correlation coefficient was calculated between the individual's mark on the scale the first time and his mark on the scale the second time. The Pearson correlation equation was used, and the value of the correlation coefficient between the two applications was (0.90), which is statistically significant at the level (0.001).

4 | RESULTS

To answer the main question of the study, the mean scores and standard deviations of the answers of teachers of LDs in English language in Irbid governorate were measured towards the use of information technology, and Table (1) illustrates the results.

Table 1. The mean scores, standard deviations, ranks, and attitudes of teachers of LDs in English language towards the use of information technology

Rank	Dimension	NO.	Mean score	Standard deviation	Level of attitude
1	control and guidance	10	4.06	0.67	High
2	Leadership and management	10	3.94	0.60	High
3	Communication	10	3.83	0.75	High
	Total	33	3.95	0.63	High

It is noted from the results in Table (1) that the attitudes of teachers of LDs in English language in Irbid Governorate towards the use of information technology from their point of view came at a high level. It obtained a mean score of (3.97) and a standard deviation of (0.63).

It is clear from Table (1) that the third domain, "Control and Guidance", got the first rank with a mean score of (4.06) and a standard deviation of (0.67).

The "Leadership and management" field got the second rank with a mean of (3.94) and a standard deviation of (0.60). The domain of "communication" got the third and last rank with a mean score of (3.83) and a standard deviation of (0.75). These three averages represent a high attitude towards the use of information technology from the point of view of teachers of English language.

The mean scores and standard deviations were calculated for each of the statements of the three dimensions of the questionnaire, and tables (2, 3, 4) illustrate the results.

4.1 | The first dimension: Control and Guidance

Table (2) shows the order of the statements of this field in descending order according to the mean scores. The table also shows the mean scores and standard deviations of the answers of teachers of LDs in English language towards the use of information technology, as well as their attitudes towards the use of information technology for each statement.

Table 2. The mean scores, standard deviations, ranks, and level of attitudes for the answers of teachers of LDs in English language learning in the first dimension

Rank	Statement	Mean score	Standard deviation	Level
1.	I use information technology to plan work.	4.60	0.68	High
2.	I explain to people with learning disabilities the importance of computers, their speed, and accuracy in processing data.	4.41	0.73	High
3.	Using ICT is easy.	4.33	0.76	High
4.	I pay attention to public safety in the use of information technology.	4.24	0.89	High
5.	I use the information technology available in the school effectively.	4.16	0.85	High
6.	I would like to obtain an International Computer Driving License.	3.77	0.84	High
7.	I use information technology to achieve the set goals.	3.72	0.87	High
8.	I provide computerized educational programs.	3.71	0.90	High
9.	I keep the information and copy it to CDs.	3.69	1.00	High
10.	I use the Internet to get information quickly.	2.95	1.51	Medium
11.	I use information technology in the implementation of educational programs and activities.	2.09	1.62	Low
	Total	4.06	0.67	High

The results in Table (2) showed that the statement "I use information technology in work planning" came in the first rank as it obtained a mean score of (4.60) and a standard deviation of (0.68). The statement "I use information technology in the implementation of

educational programs and activities" ranked in the last place with a mean of (2.09) and a standard deviation of (1.62).

4.2 | The second dimension: Leadership and management

Table (3) shows the order of the statement of this dimension in descending order according to the mean scores and the standard deviations of the answers of teachers of LDs in English language and their attitudes.

Table 3. The mean scores, standard deviations, ranks, and level of attitudes for the answers of teachers of LDs in English language toward the "leadership and management" dimension

Rank	Statement	Mean score	Standard deviation	Level
1.	I share information and ideas with other resource rooms teachers.	4.55	0.71	High
2.	I believe that information technology is an important and helpful factor for the teacher.	4.25	0.92	High
3.	I benefit from those with expertise in the field of information technology.	4.19	0.91	High
4.	I leave out traditional learning and move towards e-learning.	3.89	0.63	High
5.	I have access to information at the school.	3.84	1.00	High
6.	I involve teachers in planning for the development of information technology in the school.	3.74	1.05	High
7.	I pay attention to the cleanliness and safety of devices.	3.67	1.05	High
8.	I encourage teachers to use the Internet in education.	3.64	1.17	High
9.	I take advantage of information technology in correspondence.	3.59	1.01	High
10.	I learn about global experiences in information technology.	3.43	1.00	High
11.	I prepare an action plan to activate the communication.	3.36	1.06	Medium
	Total	3.94	0.60	High

It appears from the results in Table (3) that the statement "I exchange information and ideas with other resource rooms teachers," came in the first rank as it obtained a mean of (4.56) and a standard deviation of (0.72). The statement "I prepare a procedural plan to activate the communication" came to the last rank with a mean of (3.36) and a standard deviation of (1.06).

4.3 | The third dimension: communication

Table (4) shows the order of the statements of this dimension in descending order based on the mean scores and standard deviations of the managers' answers, as well as the level of orientation for each statement.

Table 4. The mean scores, standard deviations, ranks, and level of attitudes for the answers of teachers of LDs in English language on the dimension of communication

Rank	Statement	Mean score	Standard deviation	Level
1.	I stand on all problems and obstacles.	4.54	0.74	High
2.	I do regular maintenance of computers.	4.32	0.84	High
.2	I follow the students' achievements.	4.32	0.85	High
.4	I conduct inspection tours to check on the progress of work.	4.25	0.89	High
.5	I pay attention to the lighting and ventilation in the resource room	4.19	0.83	High
.6	I provide the necessary instructions for students to deal with the devices.	4.18	0.91	High
.7	I take care to search for everything new.	4.11	1.06	High
.8	I spend time in computer labs.	3.91	0.98	High
.9	I am keen to follow the principle of accountability.	3.81	0.90	High
.10	I develop mentoring strategies for the effective application of e-learning.	3.56	1.00	High
.11	I help the teacher in orientation towards e-learning.	3.52	0.98	High
	Total	3.83	0.75	High

It is clear from the results in Table (4) that the statement "I stand on all problems and obstacles" came in the first rank, as it obtained a mean of (4.54) and a standard deviation of (0.74). The statement "I help the teacher to move towards e-learning" came to the last rank with a mean of (3.53) and a standard deviation of (0.99).

The researcher attributes these results to the importance of using information technology to save effort and time and to deliver information quickly and to the training programs prepared by the Ministry of Education. Perhaps the reason why teachers with learning difficulties tend to use information technology is due to their knowledge that this field is in continuous and rapid development and serves the purposes of administrative planning and the educational and learning process in the school. The use of ICT enables them to use technology effectively in line with contemporary requirements, in addition to the desire of teachers of learning disabilities to obtain more knowledge and relevant information to be able to raise the level of their institutions.

5 | RECOMMENDATIONS

In light of the results, the study recommends using computerized curricula and the integration of information technology into various work fields. It is also recommended to disseminate the experience of outstanding teachers of learning difficulties who give the subject of information technology and change management in their schools the necessary importance, by conducting surveys and research from time to time.

6 | ACKNOWLEDGMENTS

7 | REFERENCES

Abdullah, Z. D., & Ziden, B. A. (2015). Students' Attitudes towards Information Technology and the Relationship with Their Academic Achievement. *Contemporary Educational Technology*, *6*(4), 338-354.

Abu Nasser, M. A. (2016). *Present and future training needs of teachers of e-learning schools as seen by educational leaders in Jordan*. (Unpublished master's thesis), University of Jordan, Amman.

Al-Bakhit, H. M. A. (2020). The use of information and communication technology and its role in improving the quality of educational outcomes for students with reading difficulties from the point of view of their teachers and field training students at the University of Hail. *Al-Arabi Journal for Studies and Research: The Arab Center for Research and Media Studies*, 5, 53 - 98. http://search.mandumah.com/Record/1044870

Al-Dogan, I. A. & Al-Abdullatif, A. M. (2021). Auditing the Competencies and Attitudes of Arabic Language Teachers Towards Information and Communication Technology "ICT" Integration in Al Ahsa. *Scientific Journal of King Faisal University - Humanities and Administrative Sciences, 22*(1), 145

INNOVATIVE JOURNAL

- 153. http://search.mandumah.com/Record/109126 2

Alkhawaldeh, M. A. (2020). and Mohamad Ahmad Saleem Khasawneh (2020). The Impact of Using an Infographic-based Training Program on Improving Visual Motor Memory Among EFL Student. *INDIAN JOURNAL OF SCIENCE AND TECHNOLOGY*, 405-416. DOI: 10.17485/ijst/2020/v13i04/148906

Alkhawaldeh, M. A., & Kha-sawneh, M. A. S. (2020). Developing acoustic analysis skills among students with developmental apraxia of speech (DAS). *Indian Journal of Science and Technology*, *13*(22), 2237-2244. DOI: 10.17485/ijst/v13i22.148932

Alkhawaldeh, M. A., & Khasawneh, M. A. S. (2021). Learning Disabilities in English at the Primary Stage: A Qualitative Study from the Students' Perspective. http://ijmrap.com/wp-content/uploads/2021/06/IJMRAP-V3N12P107Y21.pdf

Alkhawaldeh, M. A., & Khasawneh, M. A. S. (2021). The availability of teaching aids in resource rooms and their use by teachers in Irbid Governorate. *Science and Education*, *2*(8),390-401. https://openscience.uz/index.php/sciedu/article/view/1772/1694

Al-Nassar, S. A. (2003). "The Experience of Creating a Website for Monitoring Academic Theses and Refereed Research", *Third Scientific Conference of the Society for Reading and Knowledge*, King Saud University.

Carter, N. (2011). *Basic Context for Organizational Change* , cited from: Http//WWW.Change- Management.Com/Articles

Cuban, L. (2018). US school reform and classroom practice. In *The future of educational change* (pp. 93-106). Routledge.

Fahmy, M. S. (2020). *A Study on recent experiences in educational administration*. Arab Organization for Culture and Science, Tunisia.

Ismail, M. H., Hassan, O. S., & Aziz, S. S. (2017). The Effect of Using an Interactive Web Site to Raise Awareness About Dyslexia Among Students in Two Stages the Preparatory and Secondary. *Journal of Childhood Studies: Ain Shams University - Faculty of Graduate Studies for Childhood, 20*(74), 1-10. http://search.mandumah.com/Record/816488

Kearsly, G. (1996). **"**The World Wide Web: Global Access to Education". *Educational Technology Review,* (5), P. 26-30.

Khasawaneh, M., & Arabia, S. (2016). The Impact of a Training Program Based on the Visual Words Composition Techniques on the Development of Reading Comprehension Skills among the Students of Primary Stage. *Advances in Bioresearch*, *7*(2). https://www.researchgate.net/publication/329091984_International_Journal_of_Academic_Research

Khasawneh, M. (2022). The Relationship of Curriculum, Teaching Methods, Assessment Methods, and School and Home Environment with Learning Difficulties in English Language from the Studetns' Perspectives. *Journal of Innovation in Educational and Cultural Research*, *3*(1), 41-48. https://doi.org/10.46843/jiecr.v3i1.51

Khasawneh, M. A. (2012). Spatial ability for children with learning disabilities in hail and its relationship with some variables. *European Scientific Journal*, *8*(22). **DOI:** https://doi.org/10.19044/esj.2012.v8n22p%25p

Khasawneh, M. A. (2019). Using Social Media Networks by Learning Disabilities Teachers. *International Journal of Educational Research Review*, *4*, 766-780. https://doi.org/10.24331/ijere.634880

Khasawneh, M. A. (2021). The effect of the spread of the new COVID-19 on the psychological and social adaptation of families of persons with disabilities in the Kingdom of Saudi Arabia. *Health Psychology Report*, *9*(3), 264-275. DOI: https://doi.org/10.5114/hpr.2020.99003

Khasawneh, M. A. S. (2020). The Extent of Bullying Against Students with Learning Disabilities According to the Age Variable. *International Journal of Learning, Teaching and Educational Research*, *19*(6), 267-281. DOI: 10.26803/ijlter.19.6.16

Khasawneh, M. A. S. (2020). The leadership roles of Saudi special education teachers from their own perspectives. *Indian Journal of Science and Technology*, *13*(25), 2520-2528. DOI: 10.17485/ijst/v13i25.110

Khasawneh, M. A. S. (2020). THE SPATIAL ABILITY OF SCHOOL STUDENTS WITH LEARNING DISABILITIES IN SAUDI ARABIA. https://www.researchgate.net/publication/340332933_THE_SPA

TIAL_ABILITY_OF_SCHOOL_STUDENTS_WI
TH_LEARNING_DISABILITIES_IN_SAUDI_AR
ABIA

Khasawneh, M. A. S. (2021). An electronic training program to treat errors of reading aloud in the English language among students with learning difficulties during the emerging Covid-19. *The Journal of Quality in Education*, *11*(17), 49-69. https://doi.org/10.37870/joqie.v11i17.251

Khasawneh, M. A. S. (2021). Challenges resulting from simultaneous online education during the" Covid-19" pandemic: the case of King Khalid University, Saudi Arabia. *Science and Education*, *2*(8), 414-430. https://openscience.uz/index.php/sciedu/article/view/1774/1696

Khasawneh, M. A. S. (2021). Cognitive Flexibility of Students with Learning Disabilities in English Language and Its Relationship to Some Variables. *Shanlax International Journal of Education*, *9*(3), 49-56. DOI: 10.34293/education.v9i3.4003

Khasawneh, M. A. S. (2021). Language skills and their relationship to learning difficulties in English language from the students' point of view. *Science and Education*, *2*(9), 261-272. DOI: 10.34293/education.v9i4.4082

Khasawneh, M. A. S. (2021). Methods of resource room management for teachers of learning disabilities in English language in light of some variables. *Science and Education*, *2*(9), 240-249. DOI: 10.30659/e.6.2.213-221

Khasawneh, M. A. S. (2021). Obstacles to using e-learning in teaching English for students with learning disabilities during the Covid-19 pandemic from teachers' point of view. *Science and Education*, *2*(5), 470-483. https://openscience.uz/index.php/sciedu/article/view/1406/1350

Khasawneh, M. A. S. (2021). Problems Teaching English to Deaf Students. *Indonesian Journal of Creative Counseling*, *1*(2), 32-42. DOI: https://doi.org/10.47679/ijcc.v1i2.107

Khasawneh, M. A. S. (2021). Social competence for students with learning disabilities in English. *Technium Social Sciences Journal*, *23*(1), 16–27. Retrieved from https://techniumscience.com/index.php/socialsciences/article/view/4439

Khasawneh, M. A. S. (2021). Teacher Perspective on Language Competences Relation to Learning Difficulties in English Learning. *Journal Educational Verkenning*, *2*(1),29-37. Retrieved from http://hdpublication.com/index.php/jev/article/view/125

Khasawneh, M. A. S. (2021). The degree of practicing effective communication skills among teachers of learning disabilities in English language from their point of view. *Journal Educational Verkenning*, *2*(2), 1-9. DOI: 10.47616/jamres.v2i2.175

Khasawneh, M. A. S. (2021). The Effect of Using a Language Games-Based Electronic Program on Acquiring Oral Expression Skills among People with Learning Difficulties in English Language during Covid-19 Pandemic. *MANAZHIM*, *3*(2), 136-150. https://doi.org/10.36088/manazhim.v3i2.1109

Khasawneh, M. A. S. (2021). The Effect of Using a Language Games-Based Electronic Program on Acquiring Oral Skills. Experiences of Adult English Learners during the COVID-19 Pandemic. *Edukacja Ustawiczna Dorosłych*, *112*(1), 13-24. https://doi.org/10.36088/manazhim.v3i2.1109

Khasawneh, M. A. S. (2021). The effectiveness of a training program based on Erikson's theory in developing independence skills among students with learning disabilities in Jordan. *Science and Education*, *2*(8), 457-471. https://openscience.uz/index.php/sciedu/article/view/1776/1698

Khasawneh, M. A. S. (2021). The effectiveness of using multimedia in the developing the concepts of the English language grammar concepts for people with learning difficulties. *Science and Education*, *2*(6), 373-384. https://openscience.uz/index.php/sciedu/article/view/1571/1505

Khasawneh, M. A. S. (2021). The extra-curricular environmental activities as practiced by English language students with learning difficulties from their teachers' point of view. *Science and Education*, *2*(4), 275-287. https://openscience.uz/index.php/sciedu/article/view/1226/1177

Khasawneh, M. A. S. (2021). The Level of Emotional Intelligence of English Language Students with Learning Disabilities from the Point of View of Their Parents. *Science and Education*, *2*(7), 264-275. https://openscience.uz/index.php/sciedu/article/view/1706/1635

Khasawneh, M. A. S. (2021). The Level of Morale

Among Teachers of Learning Disabilities in English Language in Irbid, Jordan. *Journal La Edusci*, *2*(3), 29-36. https://doi.org/10.37899/journallaedusci.v2i3.432

Khasawneh, M. A. S. (2021). The level of stuttering severity among students with learning disabilities in English language. *Science and Education*, *2*(9), 215-226. https://openscience.uz/index.php/sciedu/article/view/1842/1747

Khasawneh, M. A. S. (2021). The reality of extra-curricular educational activities from the viewpoint of students with learning difficulties in English language. 6-2-13-161 (2).pdf

Khasawneh, M. A. S. (2021). The relationship between the acquisition of language patterns and oral expression skills among students with learning difficulties in the English language during the Covid-19 pandemic. *Science and Education*, *2*(5), 490-499. https://openscience.uz/index.php/sciedu/article/view/1408/1352

Khasawneh, M. A. S. (2021). THE USE OF DEMOCRATIC STYLE BY TEACHERS OF LEARNING DISABILITIES IN ENGLISH LANGUAGE ACCORDING TO SOME VARIABLES. *language*, *4*(05). https://ijehss.com/uploads2021/EHS_4_305.pd

Khasawneh, M. A. S. (2021). The use of Laissez-faire style by teachers of Learning Disabilities in English language according to some variables. *Science and Education*, *2*(9), 250-260. https://openscience.uz/index.php/sciedu/article/view/1845/1750

Khasawneh, M. A. S. (2021). The Use of Reading Speed Strategy in Promoting Reading Comprehension among EFL Students with Learning Disabilities. *Al-Lisan: Jurnal Bahasa (e-Journal)*, *6*(2), 225-235. https://doi.org/10.30603/al.v7i2.2135 .

Khasawneh, M. A. S. (2021). The Use of Reading Speed Strategy in Promoting Reading Comprehension among EFL Students with Learning Disabilities. *Al-Lisan: Jurnal Bahasa (e-Journal)*, *6*(2), 225-235 https://doi.org/10.30603/al.v7i2.2135

Khasawneh, M. A. S. (2021). Training program on developing reading skills in the english language among students with learning difficulties. *Revista EDUCARE-UPEL-IPB-Segunda Nueva Etapa 2.0*, *25*(1), 84-101. DOI: 10.46498/reduipb.v25i1.1466

Khasawneh, M. A. S. K. (2021). Work pressures among teachers of learning disabilities in English language from their point of view. *Journal of Asian Multicultural Research for Educational Study*, *2*(2), 15-23. DOI: 10.47616/jamres.v2i2.177

Khasawneh, M. A. S. K. (2021).Self-Regulation among students with learning disabilities in English language and its relationship to some variables. https://socialscienceresearch.org/index.php/GJHSS/article/view/3660/3549

Khasawneh, M. A. S. K. (2021).The effectiveness of a training program based on Erikson's theory in developing initiation skills among students with learning disabilities in Jordan.

Khasawneh, M. A. S., & Alkhawaldeh, M. A. (2018). The Relationship between Successful Intelligence and School-Social Growth among Learning Disability Students in Aseer Area. *Basic Education College Magazine For Educational and Humanities Sciences*, (39).

Khasawneh, M. A. S., & Alkhawaldeh, M. A. (2020). The Effectiveness of Phonological Awareness Training in Treating Deficiencies in Auditory Processing Among Children with Learning Disabilities Among Elementary Cycle Students in Saudi Arabia. *International Journal of Language Education*, *4*(3). https://doi.org/10.26858/ijole.v4i3.14758

Khasawneh, M. A. S., & Alkhawaldeh, M. A. H. (2017). The attitudes of King Khalid's students who are affiliated with Special Education bachelor's degree toward Blackboard Software in their learning. *International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926*, *2*(4), 2789-2798. https://www.ijhcs.com/index.php/ijhcs/article/view/3061/2888

Khasawneh, M. A. S., & Al-Rub, M. O. A. (2020). Development of Reading Comprehension Skills among the Students of Learning Disabilities. *Universal Journal of Educational Research*, *8*(11), 5335-5341. DOI: 10.13189/ujer.2020.081135

Khasawneh, M. A. S., Alkhawaldeh, M. A., & Hamad, H. A. A. B. (2018). Building a training program based on the theory of voice awareness and measuring its effectiveness in developing the skills of auditory analysis of students with difficulties in synergy, developmental and verbal Verbal Dyspraxia. *Basic Education College Magazine For*

Attitudes of teachers of learning disabilities in English language towards the use of information technology in Irbid from their point of view

Educational and Humanities Sciences, (41).

Khasawneh, M. A., Al Ahmad, F. A., & Al Khawaldeh, M. A. (2018). the Effects of Training Program based on Auditory Perception Skills in Enhancing Phonological Awareness among Learning Disability Students in Aseer Region. *Journal of Educational and Psychological Studies [JEPS], 12*(3), 591-604. https://doi.org/10.24200/jeps.vol12iss3pp591-604

Khasawneh, M., Alkhawaldeh, M., & Al-Khasawneh, F. (2020). The Level of Metacognitive Thinking Among Students with Learning Disabilities. *International Journal of English Linguistics, 10*(5). doi:10.5539/ijel.v10n5p343

Khasawneh, MAS (2021). Training program for the development of reading skills in English for students with learning difficulties. *EDUCARE-UPEL-IPB-Second New Stage 2.0 Magazine , 25* (1), 84-101. DOI: 10.46498/reduipb.v25i1.1445

Kuek, A., & Hakkennes, S. (2020). Healthcare staff digital literacy levels and their attitudes towards information systems. *Health informatics journal, 26*(1), 592-612.

Mansour, A. A. K. (2021). The use of augmented reality technology in developing some scientific concepts and information search skills among middle school students in the State of Kuwait. *Journal of the Faculty of Education: Assiut University - Faculty of Education, 37*(2), 2 - 38. http://search.mandumah.com/Record/1116982

Mehboob, M. U. H., & Nawaz, H. (2021). Information and Communication Technologies for Educational Purposes: Measuring Intensity of Students' Attitudes towards Digital Journey. *Journal of Arts & Social Sciences (JASS), 8*(1), 32-42.

Muslim, A. A. (2017). *Management Information Systems*. Alexandria, Administrative Development Center, Faculty of Commerce, Alexandria University.

Reich, N., Aharony, N., & Bouhnik, D. (2020). Teachers' and students' attitudes towards information security: A qualitative study. *Proceedings of the Association for Information Science and Technology, 57*(1), e330.

Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society, 65*, 101565.

Yallihep, M., & Kutlu, B. (2020). Mobile serious games: Effects on students' understanding of programming concepts and attitudes towards information technology. *Education and Information Technologies, 25*(2), 1237-1254.