

Developing Linguistic Competence in Children with Multiple Disabilities: A Pedagogical Approach at the Psycho-Educational Center of Tlemcen

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ABSTRACT

This study aims to highlight the experience of the Psycho-Educational Center in Tlemcen and its role in developing the linguistic competence of children with multiple disabilities, with particular emphasis on the effectiveness of innovative learning approaches and tools such as educational games, virtual reality, and digital programs and applications. It additionally explores the roles of teachers and families in supporting the learning process and motivating the child, and examines the influence of these tools on the development of linguistic, cognitive, and communicative abilities. The findings demonstrate that adopting innovative methods plays a significant role in strengthening linguistic competence, increasing children's motivation and self-confidence, and enhancing the involvement of teachers and parents in the educational process. The study concludes that coordinated efforts among all stakeholders, combined with the integration of modern technologies, are essential for promoting effective learning among children with multiple disabilities

INTRODUCTION

The Arabic language constitutes a fundamental instrument of communication and thought, and linguistic competence represents a core element in the development of children's educational and social abilities. However, children with multiple disabilities face considerable difficulties in acquiring these skills due to their unique educational needs, which necessitate flexible and innovative instructional strategies.

With the rapid expansion of technological advancements, contemporary educational tools, including virtual reality, digital games, and educational applications, have emerged as interactive and enriched learning environments that simulate real-life situations and enable children to learn in an engaging and enjoyable manner while reinforcing their independence and participation in learning activities.

This study aims to highlight the role of these innovative methods and tools in enhancing the linguistic competence of children with multiple disabilities in the Arabic language, while examining the interconnected roles of teachers and families in supporting the learning process, as well as the impact of technological tools on developing children's linguistic and

communicative abilities. From this standpoint, the following research question emerges: To what extent are modern pedagogical approaches effective in building linguistic competence among primary-school learners with multiple disabilities?

1 / Definition of Competence

Some scholars define competence as “the individual’s ability to perform various tasks, whether cognitive, emotional, or motor,” while others view it as “the individual’s performance in accomplishing a task with speed, accuracy, mastery, and effectiveness” (Abu Hashem, 2002, p.15). It is considered the highest level a student must attain in the assigned tasks, determined according to a specific standard and varying by subject (Ahmed Badran, 2008, p.62).

Competence also denotes the capacity to achieve intended outcomes with minimal effort, cost, and waste. The concept is widely used across various sectors, administrative, educational, sports-related, military, and others, and has received significant attention among scholars specializing in cognitive abilities, psychological studies, and linguistic research (National Center for Educational Research, 1987, p.4).

2 / Linguistic Competence

Its Concept:

The literature describes linguistic competence as the learner’s capacity to communicate linguistically, both functionally and creatively, with clarity, precision, fluency, and effectiveness, in both receptive and productive skills (reading, writing, listening, and speaking), and to achieve intended effects each time with minimal effort and within a reasonable timeframe.

Ali Moussa also defines linguistic competence as “the minimum degree of linguistic knowledge, attitudes, values, and skills acquired by the student through positive interaction with the components of his mother tongue and meaningful engagement with life and society” (Mohamed Moussa, 1997, p.130).

3 / Definition of Individuals with Multiple Disabilities

A definition for this group emerged between 1978 and 1979, indicating that individuals with multiple disabilities are those who experience concurrent impairments such as intellectual and motor or speech disabilities, intellectual and visual impairments, or intellectual disabilities associated with developmental deformities and disorders (Al-Qumash, 2011, p.20).

A person with multiple disabilities is one who presents more than one disability simultaneously. This population requires specialized studies distinct from those addressing a single disability. Their characteristics and traits differ substantially, as they experience multiple impairments at the same time. They require specialized programs that are not appropriate for other groups, as well as intensive care and support provided by rehabilitation and training institutions. They are fully dependent on others for eating, drinking, dressing, and require ongoing assistance in addition to continuous medical and psychological care (Al-Qatawi & Hassan Ali Hassan, 2014, p.15).

3-1 / Types of Multiple Disabilities

- A. Combined physical and health impairments.
- B. Sensory disabilities such as deafness and blindness.
- C. Motor, speech, and intellectual disabilities.
- D. Coexisting conditions such as autism and Down syndrome.
- E. Attention Deficit Hyperactivity Disorder (ADHD).
- F. Individuals with multiple disabilities resulting from radiation exposure and congenital deformities (Al-Qatawi & Hassan Ali Hassan, 2014, p.15).

3-2 / Conditions for Educating Students with Multiple Disabilities

- A. Their education must begin early and continue, at some level, across all stages of life.
- B. Students frequently require language and speech intervention, while many also need physical training and occupational therapy. Students with medical conditions may require nursing care or ongoing supervision.

C. The educational gap for these students is often substantial; therefore, close coordination among team members is essential. Any improvement in a student's performance results from collaborative work, and integrating physical therapy into daily activities is preferred over isolating the student for treatment.

D. Curricula for students with multiple disabilities tend to be functional in nature, reflecting the skills necessary for daily living across community environments, leisure settings, school, and vocational contexts. Students are taught how to explore and communicate using technical and adaptive methods (Shalan, 2010, p.27).

2 / Field Study

2-1 / Study Boundaries

The boundaries of the study constitute one of the essential methodological elements that delineate the scope of the research and determine its overall framework. The boundaries of this study were limited to the following:

A– Spatial Boundaries:

The field study was conducted at the Psycho-Educational Center for children with multiple disabilities in the Wilaya of Tlemcen – Algeria. This educational environment was intentionally selected due to its direct relevance to the topic under investigation.

B– Temporal Boundaries:

The data collection period extended from September 8, 2024, to October 30, 2024. During this period, questionnaires were administered to specialized education teachers working at the center targeted in this research.

2-2 / Study Sample

The sample of the present study consisted of 40 specialized education teachers at the Psycho-Educational Center for children with multiple disabilities in the Wilaya of Tlemcen. The sample was selected purposively due to its suitability for the nature of the research topic. A total of 40 questionnaires were distributed to the teachers on different days, and all 40 were retrieved, resulting in a response rate of 100%.

2-3 / Study Tools

This study relied on the questionnaire as the primary data collection instrument due to its capacity to obtain precise and quantifiable information regarding the respondents' perceptions and attitudes in a manner that aligns with the objectives and overall orientation of the research.

2-4 / Study Method

The study adopted the descriptive method as the most suitable approach for examining the reality of developing linguistic competence among children with multiple disabilities. Statistical and analytical techniques were used to process the data collected through the questionnaire, with the aim of interpreting the results accurately and extracting their pedagogical implications.

2-5 / The Questionnaire

The questionnaire was employed to determine the extent to which innovative tools and methods contribute to teaching and learning processes, as well as their role in improving linguistic competence in the Arabic language among learners with multiple disabilities. The questionnaire consisted of 18 items formulated according to the five-point Likert scale, which included the following response options: **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree**.

3 / The present study focused on improving linguistic competence in the Arabic language among children with multiple disabilities through the integration of innovative teaching and learning tools and methods. For analyzing the obtained data:

A– Commentary on Table No. 01: The Role of Innovative Tools and Methods in Improving Linguistic Competence

| Alternatives | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|--------------|-------|----------------|---------|----------|-------------------|
| | | | | | |

| Statements | | | | | | | | | | |
|--------------------|---------------|----------------|---------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|
| | Freque ncy | Percenta ge | Freque ncy | Perce ntage | Fre que ncy | Perce ntage | Fre que ncy | Perce ntage | Fre que ncy | Perce ntage |
| Statement 1 | 19 | 47,5% | 6 | 15% | 9 | 22,5 % | 5 | 12,5 % | 1 | 2,5% |
| Statement 2 | 21 | 52,5% | 4 | 10% | 6 | 15% | 9 | 22,5 % | 0 | 0% |
| Statement 3 | 29 | 72,5% | 7 | 17,5 % | 3 | 7,5% | 1 | 2,5% | 0 | %0 |
| Statement 4 | 22 | 55% | 9 | 22,5 % | 4 | 10% | 5 | 12,5 % | 0 | %0 |
| Statement 5 | 23 | 57,5% | 10 | 25% | 5 | 12,5 % | 2 | 5% | 0 | 0% |
| Statement 6 | 17 | 42,5% | 22 | 55% | 1 | 2,5% | 0 | 0% | 0 | 0% |

Item No. 1

| 1 / Virtual reality plays a role in improving linguistic competence in the Arabic language of a child with multiple disabilities. | | | | | |
|--|-------|----------------|---------|----------|-------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 19 | 6 | 9 | 5 | 1 |
| Percentage | 47.5% | 15% | 22.5% | 12.5% | 2.5% |

The results for item (1), as presented in the table above, show that 47.5% of the sample agree that virtual reality contributes to enhancing linguistic competence in the Arabic language among children with multiple disabilities, while 15% strongly agree. Meanwhile, 22.5% of the participants remained neutral, compared to 12.5% who disagreed and a small proportion of 2.5% who strongly disagreed.

These statistical findings indicate that the majority of respondents, 62.5% when combining Agree and Strongly Agree, express a positive perception of the role of virtual reality in improving linguistic competence. This suggests a growing recognition among teachers regarding the significance of integrating modern technological tools into Arabic language instruction for children with multiple disabilities, contrasted with a minor segment that still expresses reservations about this pedagogical shift.

Item No. 2

| 2 / Electronic games help children with multiple disabilities improve their linguistic competence. | | | | | |
|---|-------|----------------|---------|----------|-------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 21 | 4 | 6 | 9 | 0 |
| Percentage | 52.5% | 10% | 15% | 22.5% | 0% |

The results for item (2), as illustrated in the table above, reveal that 52.5% of respondents agree that electronic games contribute to improving linguistic competence among children with multiple disabilities, while 10% strongly agree. The percentage of neutral responses reached 15%, whereas 22.5% disagreed, and none of the participants selected Strongly Disagree (0%).

These statistical indicators show that 62.5% of the sample (Agree + Strongly Agree) adopt a positive position regarding the role of electronic games in enhancing linguistic competence. This reflects an increasing inclination toward incorporating interactive digital media as supportive tools in the educational process, although a noticeable proportion still approaches this pedagogical direction with caution.

Item No. 3

| 3 / Modern electronic tools such as computers, tablets, and the internet contribute to developing the cognitive and linguistic abilities of a child with multiple disabilities. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 29 | 7 | 3 | 1 | 0 |
| Percentage | 72.5% | 17.5% | 7.5% | 2.5% | 0% |

The results for item (3) show that 72.5% of the sample agree that modern electronic tools, such as computers, tablets, and the internet, contribute to developing the cognitive and linguistic abilities of children with multiple disabilities, while 17.5% strongly agree. Neutral responses reached 7.5%, compared to 2.5% who disagreed, and none selected Strongly Disagree.

These findings demonstrate that an overwhelming majority of the sample, 90% in total, express a positive stance toward the effectiveness of modern electronic tools in promoting cognitive and linguistic development in children with multiple disabilities. This reflects an advanced level of awareness among teachers regarding the importance of integrating contemporary digital technologies as supportive educational tools for this group.

Item No. 04

| 4 / Modern electronic tools help children with multiple disabilities understand and respond to simple instructions. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 22 | 9 | 4 | 5 | 0 |
| Percentage | 55% | 22.5% | 10% | 12.5% | 0% |

For item (4), the results indicate that 55% of the sample agree that modern electronic tools assist children with multiple disabilities in understanding and responding to simple instructions, while 22.5% strongly agree. Neutral responses represent 10%, compared to 12.5% who disagreed, and none of the respondents selected Strongly Disagree (0%).

These outcomes show that more than 70% of the participants support the idea that modern electronic tools contribute to improving children's ability to comprehend and respond to basic instructions, based on the combined percentages of the Agree and Strongly Agree categories.

Item No. 05

| 5 / Effective training for a child with multiple disabilities using innovative teaching and learning methods increases their linguistic competence in Arabic. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 23 | 10 | 5 | 2 | 0 |
| Percentage | 57.5% | 25% | 12.5% | 5% | 0% |

The results of item (5), as shown in the table above, reveal that 57.5% of respondents agree that effective training using innovative teaching and learning methods enhances the linguistic competence of children with multiple disabilities in Arabic, while 25% strongly agree. Neutral responses accounted for 12.5%, and 5% disagreed, with no responses under Strongly Disagree (0%).

These findings show that a substantial majority, 82.5% (combined Agree and Strongly Agree), express a positive perception regarding the effectiveness of well-designed training based on innovative instructional methods in improving linguistic competence among children with multiple disabilities. This reflects teachers' conviction regarding the importance of adopting innovative pedagogical approaches to promote active learning and strengthen linguistic skills within this group of learners.

Item No. 06

| 6 / Improving linguistic competence in Arabic requires joint efforts from both the teacher and the parents. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 17 | 22 | 1 | 0 | 0 |
| Percentage | 42.5% | 55% | 2.5% | 0% | 0% |

The results of item (6) show that 42.5% of the participants agree that enhancing linguistic competence in Arabic for children with multiple disabilities requires coordinated efforts from both teachers and parents, while 55% strongly agree. Only 2.5% remained neutral, and none of the respondents disagreed or strongly disagreed (0%).

These findings underline that more than 90% of the participants (Agree + Strongly Agree) strongly believe in the importance of sustained collaboration between the teacher and the family to reinforce linguistic competence among children with multiple disabilities. This highlights teachers' awareness of the essential role played by a cohesive educational environment where professional guidance from the teacher is complemented by continuous parental support.

B – Commentary on Table No. 2: Effectiveness of Innovative Tools in Developing Arabic Language Skills

| Statement Alternatives | Agree | | Strongly Agree | | Neutral | | Disagree | | Strongly Disagree | |
|-------------------------------|------------------|-------------------|-----------------------|-------------------|------------------|-------------------|------------------|-------------------|--------------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Statement 7 | 11 | 27,5% | 2 | 5% | 20 | 50% | 7 | 17,5% | 0 | 0% |
| Statement 8 | 15 | 37,5% | 16 | 40% | 6 | 15% | 2 | 5% | 1 | 2,5% |

| | | | | | | | | | | |
|---------------------|----|-----|----|------|----|-----|----|-------|---|-------|
| Statement 9 | 2 | 5% | 1 | 2,5% | 12 | 30% | 18 | 45% | 7 | %17,5 |
| Statement 10 | 10 | 25% | 2 | 5% | 14 | 35% | 9 | 22,5% | 5 | 12,5% |
| Statement 11 | 18 | 45% | 14 | 35% | 6 | 15% | 2 | 5% | 0 | 0% |
| Statement 12 | 18 | 45% | 22 | 55% | 0 | 0% | 0 | 0% | 0 | 0% |

Item No. 07

| 7 / A child with multiple disabilities can move from one piece of information to another through virtual reality. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 11 | 2 | 20 | 7 | 0 |
| Percentage | 27.5% | 5% | 50% | 17.5% | 0% |

The results of item (7), as indicated in the table above, show that 27.5% of respondents agree that a child with multiple disabilities can transition between pieces of information through virtual reality, while 5% strongly agree. Half of the sample, 50%, selected Neutral, whereas 17.5% disagreed, and none chose Strongly Disagree (0%).

These findings reveal that a considerable proportion of the sample, 50%, maintained a neutral stance on the ability of children with multiple disabilities to move between information using virtual reality. This suggests a degree of uncertainty or caution among teachers regarding the extent to which virtual reality supports cognitive organization and information processing. It further underscores the need for increased awareness and training on the pedagogical use of virtual reality as an effective educational tool for children with multiple disabilities.

Item No. 08

| 8 / Innovative teaching methods and strategies enhance the confidence of children with multiple disabilities to learn more effectively. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 15 | 16 | 6 | 2 | 1 |
| Percentage | 37.5% | 40% | 15% | 5% | 2.5% |

The results of item (8) demonstrate that 37.5% of the participants agree that innovative teaching methods and strategies enhance the confidence of children with multiple disabilities to learn more effectively, while 40% strongly agree. Neutral responses constituted 15%, 5% disagreed, and 2.5% strongly disagreed.

These percentages show that more than 70% of the sample support the view that innovative teaching methods reinforce the confidence of children with multiple disabilities and contribute to more effective learning, based on the combined outcomes of the Agree and Strongly Agree categories.

Item No. 09

| 9 / Innovative educational tools and methods negatively affect the academic level of a child with multiple disabilities. | | | | | |
|---|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 2 | 1 | 12 | 18 | 7 |
| Percentage | 5% | 2.5% | 30% | 45% | 17.5% |

The results for item (9), as presented in the table above, show that 45% of participants disagree with the statement that innovative educational tools and methods negatively affect the academic level of children with multiple disabilities, while 17.5% strongly disagree. Neutral responses amounted to 30%, whereas 5% agreed and 2.5% strongly agreed.

These findings reveal that more than 60% of the sample (combined Disagree and Strongly Disagree) hold a positive view of innovative educational tools, believing that such methods do not harm the academic performance of children with multiple disabilities. This trend reflects teachers' recognition of the value of pedagogical innovation in enriching the learning experience without causing adverse effects. Nevertheless, a smaller proportion of respondents remain either hesitant or neutral regarding the potential impact of these methods.

Item No. 10

| 10 / A child with multiple disabilities can understand what is presented in a traditional educational environment better than what is presented through virtual reality. | | | | | |
|---|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 10 | 2 | 14 | 9 | 5 |
| Percentage | 25% | 5% | 35% | 22.5% | 12.5% |

The results of item (10) indicate that 25% of the sample agree that a child with multiple disabilities understands information presented in a traditional educational environment better than information presented through virtual reality, while 5% strongly agree. Neutral responses represented 35%, while 22.5% disagreed, and 12.5% strongly disagreed.

These findings show that around 35% of the sample disagree (Disagree + Strongly Disagree) with the claim that traditional educational environments are superior to virtual reality in supporting comprehension for children with multiple disabilities. The relatively high proportion of neutral responses (35%) suggests a degree of uncertainty among teachers regarding the comparative effectiveness of virtual versus traditional learning environments. This points to the need for further empirical studies and practical classroom experimentation to clarify the instructional value of virtual reality for this group of learners.

Item No. 11

| 11 / Electronic programs and applications contribute to developing the linguistic abilities of a child with multiple disabilities in the Arabic language. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 18 | 14 | 6 | 2 | 0 |
| Percentage | 45% | 35% | 15% | 5% | 0% |

The results of item (11) show that 45% of respondents agree that electronic programs and applications contribute to strengthening the linguistic abilities of children with multiple disabilities in the Arabic language, while 35% strongly agree. Neutral responses reached 15%, and 5% expressed disagreement. None of the respondents selected Strongly Disagree (0%).

These results indicate that a total of 80% of the sample (combined Agree and Strongly Agree) express a positive stance toward the use of electronic programs and applications in enhancing linguistic skills. This reflects teachers' awareness of the importance of integrating contemporary digital tools as effective educational supports for linguistic development among children with multiple disabilities.

Item No. 12

| 12 / Parents play a role in supporting and assisting the child with multiple disabilities in improving linguistic competence in Arabic by using innovative teaching and learning tools and methods. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 18 | 22 | 0 | 0 | 0 |
| Percentage | 45% | 55% | 0% | 0% | 0% |

The percentages presented in the table show that 45% of respondents agree that parents play a role in supporting and assisting a child with multiple disabilities in improving linguistic competence in Arabic through the use of innovative educational tools and methods, while 55% strongly agree. The remaining three categories, Neutral, Disagree, and Strongly Disagree, recorded 0%.

This result clearly shows that 100% of the sample affirm the role of parents in supporting and assisting children with multiple disabilities in enhancing their linguistic competence in Arabic, based on the combined outcomes of Agree and Strongly Agree.

C – Commentary on Table No. 03: The Role of the Teacher in Improving Linguistic Competence in Arabic

| Statement Alternative s | Agree | | Strongly Agree | | Neutral | | Disagree | | Strongly Disagree | |
|--|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|--------------------------|------------------------|
| | Frequ ency | Perce ntage | Frequ ency | Perce ntage | Frequ ency | Perce ntage | Frequ ency | Perce ntage | Frequ ency | Perce ntage |
| Stateme nt 13 | 11 | 27,5% | 2 | 5% | 20 | 50% | 7 | 17,5% | 0 | 0% |
| Stateme nt 14 | 15 | 37,5% | 16 | 40% | 6 | 15% | 2 | 5% | 1 | 2,5% |
| Stateme nt 15 | 2 | 5% | 1 | 2,5% | 12 | 30% | 18 | 45% | 7 | 17,5% |
| Stateme nt 16 | 10 | 25% | 2 | 5% | 14 | 35% | 9 | 22,5% | 5 | 12,5% |
| Stateme nt 17 | 18 | 45% | 14 | 35% | 6 | 15% | 2 | 5% | 0 | 0% |
| Stateme nt 18 | 18 | 45% | 22 | 55% | 0 | 0% | 0 | 0% | 0 | 0% |

Item No. 13

| 13 / Innovative teaching and learning methods make it easier for the Arabic language teacher to convey information to a child with multiple disabilities. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 22 | 15 | 2 | 1 | 0 |
| Percentage | 55% | 37.5% | 5% | 2.5% | 0% |

The results for item (13) indicate that 55% of respondents agree that innovative teaching and learning methods facilitate the teacher's ability to convey information to a child with multiple disabilities, while 37.5% strongly agree. Additionally, 5% were neutral, 2.5% disagreed, and none selected Strongly Disagree.

Overall, more than 90% of the sample express agreement, based on the combined percentages of Agree and Strongly Agree, that innovative teaching methods effectively support teachers in delivering information to children with multiple disabilities.

Item No. 14

| 14 / Virtual reality helps the teacher improve linguistic competence in the Arabic language for a child with multiple disabilities. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 27 | 3 | 6 | 4 | 0 |
| Percentage | 67.5% | 7.5% | 15% | 10% | 0% |

The results of item (14) show that 67.5% of the participants agree that virtual reality assists the teacher in improving linguistic competence in Arabic for children with multiple disabilities, while 7.5% strongly agree. Neutral responses accounted for 15%, and 10% disagreed, with no responses recorded under Strongly Disagree.

These findings demonstrate that more than 70% of the participants hold a positive view regarding the role of virtual reality in supporting teachers' work to enhance linguistic competence. This reflects teachers' recognition of the importance of integrating modern digital technologies into the educational process for this specific group.

Item No. 15

| 15 / Innovative teaching and learning tools are not always effective in improving linguistic competence in Arabic for a child with multiple disabilities. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 3 | 5 | 9 | 18 | 5 |
| Percentage | 7.5% | 12.5% | 22.5% | 45% | 12.5% |

For item (15), 7.5% of respondents agree that innovative teaching and learning tools are not always effective in improving linguistic competence in Arabic for children with multiple disabilities, while 12.5% strongly agree. Neutral responses represented 22.5%, whereas 45% disagreed and 12.5% strongly disagreed.



These results show that more than half of the sample reject the statement, based on the combined Disagree and Strongly Disagree categories, indicating that the majority of respondents do not believe that innovative tools are ineffective. This reflects confidence among teachers regarding the potential of innovative methods to support linguistic development for children with multiple disabilities.

Item No. 16

| 16 / Innovative tools help the teacher in objectively monitoring and evaluating the performance of a child with multiple disabilities in the Arabic language. | | | | | |
|--|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 24 | 6 | 8 | 2 | 0 |
| Percentage | 60% | 15% | 20% | 5% | 0% |

The results of item (16) indicate that 60% of participants agree that innovative tools assist teachers in objectively monitoring and evaluating the performance of a child with multiple disabilities in the Arabic language, while 15% strongly agree. Neutral responses represented 20%, compared to 5% who disagreed, with no responses under Strongly Disagree.

These findings demonstrate that more than 75% of participants (combined Agree and Strongly Agree) hold a positive stance regarding the role of innovative tools in supporting teachers' efforts to objectively assess performance. This reflects an understanding of the importance of pedagogical innovation in enhancing assessment quality and improving learning outcomes in Arabic for this group of learners.

Item No. 17

| 17 / Innovative teaching and learning tools are effective means for the child with multiple disabilities, within an appropriate learning experience, to improve linguistic competence in Arabic. | | | | | |
|---|--------------|-----------------------|----------------|-----------------|--------------------------|
| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
| Frequency | 20 | 16 | 3 | 1 | 0 |
| Percentage | 50% | 40% | 7.5% | 2.5% | 0% |

The results of item (17), as indicated in the table above, show that 50% of participants agree that innovative teaching and learning tools serve as effective means for children with multiple disabilities when used within an appropriate learning experience aimed at improving linguistic competence in Arabic. Additionally, 40% strongly agree. Neutral responses represented 7.5%, whereas 2.5% disagreed, and none selected Strongly Disagree (0%).

These outcomes reveal that 90% of the sample (combined Agree and Strongly Agree) strongly support the effectiveness of innovative teaching and learning tools in enhancing Arabic linguistic competence. This reflects teachers' awareness of the importance of creating a supportive and well-prepared educational environment to optimize learning outcomes for children with multiple disabilities.



Item No. 18

18 / The combined efforts of both the pedagogical team and the parents contribute to improving linguistic competence in Arabic for the child with multiple disabilities through modern and innovative tools.

| Responses | Agree | Strongly Agree | Neutral | Disagree | Strongly Disagree |
|------------|-------|----------------|---------|----------|-------------------|
| Frequency | 13 | 27 | 0 | 0 | 0 |
| Percentage | 32.5% | 67.5% | 0% | 0% | 0% |

The results of item (18) indicate full agreement among the sample that the combined efforts of the pedagogical team and the parents contribute to improving the linguistic competence of children with multiple disabilities through modern and innovative teaching tools. In detail:

32.5% agreed with the statement.

67.5% strongly agreed.

0% of respondents selected Neutral, Disagree, or Strongly Disagree.

This unanimously positive response demonstrates the strong conviction among teachers regarding the essential role of collaborative efforts between educators and families in supporting linguistic development through the use of contemporary teaching tools.

Analysis of Results**1 / Innovative tools and methods play a fundamental role in improving linguistic competence for children with multiple disabilities**

The results demonstrate that virtual reality, electronic games, and modern interactive tools enjoy high levels of acceptance among participants, with approval rates ranging from 60% to 90% on statements addressing the role of virtual reality in enhancing linguistic competence and the impact of electronic games in supporting self-learning and exploratory learning. These findings show that educational technology provides learning environments that allow children to interact with instructional content in ways that closely simulate real-life situations. This interaction positively affects the speed at which linguistic and cognitive skills are acquired and reduces the child's reliance on assistants or caregivers.

These results are consistent with research indicating that virtual reality can open new avenues for self-directed learning among children with multiple disabilities and strengthen the acquisition of life and academic skills more effectively.

Effectiveness of innovative tools in developing Arabic language skills

The results revealed that a large proportion of the sample, ranging between 70% and 90%, believe that innovative methods: help children understand simple instructions and respond appropriately,

contribute to developing skills in reading, writing, memory, communication, calculation, and organization,

support the formation of effective social relationships,

and significantly enhance children's self-confidence and motivation to learn.

These findings further indicate that innovative tools facilitate deeper comprehension of linguistic concepts and promote the development of both cognitive and communicative abilities.

This confirms that the use of technology and modern tools in education does not merely provide engaging content, but also contributes to enhancing the child's overall abilities. It creates a comprehensive learning experience that integrates linguistic, cognitive, and social development. The findings align with studies demonstrating that digital educational tools improve understanding, comprehension, and mental skill development for children with multiple disabilities.

The Role of the Teacher in Improving Linguistic Competence in Teaching the Arabic Language

The results revealed that the teacher constitutes a central and indispensable component in ensuring the success of the learning process when innovative tools are employed. Agreement levels concerning the teacher's role in monitoring

progress, conducting objective evaluations, and coordinating efforts with parents ranged between 70% and 100%. These findings clearly demonstrate that the collaborative work of the teacher, the pedagogical team, and the family contributes to providing a unified and integrated learning experience that guarantees the effective use of innovative tools. This collaborative approach enhances the child's interaction with instructional content, increases motivation, and strengthens self-confidence in learning situations.

The results also indicate that the teacher is capable of overcoming the limitations associated with traditional learning by relying on technological tools and modern teaching aids to present information in a more engaging and stimulating way. These tools play a significant role in motivating learners, offering opportunities for active and interactive learning, and addressing time and space constraints typically encountered in conventional classroom settings. This essential contribution highlights the importance of integrating technological tools and innovative pedagogical strategies in order to provide an effective learning environment for children with multiple disabilities.

Based on these findings, it becomes evident that the combination of innovative tools and methods, their direct effectiveness in supporting linguistic development, and the teacher's central role in integrating and managing these tools together form a solid foundation for improving linguistic competence among children with multiple disabilities. These results further underscore the importance of adopting educational policies that promote the integration of virtual reality, educational games, and digital learning tools, alongside comprehensive teacher training and ongoing collaboration with families, to create an inclusive, motivating, and rich learning environment that offers children diverse opportunities for meaningful linguistic development.

Conclusion and Recommendations

The results of the study confirm the substantial positive impact of innovative tools and methods, including virtual reality, electronic games, and educational applications, on improving the linguistic competence of children with multiple disabilities in the Arabic language. These tools contributed to enhanced comprehension, improved linguistic, cognitive, and social skills, heightened motivation, and increased self-confidence among learners. The results also highlighted the crucial role of the teacher, who is able to employ these tools effectively, coordinate efforts with parents, and objectively monitor and evaluate the child's performance.

Based on these findings, it becomes clear that integrating modern technological tools with innovative instructional methods, while reinforcing the educational partnership between the teacher and the family, represents an effective strategy for achieving comprehensive and interactive learning. This approach provides children with multiple disabilities with greater opportunities to acquire linguistic skills and sustain continuous developmental progress.

Recommendations

1. Strengthening the integration of innovative tools and methods in teaching Arabic to children with multiple disabilities:

Employ virtual reality, electronic games, and educational applications regularly within classroom instruction to promote the child's linguistic and cognitive growth.

Design learning activities that simulate real-life environments and encourage interaction, exploration, and self-discovery to reinforce understanding and comprehension.

2. Developing teachers' abilities to effectively employ innovative tools:

Organize specialized training programs and workshops that assist teachers in using virtual reality, electronic games, and modern technologies to teach Arabic in creative and effective ways.

Provide teachers with objective assessment tools that help measure the linguistic progress of children with multiple disabilities and monitor their performance accurately.

3. Strengthening partnership and collaboration between the family and the school:

Encourage parents to participate actively in the learning process by offering guidance programs and training workshops that enable them to use innovative tools to support their children at home.

Establish integrated instructional plans between the school and the family to implement consistent educational programs that promote advanced linguistic skill acquisition for children with multiple disabilities.

4. Developing a motivating and supportive learning environment for the child with multiple disabilities:

Provide a suitable learning environment equipped with innovative tools to strengthen the child's self-confidence and boost motivation.

Integrate interactive learning strategies and hands-on activities that encourage self-discovery and problem-solving.

5. Conducting future research to evaluate the impact of innovative tools on learning:

Study the long-term effects of virtual reality, applications, and electronic games on comprehension and understanding.

Evaluate different methods to determine the most suitable for each category of children with multiple disabilities.

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