

The Importance of Educational Tools and Their Practical Applications

*Ahmed Metahri **

*University of Ahmed Ben Bella
Oran1, (Algeria)*

a_metahri@yahoo.fr

*Lynda Kazi-Tani **

*University of Mustapha Stambouli Mascara,
(Algeria)*

Lynda.kazitani@univ-mascara.dz

Received: 05/12/2025

Accepted: 07/05/2026

published: 07/08/2026

Abstract:

Educational tools are numerous and diverse, ranging from traditional to modern and contemporary forms. Despite their variety, they all converge toward a single objective: clarifying information, assisting teachers in the educational process, motivating learners to assimilate knowledge, enhancing the overall level of learning, and ultimately fostering maturity and skill acquisition.

Educational tools are generally classified into four groups. The first group: visual aids, such as pictures, the blackboard, opaque images, maps, globes, flashcards, charts, models, exhibitions, museums, and photographs. The second group: auditory aids, such as audio recorders, school broadcasting systems, and radio. The third group: audiovisual aids, such as television, computers, animated and sound films, still films with audio recordings, theater, puppetry, and video projectors. The fourth group: tangible aids, such as models and physical shapes.

This study seeks to combine theoretical and practical dimensions by presenting examples of each type of educational tool and illustrating their application. Educational tools are considered instruments employed by teachers to facilitate instruction, train learners in skills, and instil proper habits. Their role in education is fundamental, extending even to higher education institutions, given their significant impact.

Keywords: education – learning – teacher – learner – teaching aids – applications – pedagogy.

** Pr. University of Ahmed Ben Bella Oran1*

** Dr. University of Mustapha Stambouli Mascara*

1. Introduction:

Teaching aids constitute an essential component of the educational process, owing to their significant contributions to both teaching and learning. They play a crucial role in fostering positive interaction between teacher and learner, rendering lessons more engaging and stimulating, and ultimately ensuring the success of the teaching–learning process. Their impact is both effective and influential.

The importance of teaching aids lies in their capacity to facilitate the transmission of knowledge and skills embedded within curricula, enabling learners of varying levels to grasp information effectively. They render concepts and ideas clearer and more vivid in the learners' minds, simplify abstract notions, and help consolidate knowledge so that learners can perform skills accurately. Furthermore, they arouse interest, attract learners' attention, and clarify meanings, thereby enhancing the overall learning experience.

2. Definition of Teaching Aids:

According to the Dictionary of Terms of Education and Teaching: " Teaching aids are any means that help the teacher convey new experiences to his students in a more effective and lasting way; they assist him in performing his task but cannot replace the teacher himself"

¹. Thus, they represent any tool employed by the teacher to create a suitable atmosphere for the educational process, one that helps the learner acquire accurate knowledge and facilitates the acquisition of information.

Another definition states: "In its comprehensive sense, it encompasses all methods, tools, devices, and organizations used within an educational system for the purpose of achieving various educational objectives"². The ultimate aim of teaching aids is to achieve educational objectives, advance the learning process, and improve its quality. They are considered a component of the broader educational system, seeking to simplify information and enable learners to access the content of the subject matter. Ahmad Hassani also defines them as any tool employed by the teacher to improve and enhance the learning process, by training learners to acquire various skills and to adopt certain habits that constitute a fundamental cornerstone of the educational process³. Thus, teaching aids do not replace the teacher but rather support him in clarifying the subject matter and conveying ideas, reinforcing them in the minds of students, and thereby multiplying their capacity to assimilate information. Consequently, their use has become indispensable in keeping pace with developments in the fields of education and technology.

In another definition: "Teaching aids in the field of learning refer to a set of well-prepared materials, designed to be used in clarifying the educational content and reinforcing its effect in the minds of learners. They are employed across all subjects studied by learners at various educational stages. These aids differ and vary according to the objectives intended in the different subjects taught. Educators emphasize several

principles regarding teaching aids; some relate to the objective achieved by the aid, while others pertain to the extent of their availability in the environment... They also believe that the diversity of their forms increases their capacity and enhances their educational effectiveness for students"⁴. What is meant here is the aid used by the teacher to improve his teaching, enhance its effectiveness, and deepen the learners benefit from it. This term is most often applied to the teaching aid itself.

From the foregoing definitions, teaching aids can be understood as encompassing both educational materials and instructional devices, with educational materials including all the content involved in the teaching process.

3. The Different Designations of Teaching Aids:

Teaching aids have been classified into various categories based on different criteria. They have been divided into auditory, audiovisual, and visual aids, according to the senses they target. They have also been categorized into ready-made and teacher-produced aids, depending on their accessibility. Given their diversity, they have been grouped to facilitate their study. Among their different designations, we may cite the following⁵:

3.1. Visual Aids: These are "a set of means used by teachers—tools and educational materials—that address the learner's sense of sight and facilitate his understanding of the content of educational materials. They are also known as visual aids. Technology scholars emphasize that human beings learn between 30% and 90% of what they see, and this includes all aids that rely on the sense of sight for interaction"⁶. Examples include the blackboard and pictures. For example, a geography teacher can use a wall map to show river systems, asking students to trace the path of the Nile with their fingers.

3.2. Auditory Aids: These include all the tools and educational materials used by the teacher that address the sense of hearing in order to acquire auditory learning experiences. This is known as auditory learning, and "they are also called auditory means, including all aids that rely on the sense of hearing for their reception"⁷. Examples include audio recorders, school broadcasting systems, the radio, and the phonograph. (gramophone)

3.3. Audiovisual Aids: These are those that function through both sight and hearing. "They are aids that rely on the reception of both the auditory and visual senses, including educational television, sound educational films, still films, transparencies, and slides when used with audio recordings for explanation and interpretation"⁸. Examples include theater and puppetry. In an Arabic language class for beginners, a simple hand puppet can become a character named 'Ahmed' who asks each student: 'What is your name?' and 'How are you today?'. This lowers anxiety and encourages even shy learners to speak.

This type of aid encourages the learner to employ more than one sense; thus, the greater the number of senses engaged in receiving knowledge, the stronger the

interaction with the teacher, which in turn reflects positively on the educational process. It encompasses tools and materials that rely simultaneously on both hearing and sight.

When the teacher uses teaching aids that belong to the tangible-observational category—such as demonstrations, field visits, educational exhibitions, films, motion pictures, and audio recordings—these aids represent a fundamental step for the learner to acquire certain intellectual skills, such as observation and inference, as well as other skills that, in turn, pave the way for acquiring additional practical and manual skills.

3.4. Means of Illustration: There is another group that prefers to use this term to designate teaching aids, and "by this they mean the role these aids play in helping the teacher clarify facts and ideas to learners. Thus, the aids may be considered educational when referring to the teacher's use of them in teaching, or educational when referring to the learner's use of them in learning. They may also be described as educational depending on the instructional situation in which they are employed, as many aids can serve both roles depending on the need"⁹. These are among the most important aids that emphasize learner interaction and provide opportunities for students to participate in learning situations, thereby playing a positive role. The function of these aids has two dimensions: first, storing meanings in the learner's memory; and second, prompting the learner to articulate them after investing what he has retained. This is also expressed by Muhammad Watas: "The term (illustration) suggests that these aids perform the process of clarificati

on and explanation without the need for the teacher. In reality, however, this is not the case at all; rather, what is meant by (illustration) is that these aids are used as supportive tools for perception and understanding, each employed in its appropriate educational context"¹⁰. The term (illustration) therefore signifies the clarification and communication of information in a simplified and comprehensible manner.

3.5. Educational Technologies: The term teaching aids is often limited to physical objects only, whereas the term educational technologies "extends beyond this to include concepts, structures, and ideas within a pedagogical scientific framework that benefits from the achievements of the modern age, employing a scientific approach in both thought and practice while taking into account educational, ethical, and psychological aspects. It refers to the science of applying knowledge to educational purposes in an organized manner. The teacher must distinguish between educational materials and educational devices, since each of these terms has its own distinctive features, despite both sharing the same objective. Educational materials include films, discs, maps, pictures, models, and other such resources, whereas educational devices refer to the instruments or machines used to operate films and discs"¹¹. All teaching aids share the same ultimate purpose: to convey the idea to the learner, and it is the

teacher's responsibility to differentiate between educational materials and educational devices.

From this comprehensive definition of teaching aids (educational technologies), it may be concluded that they encompass all methods, tools, devices, and structures used within an educational system for the purpose of achieving defined educational objectives. It becomes clear that teaching aids include both materials and devices, and when these are integrated with structures, methods, and concepts within a systematic scientific framework, they may properly be called educational technologies.

3.6. Auxiliary Aids: They have been given this name “because they assist the learner in acquiring experiences”¹². It is evident that they help the student in understanding and comprehension, while also assisting the teacher in the process of clarification and simplification. This is confirmed by Mohamed Watas in his statement: “Then another term appeared, namely ‘aids to perception’, which, like the former, focused on the perceptual aspect influenced by the educational medium, fostering interaction between them, thus leading to understanding and learning”¹³. Interaction, however, does not occur except through the use of multiple methods.

By the second half of the twentieth century, inventions had already influenced the educational process by providing educators with tools and devices that helped reduce the time required for both teaching and learning. “The term (Educational Technology) was introduced in developed countries, and educators in these nations began to adopt modern devices in teaching, benefitting from scientific knowledge and methods of scientific research not only in teaching, but also in planning, implementing, and evaluating educational units, thereby improving the learning–teaching process across different educational stages”¹⁴. The term was thus adopted in recognition that methods of using these aids help achieve learning outcomes that support the teacher in fulfilling their educational mission. If technology has entered all domains of contemporary life, it has likewise penetrated the field of education, which was once conducted by traditional means. This idea is reinforced by Mohamed Watas, who observed: “It was called (Educational Technology) in recognition that the ways in which these aids are used help achieve the learning process, assisting the teacher in performing his educational duty under optimal conditions, saving time and effort. If technology has entered all domains of contemporary life, it has today likewise entered the field of education, which was formerly conducted through old and deep-rooted methods. Education has now come to rely on all possible means provided by technology, which has enabled humankind to explore the secrets of the universe through a film that clarifies every detail, large and small”¹⁵. The educational process thus continues to evolve, employing increasingly modern tools.

3.7. Educational Media: Educational media are defined as “devices, tools, and materials used by the teacher to improve the teaching and learning process”¹⁶. They

are thus instruments employed or utilized by the teacher to transfer lesson information to the student in the classroom, with the aim of enhancing the educational process.

From the previous definitions, it becomes clear that everything the teacher uses—whether tools or devices—both inside and outside the classroom, is intended to provide the learner with specific educational knowledge in an easy, clear, and useful manner.

4. Classifications of Educational Aids:

Educational aids are numerous and diverse, and therefore they have been classified into groups to facilitate their study and understanding. Various methods of classification exist, based either on their purpose, the sense they directly affect, the type of experience they provide, the devices they require, the method of obtaining or presenting them, the number of beneficiaries, or the method of production. Among the most prominent classifications¹⁷ are the following:

4.1. According to the senses:

4.1.1. Auditory aids: Rely on hearing in the learning process.

4.1.2. Visual aids: Depend on sight in acquiring experiences during the learning process.

4.1.3. Audiovisual aids: Encompass tools that rely on both hearing and sight in the process of learning and acquiring experiences.

4.2. Classifications Based on the Interconnection of the Senses:

This classification is attributed to the American philosopher of education Edgar Dale, who divided educational aids into three categories:

4.2.1. Aids for acquiring experience through tangible action (such as dramatizations, direct real-life experiences, and samples).

4.2.2. Aids for acquiring perceptual observation (such as exhibitions, field trips, and still and moving pictures).

4.2.3. Aids for acquiring experience through abstract insight (such as abstract symbols and drawings).

4.3. Classifications Based on the Method of Acquisition:

4.3.1. Ready-made aids: Produced in factories in large quantities and available for use in education.

4.3.2. Locally produced, low-cost aids: Created by teachers and students, such as maps, drawings, and charts.

4.4. Classifications Based on the Method of Presentation¹⁸:

4.4.1. Materials presented visually by projection: such as slides, transparencies, films, and computer software—these are projected onto a screen and fixed through a device.

4.4.2. Materials not presented visually by projection: such as models, dramatizations, maps, charts, drawings, tables, and posters—these are presented directly to learners.

4.5. Classification According to the Number of Beneficiaries¹⁹:

4.5.1. Individual aids: used by the individual learner, such as the microscope and the computer.

4.5.2. Group aids: used to teach a group of students at a specific time and place, such as educational films, school radio, and closed-circuit television.

4.5.3. Mass aids: directed to a large audience of students through educational television or radio-based instruction.

4.6. Classifications Based on Modernity²⁰:

4.6.1. Traditional aids: such as the blackboard, chalk, and the textbook.

4.6.2. Modern aids: such as slides, the data projector, video, television programs, and the computer including interactive whiteboards, virtual reality headsets, and AI-based language learning applications such as Duolingo or ChatGPT.

4.7. Classifications Based on the Means of Production²¹:

4.7.1. Hand-made Aids: These include all educational aids and materials produced manually by the teacher, learner, or any other person without reliance on machines or devices, such as transparencies, drawings, maps, and models produced by hand. Among their advantages are low cost and the opportunities they provide for both teacher and learner to practice certain skills.

4.7.2. Auto-mode Aids: These include all educational aids and materials produced with the help of mechanical devices. Examples include mechanically printed transparencies, copied videotapes, photographs, and mechanically reproduced drawings. Their advantages include ease and speed of production as well as precision.

4.8. Classifications Based on Sound Properties²²:

4.8.1. Silent aids: Any educational aid or material that is not vocalized, and from which the learner benefits by examining it visually, such as pictures, drawings, posters, and silent films.

4.8.2. Speaking aids: All aids and materials whose content depends on speech, such as audio recordings, educational television programs with narration, and speaking dictionaries. This type of aid is considered the most beneficial in the educational process because it provides a high level of stimulation and motivation in learning contexts.

5. Basic Rules for Selecting and Using Educational Aids:

When selecting an educational aid, it is essential to take into consideration certain fundamental principles, the most important of which are: ²³

5.1. The aid must achieve the lesson objectives:

Educational aids serve multiple purposes; some are suitable for teaching skills, others for shaping attitudes, still others for developing interests, or assisting in the application of methods of thinking, etc. Therefore, it is the teacher's responsibility to select the appropriate aid to achieve the intended lesson objectives.

In other words, the implementation of the lesson requires a considerable degree of motivation among learners. The teacher can stimulate attention and motivation in

learners through the use of educational aids and diverse methods, whether to teach a skill or to clarify a particular piece of information in the lesson. Therefore, the teacher must select the appropriate aid that achieves the intended objective. At that point, the learner will be more inclined to participate actively in the learning situation with greater vitality and engagement.

5.2. Avoiding complexity in the aid:

The complexity of an aid results in difficulty for learners to understand and to follow it, which in turn may lead them to lose interest in the subject matter of the lesson. Consequently, the educational aid produces the opposite of the intended effect. For this reason, the teacher must ensure when selecting an aid that it truly fulfills the purpose for which it is being used. In other words, the aid should be clear and easy to use, allowing learners to understand how to interact with it, and enabling the teacher to guide its use with ease so that information is transmitted more effectively. The more complex the aid is, the more it leads to learners' disengagement and produces adverse results; hence, the teacher must always choose the most suitable aids.

5.3. The aid must be appropriate to learners' levels:

The aid must correspond to the academic level of the learners, as well as their chronological and mental age. Each developmental stage is characterized by specific interests, inclinations, and general levels of intelligence. This means that the use of an educational aid in the classroom varies according to learners' age and cognitive abilities, as well as their intelligence and capacity for comprehension and learning.

5.4. Ensuring safety in the aid:

The element of safety must be present in any educational aid to prevent confusion or accidents. The teacher's constant concern should be to deliver knowledge in an atmosphere of safety and stability, ensuring that information and ideas are clearly conveyed to learners' minds. Since aids are numerous and diverse, it is always incumbent upon the teacher to choose the most appropriate ones.

5.5. Planning the Use of the Teaching Aid:

The teaching aid is considered an integral part of the lesson, which makes it necessary for the teacher to plan its use in terms of time, place, and method of application. Random or unstructured use may lead to counterproductive outcomes and prevent the intended objectives from being achieved. Teachers often test the aid themselves prior to its integration in the lesson, taking into account the timing of the class and the context of its use, so as to be prepared for any difficulties that may arise during instruction.

5.6. Testing the Aid:

The teacher is primarily responsible for testing the teaching aid before employing it in the classroom. This practice enables them to make appropriate decisions regarding its use, as well as to determine the most suitable time and place for its presentation. It also helps avoid unexpected disruptions, such as technical failures or an aid that is not

functional—situations that may cause embarrassment for the teacher and disorder among students. Consequently, selecting an appropriate aid for introducing, motivating, and capturing attention becomes a necessary process, whereby the teacher defines the timing and manner of its presentation to ensure that the lesson proceeds in an orderly and effective manner.

5.7. Evaluation of the Teaching Aid:

The evaluation of the teaching aid is an essential requirement to determine its effectiveness in achieving the intended objectives during the lesson. As noted, “this is accomplished by assessing its efficiency in meeting its goals, the degree of student interaction with it, and the necessity of its reuse or replacement. The teacher is expected to prepare a report on the achievements accomplished through the aid, the extent of students’ response, and a comparison with other aids, ultimately arriving at an evaluation that either confirms the need for its continued use or highlights the need for an alternative”²⁴.

A teaching aid contributes to fulfilling particular needs among some students. For instance, when a teacher uses a review of prior knowledge as a preparatory technique, certain learners may benefit by consolidating or recalling information, while also engaging more actively with the teacher’s questions. In such cases, the teacher can assess the effectiveness of the aid employed during the lesson, ultimately determining whether it should be relied upon for its positive impact, or whether an alternative strategy is more appropriate.

5.8. Follow-up of the Teaching Aid:

This is one of the duties required of the teacher, as “follow-up involves the types of activities that the learner can engage in after using the aid, in order to generate further interaction among learners”²⁵. It is therefore not sufficient to merely experiment with the aid; rather, it must also be followed up by the teacher.

From the foregoing, it can be concluded that the essential skills required of a successful teacher include the ability to select and use teaching aids. The teacher determines the appropriate aid for the lesson primarily on the basis of the lesson’s nature, objectives, and content, during the planning and preparation stage. The aid must be aligned with the objectives of the lesson, suitable for the learners’ levels, and the teacher must be familiar with it in advance in order to take precautions before and after its use.

6. The Importance of Teaching Aids:

In general, the importance and usefulness of teaching aids lie in their influence on the three main components of the educational process: (the teacher, the learner, and the educational material), as follows²⁶:

6.1. Their Importance for the Teacher:

The use of teaching aids in the learning process benefits and supports the teacher, and improves his or her performance in managing the instructional situation, as follows:

6.1.1. They help raise the teacher's professional competence and readiness.

6.1.2. They shift the teacher's role from being a transmitter and reciter of information to that of a planner, implementer, and facilitator of learning.

6.1.3. They assist the teacher in effectively presenting, evaluating, and controlling the material.

6.1.4. They help the teacher stimulate learners' motivation by engaging them in educational activities such as problem-solving or discovery of facts.

6.1.5. They enable the teacher to make better use of all available time.

6.1.6. They help the teacher overcome the constraints of time and space in the classroom by presenting certain aids that depict distant phenomena, extinct animals, or past or future events.

6.2. Their Importance for the Learner:

The importance of using teaching aids in the classroom also benefits the learner and enriches their learning in the following ways²⁷:

6.2.1. They cultivate in the learner a love of inquiry and foster a desire to learn.

6.2.2. They strengthen the relationship between the learner and the teacher, as well as among learners themselves, particularly when the teacher uses them effectively.

6.2.3. They encourage learners to participate and interact with various classroom situations, especially when the aid is of an entertaining type.

6.2.4. They stimulate learners' interest and eagerness to learn, which increases their motivation and engagement in educational activities such as problem-solving and discovering new facts.

6.2.5. They render educational experiences more effective, longer-lasting, and less prone to being forgotten.

6.2.6. They provide opportunities for desirable diversification and renewal, thereby contributing to addressing the problem of individual differences.

6.3. Their Importance for the Educational Material:

The importance of teaching aids in the classroom for the educational material lies in the following points²⁸:

6.3.1. They help retain and clarify information and ideas, and assist learners in performing skills as required.

6.3.2. They facilitate the transmission of information, situations, attitudes, and skills embedded in the educational material to the learners.

6.3.3. Since the involvement of all senses in the learning process leads to reinforcing and deepening learning, teaching aids assist in engaging all of the learner's senses.

6.3.4. They help avoid verbal errors.

6.3.5. The diversity of teaching aids contributes to the formation of accurate concepts. For example, with the word "*stem*", a pupil may initially think only of a plant stem; the teaching aid clarifies the broader meaning.

As Mohammad Watas states *"Hence arose the pressing need to resort to teaching aids that support verbal symbols and make them grounded in sensory experiences. This occurs when the teacher, in educational situations, links sensory experiences at the first stage of education, particularly in the teaching of languages to foreigners—and especially in teaching Arabic to non-native speakers, which today most urgently requires the development of new and contemporary curricula based on modern linguistic foundations and supported by educational technology. This technology encompasses various and diverse aids that help the teacher present his material while relying on and utilizing a medium that makes every word he presents to his learners comprehensible to them, grounded in the senses and in prior experiences. This constitutes successful teaching from which the learner benefits at all educational stages"*²⁹.

Teaching aids, therefore, play a pivotal role in the educational process. They clarify knowledge for learners, especially when the latter hold preconceived or differing ideas from what the teacher explains. Their crucial importance is particularly evident in teaching a language to non-native speakers.

7. Benefits of Teaching Aids:

Teaching aids offer numerous benefits, which can be summarized as follows³⁰:

7.1. They provide sensory experiences as a foundation for sound thinking.

7.2. They increase learners' interest and encourage self-directed learning.

7.3. They contribute to clarifying meanings in an engaging way.

7.4. They provide learners with experiences that may be impossible to observe in reality.

In addition to this³¹:

7.4.1. They instill in the teacher a spirit of renewal and innovation, compelling him to think critically about the lesson topic.

7.4.2. They facilitate the engagement of all senses.

7.4.3. They enrich the learner's experience and bring it closer to reality.

It is thus evident that teaching aids render learning more enduring, as they help fix knowledge in learners' minds, stimulate their thinking, and capture their attention toward the lesson.

8. Conclusion:

The present study has underscored the fundamental role played by teaching aids in bridging the gap between the teacher's intended message and the learner's comprehension, particularly within the broader context of language instruction and, more specifically, in the teaching of Arabic as a foreign language.

Teaching aids prove to be an effective mechanism for clarifying and simplifying information, thereby contributing significantly to the progression of the learner. Regardless of their type—whether traditional, such as textbooks and blackboards, or modern, including educational television, audio recordings, computers, and data

projectors—these tools provide learners with additional experiential dimensions. Their primary strength lies in their capacity to capture and sustain attention, thereby enhancing concentration and retention.

The importance of teaching aids extends equally to the teacher, the learner, and the educational content itself. By making knowledge accessible through observation or tactile engagement, and by engaging multiple sensory channels, audiovisual tools not only improve the overall teaching-learning process but also enable foreign language learners to develop essential competencies, namely listening, speaking, reading, and writing.

Finally, contemporary teaching aids have demonstrated remarkable effectiveness across generations of learners, irrespective of age or intellectual level, promoting deeper and more durable learning outcomes.

9. List of references:

1. Al-Khatib, A. A. (1997). *Fundamentals of teaching methods* (2nd ed.). Open University, Tripoli.
2. Jabbar, W. (1911). *Methods of teaching Arabic language* (2nd ed.). Dar Al-Fikr for Publishing and Distribution, Amman, Jordan.
3. Ismail, B. H. (2014). *Strategies of teaching Arabic: Theoretical frameworks and practical applications* (1st ed.). Dar Al-Manahij for Publishing and Distribution.
4. Markazyun for Authorship and Translation. (2011). *Teaching: Methods and strategies* (1st ed.). Islamic Cultural Knowledge Association for Publishing.
5. Abu Zaid, S. (2023). *Educational aids in kindergarten: Between design, production, and use*.
6. Al-Jubaili, H. (n.d.). *Educational aids*. Dar Al-Usra for Media & Dar Ilm Al-Thaqafa for Publishing.
7. Jalloub, S. (2017). *Educational aids* (1st ed.). Dar Min Al-Muheet ila Al-Khaleej for Publishing and Distribution.
8. Al-Tayti, M. I., Al-Azza, F. M., & Twaik, A. I. (2008). *Production and design of educational aids*. Dar Alam Al-Thaqafa for Publishing and Distribution, Amman.
9. Watas, M. (n.d.). *The importance of teaching aids in the learning process in general and in teaching Arabic to foreigners in particular*. National Book Foundation, Algeria.
10. Bani Hamad, F. M. (2014). *Design of educational aids* (1st ed.). University of Zarqa, Dar Al-I'sar Al-Ilmi for Publishing and Distribution, Amman.
11. Suleiman, N. (2023). *Design and production of educational aids* (2nd ed.). Dar Al-Safa for Publishing and Distribution, Amman.
12. Tarbiyah, M. I. (2002). *Educational technology: Teaching aids and learning techniques* (1st ed.). Dar Hamour for Publishing and Distribution, Amman.
13. Hassani, A. (2009). *Studies in applied linguistics: Field of language didactics* (2nd ed.). University Publications Office, Algeria.
14. Ismail, Y. (2011). The role of teaching aids in enriching the educational situation at university. *Journal of Human and Social Sciences, Algeria*, (6).
15. Al-Heela, M. M. (2002). *Teaching methods and strategies* (2nd ed.). Dar Al-Kitab Al-Jame'i, Al-Ain.
16. Ayez, A., & Ayez, I. I. (2014). *Curricula of the Arabic language and its teaching methods* (1st ed.). Dar Al-Safa for Publishing and Distribution, Amman.
17. Al-Freijat, G. A. (2014). *Introduction to educational technology* (2nd ed.). Dar Kunooz Al-Ma'rifa, Amman.

18. Mishal, G. (2005). *Dictionary of terms in education and teaching* (1st ed.). Dar Al-Nahda Al-Arabiya, Beirut.
19. Hammadna, M. M. S., & Ubaidat, K. H. M. (2012). *Concepts of teaching in the modern era: Methods, approaches, strategies* (1st ed.). Dar Alam Al-Kutub Al-Hadith for Publishing and Distribution.
20. Sabri, M. I. (2009). *From teaching aids to educational technology*. Arab University Book Series.
21. Issa, S. S. (2013). *Skills of teaching Arabic language* (1st ed.). Dar Al-Bidaya for Publishing and Distribution, Amman, Jordan.
22. Salama, A. H. (2006). *Communication means and technology* (6th ed.). Dar Al-Fikr, Amman.

10. Margins:

- ¹- Jirjis Mishal, Dictionary of Terms of Education and Teaching, Dar al-Nahda al-‘Arabiyya, Beirut, 1st ed./2005, p.558.
- ²- Abd al-Hafiz Salama, Means of Communication and Technology, Dar al-Fikr, Amman, 6th ed./2006–1427H, p.188.
- ³- Ahmad Hassani, Studies in Applied Linguistics: The Field of Language Didactics, University Publications Office, Algeria, 2nd ed./2009, p.152.
- ⁴- Walid Jabbar, Methods of Teaching Arabic Language, Dar al-Fikr for Publishing and Distribution, Amman, Jordan, 2nd ed./1911, p.299.
- ⁵- Shaimaa Abu Zayd, Teaching Aids in Kindergarten: Between Design, Production, and Use, 2023, p.10.
- ⁶- Yamna Ismail, The Role of Teaching Aids in Enriching the Educational Situation at the University, Journal of Human and Social Sciences, Algeria, no.6, 2011, p.342.
- ⁷- Yamna Ismail, op cit , p.342.
- ⁸- Ali ‘Ayz, Iman Ismail ‘Ayz, Book of Arabic Language Curricula and Teaching Methods, Dar al-Safaa for Publishing and Distribution, Amman, 1st ed./2014–1435H, p.329.
- ⁹- Samir Jallub, Teaching Aids, Dar min al-Muhīt ila al-Khalīj for Publishing and Distribution, 1st ed./2017, p.96.
- ¹⁰- Muhammad Watas, op cit; p.59.
- ¹¹- Samir Jallub, Teaching Aids, p.8.
- ¹²- Suleiman, Design and Production of Educational Aids, Dar Al-Safaa for Publishing and Distribution, Amman, 2nd ed., 2023/1423H, p. 13.
- ¹³- Watas, op cit, p. 58.
- ¹⁴- Suleiman, Design and Production of Educational Aids, p. 13.
- ¹⁵- Watas, op cit, , p. 60.
- ¹⁶- Ismail, Strategies for Teaching Arabic: Theoretical Frameworks and Practical Applications, Dar Al-Manahij for Publishing and Distribution, 1st ed., 2014/1432H, p. 277.
- ¹⁷- Bani Hammad, Design of Educational Aids, Zarqa University, Dar Al-Isar Al-Ilmi for Publishing and Distribution, 1st ed., 2014/1436H, pp. 63–64.
- ¹⁸- Al-Titi, M. I., Al-‘Azza, F. M., & Tuweiq, A. I. Production and Design of Educational Aids. Amman: ‘Ālam al-Thaqāfa Publishing and Distribution, 2008, p. 25.
- ¹⁹- Hamadneh, M. M. S., & ‘Ubaydāt, K. H. M. Teaching Concepts in the Modern Era: Methods, Approaches, and Strategies. Amman: ‘Ālam al-Kutub al-Ḥadīth Publishing and Distribution, 2012, p. 192.
- ²⁰- Ibid., p. 193.

- ²¹- Muḥammad, M. I. Ṣ. From Educational Aids to Educational Technology. Arab University Book Series, Vols. 1–2, 2009, p. 54.
- ²²- Bani Ḥamad, F. M. Designing Educational Aids. Amman: Al-Iṣār al-‘Ilmī Publishing and Distribution, 2014, p. 66.
- ²³- Al-Khaṭīb, ‘A. A. R. Fundamentals of Teaching Methods. Tripoli: Open University, 2nd ed., 1997, pp. 174–176.
- ²⁴- See: Mohamed Issam Torbiya, Educational Technology: Teaching Aids and Learning Techniques, Dar Hamour for Publishing and Distribution, Amman, 1st ed., 2002, p. 23.
- ²⁵- See: Ghaleb Abdul-Muti Al-Furajjat, Introduction to Educational Technology, Dar Kunooz Al-Ma’rifa, Amman, 2nd ed., 1435H-2014, p. 128.
- ²⁶- See: Mohammad Mahmoud Al-Heela, Teaching Methods and Strategies, Dar Al-Kitab Al-Jami’i, Al-Ain, 2nd ed., 1422H-2002, p. 478.
- ²⁷- See: Mohammad Mahmoud Al-Heela, Teaching Methods and Strategies, p. 479.
- ²⁸- See: Sahar Suleiman Issa, Teaching Arabic Language Teaching Skills, Dar Al-Bidaya Publishers and Distributors, Amman, Jordan, 1st ed., 1434H-2013, p. 148.
- ²⁹- Watas, *OP CIT*, p. 149.
- ³⁰- See Teaching Methods and Strategies, Markazion for Authorship and Translation, Islamic Cultural Knowledge Association for Publishing, 1st ed., 1435H-2011, p. 202.
- ³¹- See: Jabbali, Teaching Aids, Dar Al-Usra for Media and Dar ‘Ilm Al-Thaqafa for Publishing, p. 19.