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# The relationship between the role of education aids and activities on the development of the English language 2021 / 2022

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**Abstract:**

   The aim of this research is to identify the role of Teaching aids on the development of the English language, with the identification of the effect resulting from the diversity of activities on the development of the English language. The main question in this study is What is the relationship between the effect of educational aids and activities and the development of the English language?

   The study tools included a sample of (25) students and (25) teachers, at Kuwait University. The results of the study reached the following: The role of teaching aids in the development of the English language was accepted with degree (agree), mean (2.74) and standard deviation (0.54). The effect of the diversity of activities in the development of the English language was accepted with degree (agree), mean (2.68) and standard deviation (0.52). There are no significant differences between the attitudes of both teachers and students about the effect of teaching aids in the development of the English language.

There are no significant differences between the attitudes of both teachers and students about the role of teaching aids in the development of the English language.

The teacher should combine the use of different methods and activities with the explanation given in developing the English language.

The teacher must be adequately trained to use the various methods and activities in developing the English language.

**الملخص**

يهدف البحث إلى التعرف على تأثير الوسائل التعليمية على تطوير اللغة الإنجليزية، مع تحديد التأثير الناتج عن تنوع الأنشطة على تطوير اللغة الإنجليزية. والسؤال الأساسي في هذه الدراسة هو ما العلاقة بين تأثير الوسائل والأنشطة التعليمية وتطور اللغة الإنجليزية؟

واشتملت أدوات الدراسة على عينة قوامها (25) طالبا و (25) معلما بجامعة الكويت. وقد توصلت نتائج الدراسة إلى الآتي: تم قبول أثر الوسائل التعليمية في تطوير اللغة الإنجليزية بدرجة (موافق)، بمتوسط (2.74) وانحراف معياري (0.54). تم قبول تأثير تنوع الأنشطة في تطوير اللغة الإنجليزية بدرجة (موافق)، بمتوسط (2.68) وانحراف معياري (0.52). لا توجد فروق ذات دلالة إحصائية بين اتجاهات كل من المعلمين والطلاب حول تأثير الوسائل التعليمية في تطوير اللغة الإنجليزية، لا توجد فروق ذات دلالة إحصائية بين اتجاهات كل من المعلمين والطلاب حول تأثير الوسائل التعليمية في تطوير اللغة الإنجليزية.

يجب على المعلم الجمع بين استخدام الأساليب والأنشطة المختلفة مع الشرح المقدم في تطوير اللغة الإنجليزية.

وأن يكون المعلم مدربا بشكل كاف لاستخدام الأساليب والأنشطة المختلفة في تطوير اللغة الإنجليزية.

# The relationship between the role of educational aids and activities on the development of the English language

**Introduction:**

The world is now an open window to each other, especially after the emergence of technological progress and knowledge development. Countries had to pass through different languages that enable them to learn about global and technological cultures. (Al-Koni, 2019, p. 11).

Time has changed, students have changed. Today's kids are far smarter than their contemporaries. They are easily distracted. With knowledge dissemination becoming far easier, teachers and educational institutions were forced to develop better aids of teaching Students of higher classes can't be completely imparted knowledge without some of the new teaching aids.

The English language is one of the languages that many countries seek to pass, so it was necessary for the English language to use many different activities and educational means that create a tool for developing the English language. (Al-Zamil, 2009)

This paper stresses the need to make English language lessons easy and enjoyable through the use of instructional aid/improvisation. The poor performances in English language in most schools are the fact that the teaching of it is textbook dominated. Teachers do not have regular supply of the teaching aids and where they are available, they are so inadequate and obsolete. The cost of purchasing of these visual aids is quite enormous.

Teaching aids in the development of the English language use a set of elements that are represented in educational situations, educational materials, and educational devices with people, whether those in the development process or the people whose English language is to be developed. (Al-Qarni, 2017, p. 34)

Teaching aids assist to teacher to teach the lesson effectively but they do not substitute the place of teachers. Some children do not understand the lessons in abstract manner. For them, teacher has to make a model or teaching material to make understand the lessons.

Teaching aids are the tools used to improve and develop the learned language through skills training and the development of learners' attitudes while providing them with sound attitudes towards language development. (Al-Koni, 2019, p. 14)

Educational aids depend on the diversity of activities that are employed through a facilitation process to deliver the learned material, which in turn leads to the development of educational goals, which is the development of the English language. (Al-Qarni, 2017)

This prompted us to look in our current study on the role of teaching aids and activities on the development of the English language.

**Research problem:**

Teaching aids express one of the most important necessities with the diversity of activities in the development of languages in general and the development of the English language in particular. The educational aids and activities increase the desire of learners with an increase in the trend towards language. With the development of modern technologies, educational means and activities have varied. (Al-Zamil, 2009, p 40)

**Hence, the research problem emerged in answering the following main question:**

What is the role of teaching aids and activities on the development of the English language?

**Study questions:**

The study questions consisted of answering the following question:

**What is the relationship between the effect of educational aids and activities and the development of the English language?**

From this question the following two questions arise:

1- What is the relationship between the effect of teaching aids and the development of the English language?

2- What is the relationship between the diversity of activities and the development of the English language?

**Study hypotheses:**

The study consisted of a main hypothesis:

**There is a significant, statistically significant relationship between the effect of educational aids and activities on the development of the English language.**

From this hypothesis, two sub-hypotheses were derived, as follows:

1- There is a significant relationship with statistical significance between the effect of teaching aids and the development of the English language.

2- There is a statistically significant relationship between the diversity of educational activities and the development of the English language

**Research importance:**

The importance of the study lies in the axes it deals with, which is the effect of teaching aids and activities on the development of the English language. Perhaps this aspect is of great importance, both from a theoretical and practical point of view, which is represented in the following points:

**First, in theory:**

The present study is an extension of the studies of some previous researchers who studied the teaching aids and activities.

There is a correlation between the role of educational aids, activities and the development of the English language.

The importance of this study is due to the fact that it is considered the first, according to the researcher's knowledge, to deal with the effect of educational aids and activities on the development of the English language.

This research may give indications of the influence of educational aids and activities on the development of the English language.

The results of the study maybe an enriching addition to the educational literature in terms of knowledge.

**Second, from the practical point of view:**

1- It may be possible to produce from this study a number of areas for effective programs in areas with educational means.

2- Directing the awareness of English language developers towards educational aids and activities.

3- The study may benefit researchers in universities and researchers in the field of English in general.

**Research objectives:**
The research objectives are focused on identifying the following points:
1- The effect of teaching aids on the development of the English language.
2- The effect of the diversity of activities on the development of the English language
**Research limitation:**
**Objective limits**: The impact of teaching aids and activities on the development of the English language.
**Human limits**: The study tools were applied to (25) teachers, and (25) students of Kuwait University.
**Spatial boundaries**: Kuwait University
**Time limits:** 2021 - 2022
**Research term:** the second period of the year at university**.**
**Teaching aids:** There have been many definitions of educational means and we address them in the following:
**Idiomatic Definition**: Teaching aids are a set of tools used to convey and clarify information, through presentation without relying on what is written in the educational material, and it works on shortening the learning period, using some of the recipient's senses such as hearing and sight. (Taylor,2015, p367)
**procedural definition:** They are the methods used, which depend on the diversity of activities to help develop the English language
**English Language Idiomatic Definition:**
   The English language is one of the languages that has extended its appearance since the Middle Ages, and the English state (England) was an important factor in its emergence until it reached to be one of the international languages of a wide range, until its speakers became the largest languages in the world, and it is ranked third in the world in terms of the number of native speakers . (Saleem, 2020, p. 24)
**procedural definition:**
   The English language is a language that has become a basic language, which makes it necessary to identify the impact of educational means and activities on its development.

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**Chapter Two**

**Theoretical framework**:

In this chapter, we talk about the role of teaching aids in the development of the English language, educational materials and various means, through the following presentation.

Teaching faces enhancement challenges. English language has been allotted more time for effective teaching and learning; this is however, not reflected in students' performance results in many public secondary schools in Kuwait. In assessing the cause of this poor performance, teachers are said to have absconded their duties.

Humans have been using teaching aids and props since the beginning of time. In today's classroom, lecture theatre or other learning environment, teaching aids and props are just as useful as ever before. In early childhood settings, teachers utilize a myriad of teaching aids and props, often in the form of toys and games.

Nature-based learning utilizes props such as trees, logs, hills, dirt, plants, rocks and sticks – many of these are compiled by the teacher from various locations. As children get older, learning becomes more cognitive, abstract and theoretical; the number of teaching aids and props reduce over time. I However, students of all ages and abilities can benefit from the use of teaching aids and props; accelerated learning, improved recall and higher engagement are notable potential benefits.

The teacher needs to apply all these modern teaching aids in teaching process. Teacher has to acquire necessary skills to impart quality education, and must acquaint students the importance of these aids and how they make teaching learning process lucid, simple and interesting. They create enthusiasm and positive spirit in teachers and student. The aids alone cannot accomplish the task of education and the teacher always remains the main pivot of all teaching process. While using teaching aids the teacher should be clear about the objects of instruction and thus make the right use of right material at right place and at the right time. (Wayal, Dipak & others:2012)

**The first topic:** Teaching aids have been proved to be a useful tool in English Teaching process, which is more efficient and more impressive than traditional mode. Teaching aids reinforce the spoken or written words with concrete images and thus provide reach perceptual images which are considered as base to language learning.

Teaching aid is something which makes teaching easier for the teacher and makes learning more effective and enjoyable for the student. Teaching reformation means transformation of old teaching method into new one. (Wayal Dipak & others:2012) Teaching aids can therefore be used by teachers to communicate instructional information or ideas to students in the most effective way for enhanced learning. It's also refers to any kind of format used to convey information. The format can be visual or auditory, a channel of conveying sensory messages to the recipient who is the learner and this makes learning more concrete in the skills or concepts the learners acquire from what they perceive visually and hear making their learning real and not just abstract. Instructional media therefore, refers to the kind of media used in teaching to aid in learners' easier understanding according to the set objectives. They attract attention and sustain interest by illustrating relationships like similarities and contrasts of activities in

a way that conveys messages better than words could do. Such aids in teaching are closer to real life situations.

They provide immediate feedback to learners on their performance and help to save teaching time because they speed up the learning process better than lengthy descriptions if words were to be used. Students who are not able to be stimulated by other techniques can indeed be stimulated by film, charts, recorded tapes and other instructional material. (Wamalwa, Eric:2014 p 141)

**The second topic:** Educational communication is the basis of educational processes. Without communication, how can educational material be acquired? Therefore, we address educational communication through the following points:

**The concept of educational communication**:
There are many concepts that relate to educational communication, but we address the closest to our current research, which are represented in the following:
Educational communication is a reciprocal process between two parties, and that communication aims to complete the educational process, and in order for this process to become an educational communication, there must be two parties, one of whom has an impact on the other, such as the teacher and the student, for example. (Al Rabie, 2017, p. 5)
Educational communication is a necessary process for all the processes of compatibility and understanding that educators must carry out in order to achieve the desired and expected goals of the educational institution, It is an interactive social process that relies on and depends in its occurrence on the sharing of meanings between the sender and the receiver. (Al-Jaml, 2014, p. 35)

**Elements of educational communication**:
Educational communication depends on a set of elements on which the educational process is based, which are represented in the following:
**The teacher**: He is the one who plays the role of the sender or the recipient of the message subject.
**The message**: Which is represented in the educational material and on which the goal of educational communication is based.
**The learner**: He is the second party within the educational communication, which acknowledges the success of the communication process. If he passes the educational process, this indicates the success of the educational communication process. (Al rabie, 2017, p. 7)

**Educational communication consists of two basic processes:**
**- Coding**: It is a process in which the teacher puts his message in the form of intended words and phrases at a specific sound level in order to convey meaning to the learner.
**- Decoding**: It is a process by which the learner interprets the symbols and converts them into meanings, and here the educational process takes place. (Al-Jaml, 2014, p. 26)

**Educational Communication Skills:**
Educational communication is a set of skills by which the communication process succeeds. These skills are specific to the sender and receiver:

**First: Special skills of the sender:**

They are necessary skills in order to build upon the success of the educational communication process, and they are represented in the following:

-  **Speaking Initiation Skills**: It means the skill of the introduction to speech. The first words are what create in the learner confidence from the lack of confidence in the speaker, and based on that confidence, the first foundations of the communication process are formed.

- **Vocal training and practice**: Through calmness in speaking and equilibrium during the Arabs, with training in loudness, which changes the attacking during speech, but the idea that the teacher wants to convey determines the tone of voice, for example, if the idea came to express aggressive behavior, it must differ The tone of voice is about whether the conversation is about some kind of sympathy, such as sympathy with an animal. (Gillespie,2005, p16)

**The teacher's knowledge of the subject of the thesis**:

The teacher must master the subject by training on the most important points that are being talked about, while identifying the time period that the teacher is committed to in presenting the subject.

**Choosing the language**:

The teacher must choose the appropriate language, which is represented in the words understood by the other party, by matching the word to the receiving personality, whether it is culturally, socially or religiously.

 **Reading and writing skills**:

These are skills related to the integrity and purity of the language, both newly and written, with no spelling errors. (Gillespie,2005, p18)

**Second: Message-Specific Skills**:

The message building skills depend on a set of techniques, which are represented in the following:

**Describing with accuracy and good output**:

through the optimal choice of words and terms that have a good psychological impact on the future.

 **Clear defects within the message**:

By being free from typographical errors, and not to be long and boring for the reader, with the appropriateness of the message subject to the target group, taking into account the time for reading the message Providing clarity and simplicity. (Arum, 2019, p 112)

**Third: Special skills for the receiver**:

These skills depend on the sender's ability to produce them through the availability of the common language between the two parties, with the availability of the degree of harmony between the sender and the receiver, with the availability of the culture of the subject learned by the receiver, with the exchange of roles between them. (Al-Jaml, 2014, p. 105)

**The third topic: educational methods:**

Educational methods are the set of means used by the person in charge of the education process to convey information or skill or to develop and develop a language. Therefore, we talk about educational methods in the following:

**The concept of educational methods:**

Instructional methods are the relationship between the teacher, the learner, and the material being learned, with the use of teaching aids that are associated with the teacher. (Gillespie,2005, p18)

We can also express the educational styles as a set of educational styles specific to the teacher and his preference (Masoud, 2017, p. 7)

**Teaching aids categories:** Teaching aids depend on a variety of sources, which are:
**Sensory learning aids**:

-Visual aids: They are display methods that depend on images and colors, and some modern technological devices are used to achieve the effectiveness of their purpose, such as computer display tools, such as image and graphic display devices.

-Hearing aids: They depend on data that depend on sound transmission, such as radio and radio.

-Means that depend on both hearing and sight: These are talking devices such as televisions, as well as mobile phones, which have become an educational source that depends on both hearing and sight. (Nouri, 2017, p. 56)

-Touch-based methods such as samples.

-Smell-based methods such as perfumes and laboratory experiment.

-Taste-based methods such as not tasting food samples in order to know the salty from the sweet and learn different tastes.

**Modern teaching aids:**
-   Old tools such as blackboard and chalk.
-   Modern means: such as television video.
-   New means such as computers, internet and mobile phones. (Al- Jami'ah, 2005, p. 9)

**Teaching aids based on how they are obtained**: Such as ready-made aids: they are means designed by specialists, such as computer software, or educational aids designed by the teacher, such as paintings and pictures.

**Teaching aids designed by their nature**:

Such as educational activities, which are shared between the teacher and the learner, such as school trips and scientific museums.

Educational materials: Printed and audio materials, such as pictures and still films.

Educational devices: Which are used as a tool for conveying information, such as screens, computers, and transparencies. (Bakhsh, 2010, p. 85)

**Teaching aids classified according to their educational role:**

and divided into:
-   **Additional means**: Added by the teacher to clarify an idea or to complete an educational process, such as watching a video related to the educational topic.
-   **Complementary means**: They are means that work to complete the educational topic presented as a special offer after the educational tools used.
-   **Main means**: Which are essential in the educational subject, such as viewing maps to identify the location of a geographical area. (Al- Jami'ah, 2005, pg. 9)

**Role of Technology in education:**

We all know technology plays an important role in enhancing and developing our learning system. Through internet it has been made possible to know all things.

We can attend classes from sitting in home through Video Conferencing or live chat and clear all our doubts. The time of blackboards with chalk and notice boards are changed. The most extreme factor in a teaching method and its process is the quantity and quality of the lessons given by the teachers are changed and not so understandable for students. Teachers are therefore should use modern teaching aids. Scientific proof has been made that learning from books and black board is comparatively less when the students understand a lot on pictures and videos. We all know a picture is equal to 1000 words and a video is equal to 1000 pictures. So, our modem education follows these techniques to educate children well and make them understand well. Modern teaching aids are used to make learning sessions interactive and motivating. All these modern aids help the students to learn well and understand. Nowadays, as classes are modified and equipped with Modern teaching aids such as speakers, online streaming videos, Interactive Whiteboards. Visualizer, response system. CD's, projectors and educational software etc. The teaching done with all these technology makes the students to have interest in learning than the same old black board and teachers. Teaching done Modern teaching aids is important and most preferred in the technological age. Many subject topics can be taught better and made the students to understand well than reading from books. We can teach students in more depth and cleared all doubts with Modern teaching aids. (Wayal Dipak & others:2006 p15)

**Philosophical and psychological foundations for the use of educational aids:**
Teaching aids are the field of interaction between the teacher and the learner. This field depends on a set of philosophical and psychological foundations, which we address in the following:

**Philosophical foundations for the use of educational aids:**
  Philosophical thought relied on a process of methodological tools on which educational foundations are built, represented in the following:

**1- Idealism and educational methods**: Idealism depends on the existence of the mind, Idealism depends on the essence of the learner, which lies in his soul, mind, or spirit, so the educational means of idealists depend on the essential mind as the basis of knowledge and the basis of the educational process.

The educational means of the idealists depend on the essence of the mind as the basis of knowledge and the basis of the educational process, so the means depend on the transfer of the values of truth, goodness and beauty, while working on the transmission of these means between generations and their inheritance from one generation to another, so idealism places mental studies in the first place, so their educational means depend on the individual in the first place, believing that the individual is equipped from the beginning with the mind, which is the essence of the educational process.

**2- Materialism and educational methods**: Materialism depends in its educational methods on the tangible material thing, by linking things with the learner's awareness using the senses that transfer the thing from the ordinary to the tangible.
(Furney, 2010, p36)

**3-Pragmatism and educational methods**: Pragmatism depends on discovery and experimentation. The learner of the pragmatists is the one who discovers the scientific material on his own. The educational means, according to pragmatism, depend on the experimental tools by which the learner can discover the solution to the problem.

**4- Islamic Philosophy and Educational Methods**: The educational means, according to Islamic philosophy, depend on referring to what God has enlightened while

acknowledging His Oneness, by adhering to the Book of God as an educational tool, where the Islamic conception brings everything into existence. God has set for man the way of life in this world (Al-Jami'ah, 2005, p. 18)

**Psychological bases for using educational aids:**
Psychological foundations depend on the nature of the learner in developing educational aids, such as growth characteristics, tendencies, trends, preparations and motives, by adhering to the following criteria:

**-The connection of the educational medium with the learner**: This depends on the extent of response to what is presented to him through the educational means. Without issuing any response to the learner, the entire educational process lost its meaning.

- **Teaching aids and the characteristics of learner growth**: The teaching aids, according to psychological foundations, depend on the psychology of growth by taking into account the nature of each age stage. The educational methods must be commensurate with the nature of the age stage.

- **Teaching aids and readiness to learn**: The learner's readiness for the educational process is the most important way for the success of teaching aids, and readiness depends on mental and physical development and on what the individual has learned from responses before. (Faculty Members, 2017, p. 66)

**Criteria for choosing teaching aids:**
The selection of teaching aids depends on a set of criteria, which are represented in the following:

1- **Standards related to the educational program:** By linking between the objective of the learned material and the instructional medium, by using a goal that has the educational objective of the program.

2- **Standards related to the learned material**: By linking the educational medium and its appropriateness with the type of educational material. For example, if the educational material aims to teach a scientific experiment, then the means must be given as a result of the applied experiment.

3- **Criteria for linking the educational medium with the characteristics of the learner:** By matching the educational medium to the social level, the learner's intelligence rate, and the cultural level, taking into account the psychological and mental abilities.

4- Determining the type of learned material through which the educational method used is related.

5- **Financial capabilities and budget**: The teaching aids must be compatible with the material capabilities of the teacher who carries these teaching aids. (Jeridi, 2017, p. 55)

**Principles of using educational aids:**
Teaching aids depend on the use of appropriate tools that work to convey the educational message. The use of educational aids depends on a set of principles, which are represented in the following:
• Increasing the effectiveness and improving education.
• Work to increase learners' excitability.
• Work on the application of educational technology.
• Increasing the learners' reflective skills.

• Keeping abreast of recent trends and tendencies while facing the problems of change in societies. (Al-Hajj, 2014, p. 34)

**Teaching media resources:**

The sources for the teaching aids varied, which are determined based on the teacher's ability to use these aids:

- The teacher's dependence on environmental stimuli through the possibilities of the work environment.

- The material capabilities of the place in which the person responsible for the education process obtains the appropriate means. For example, it is not possible to use tools in places where computers are not available.

- Borrowing and borrowing the means and equipment from nearby places.

- Purchasing from abroad, according to the teacher's budget and financial conditions. (Chandra, 2010, p. 200)

**The fourth topic: educational technologies:**

The concept of learning techniques has been associated with educational means and various means of communication, through scientific progress, but it has become a term and an independent science in itself, and in this we deal with learning techniques through the following:

**The concept of learning technologies:**

It is a concept related to the use of machines and technology in the educational process, with an emphasis on the availability of educational aids that are represented in some technological devices and display tools specific to the educational process (Al-Otaibi, 2018, p.18)

The American Association for Educational Communications and Technology defines it as a science that investigates theory and practice of designing, developing, using, managing, and evaluating resources and processes for learning.

We can also consider learning techniques as being an integrated set of organizations that include a number of elements based on the human being and developing his ideas using some machines that act as cogs in one tool (Zaidi, 2013. p 30).

**Contributions of educational technologies to teaching and learning:**

Educational technologies have effectively contributed to the educational field, as they worked to develop many educational concepts while enhancing the capabilities of teachers and students alike. This contribution highlighted the role of learning directly, as it: Worked on developing the learner's technological capabilities and keeping pace with educational developments in a faster and easier way.

Providing information at any time without the hassle of going to libraries.

Obtaining various scientific researches and studies faster and in less time, which facilitated obtaining academic degrees with less time and effort.

Increasing the number of scientific sources within theses and working papers.

Removing obstacles for the learner in providing the scientific material.

The scientific system helped in giving the appropriate amount of scientific material. (Nouri, 2017, p. 10)

**Relationship of teaching aids to learning technologies:**

The relationship between teaching aids and learning technologies is a direct and homogeneous relationship, as the cooperation between the means and technologies works on the following:

- Increasing the learning skills of learners.

- Increasing accuracy and focus towards the educational process.

- Reviving the spirit of participation among learners with their sense of responsibility. During the presence of educational technologies, the learner feels that he has a role towards the educational process and not just a receiver.
- Work on developing the learner's skills and increasing educational capabilities. (Olayan, 2009, p. 306)

**The importance of using learning techniques:**
We are now in technical societies that depend on development and progress, so education must keep pace with these developments because of the wide importance of these technologies, represented in the following:
1- Working to increase educational awareness while improving and developing the educational process.
2- The greater sense of the educational process through sensory development using the different senses.
3- Increasing motivation with the development of different perceptions of learners.
4- Increasing efficiency with improvement in teacher performance and progress in the presented material.
5- Saving the time and efforts that the learner needs in acquiring the educational material.
6- Keeping abreast of technical innovations in education.
7- Inheritance of technological ideas among members of society. (Al-Otaibi, 2018, p. 26)

**Areas of employing technologies in general education and English language development:**
The use of techniques in the linguistic fields has an interesting and interesting effect on the part of the learners, although it works to arouse educational motives, while developing cognitive and cognitive skills while keeping pace with the times in providing scientific languages that become the language of science for the field in which the learner specializes (Sgunk, 2018, p 56)
The English language is one of the languages that learners strive to learn and follow up on the most important developments. We can employ techniques in developing the English language through the following:
- Increasing absorptive capacities: Through modern technical practices of the English language, such as an illustrated and speaking dictionary to teach correct pronunciation and increase the ability to understand grammar.
- The ability to form sentences: By placing some sentences randomly, the learner must choose the appropriate educational program to understand and arrange those sentences.
- Teaching reading and writing: using some special software that depends on education with training at the same time, in order to increase the ability to master the English language.
- Listening: By watching programs and films that carry English languages, and with repeated listening, the learner will be able to master the educational material.
- Vocabulary and grammar formation: Using electronic programs, which are easy to download on mobile phones, which facilitates time and effort in learning vocabulary and grammar. (Bin Zina, 2016, p. 143)

**The fifth topic: Educational methods and techniques in teaching English:**
The methods and techniques in teaching English have gone through a range of techniques, as follows:
1- Traditional techniques: This stage used primitive techniques without going to any technological development due to the characteristics of societies at that time, and these techniques relied on reading and investigating literary texts to find and learn a set of linguistic rules. Which the learner must investigate among the readable texts. The techniques here depend on reading and writing skills, and audio-visual synergy.
2- Modern technologies: They are techniques that depend on the use of images and modern tools such as models and manual composition of the learned material by relying on manual experience, with the use of colorful techniques with attractive factors, and relying on means such as television and radio.
3- New technologies: Which work to keep pace with development and technology by giving the educational material a kind of thought and eagerness to work on searching for the rules of learning the English language, using some modern tools such as electronic programs, computers and mobile phones, and the emergence of some translation programs that have become available on any Mobile .(Gharbi, 2018, p. 46).

**Efforts of the Ministry of Education in the field of educational means and methods:**
   Interest in the field of advanced educational aids has increased in the State of Kuwait, through the following:
- Efforts to upgrade educational quality processes, while continuing educational development and renewal.
- Working to increase quality requirements, and in this the ministries of education within the State of Kuwait to develop their programs, while working to improve the level of performance of their employees, with care for educational excellence and creativity to ensure the provision of modern education, and to contribute to the distinguished achievement of outputs on highly efficient and effective grades. As it sought to strengthen the trend towards spreading a culture of quality in education in the State of Kuwait, considering it at the forefront of the educational agenda.
- The Kuwaiti Ministry of Education, like the various countries within the region, has also tended to work towards various reforms and innovations in order to achieve community development. Its objectives began towards the secondary stage in Kuwait by providing learners with the necessary experiences and skills to prepare the edifice of Kuwaiti society as a rapidly developing and changing society.
- The ministries have adopted educational innovations in addition to the practical reality that has received global attention, by making the school and its employees the basis of educational reform and renewal. Therefore, the efforts of the Ministry of Education in the State of Kuwait in recent years have directed towards developing the educational system and reformulating its objectives, systems, and curricula, after the great development witnessed by the Kuwaiti society.
- Secondary education, in particular, has attracted the attention of those responsible for the development of education in the State of Kuwait, since it represents the basic pillar of the educational system, and this requires the Ministry to reconsider its educational philosophy, and also requires a clear role for education in directing and leading changes in society. (Khaled, 2017, p. 10)

**Previous studies:**

**Study (Bušljeta, 2013):** A study entitled effective use of teaching and learning resource, and the study aimed to identify the impact of educational means and educational techniques in improving the study, the study used the descriptive approach, and used a questionnaire prepared by the researcher as a tool for it, and applied to a sample of (114) teachers, and (200) male and female students, and the study concluded the importance of using educational techniques and aids.

**Al-Jarf study (2015):** A study entitled the effectiveness of e-learning in teaching English at the university level in the Kingdom of Saudi Arabia, proving that the students of the experimental group who used an electronic course from home exceed the abilities of students within the other group who did not apply the same educational technology, The sample of the study consisted of (100) female students from the English departments at different stages, and the sample was divided into two groups, one of them is control and the other is experimental, The researcher used the experimental method, and the study tools consisted of a training program based on electronic technologies prepared by the researcher, with a final test prepared from the curriculum to measure student response, and the study resulted in the arrival of the students of the experimental group to higher scores than the students of the control group.

**Bin Zina Study (2016):** A study entitled The Role of Computers and Information Technology in Teaching the Arabic Language, and the study aimed to identify the extent of the impact of computer use in learning the Arabic language, while identifying the pros and cons of using the computer in teaching Arabic, with familiarity with the use of computers. The study used the descriptive analytical method, and the results of the study concluded that the use of technology in teaching the Arabic language is one of the means of preserving it, and that the use of computers in language teaching makes the language more interesting.

**El- Jeridi study (2017):** A study entitled the role of using educational aids on the achievement of female students, and the study aimed to identify the extent of the effect of educational aids on the achievement of female students. The study tool was applied to a sample of (63) female students divided into two groups, control and experimental, and the results showed that there were statistically significant differences between the mean of the experimental and control group in favor of the experimental group.

**Al-Koni study (2019):** A study entitled the importance of using educational aids in secondary education from the point of view of its teachers, and the study aimed to identify the types and importance of using educational aids for secondary school students from the point of view of their teachers, and the study used the descriptive approach, and the study sample consisted of ( 220) teachers, and the study used a questionnaire prepared by the researcher as a tool for collecting data and information, and the results of the research indicated the importance of using educational aids in the secondary education stage under study.

**General comment on previous studies:**

1- The various studies talked about the variables of the study, and the researcher did not find a study that linked the variables of the current study. This gives our study the value, which confirms its importance to researchers and scholars and directs awareness towards the role of the current study.

2- The researcher find that the studies are similar to our current study in identifying the role of educational aids, but they differed in their impact on the development of the

English language, unlike the study (**Al-Jarf, 2015**), but it focused on a type of learning techniques, which is the effectiveness of e-learning.

3- The current study differed from previous studies in that it was the first to focus on the development of the English language using learning media.

4- The current study is the only study that linked educational means, activities and the development of the English language

5- Our current study is the only Kuwaiti study that is concerned with the role of teaching aids and activities on developing the English language.

6- There were many studies among them according to the type and number of the sample.

7- The studies were similar in the experimental method other than my study (**Al-Koni study 2019**), and study (**Bušljeta**, **2013**).

# Methodology

## Introduction

The main objective of this research is to know the role of teaching aids and activities on the development of the English language.

This part describes the research procedures in the field to achieve the research objectives, including the identification of the methodology used in the research, the research community, the research sample, the research tool and verification of its validity and reliability, and the statistical analysis used in the analysis of the results.

## Research Methodology

In order to achieve the objectives of the study, the researcher will use the descriptive analytical method:

The specialized descriptive approach to data and facts collection, compilation and tabulation; in addition to analyzing the exact depth of adequate analysis; it also includes a degree of interpretation of these results, in order to extract of significant conclusions, and then therefore used to extract meaningful conclusions.

## Research community and research sample:

The research community includes all teachers and learners of the English language in Kuwait University, and a random sample was chosen consisted of (25) teachers, and (25) students of Kuwait University.

## Characteristics of the research sample:

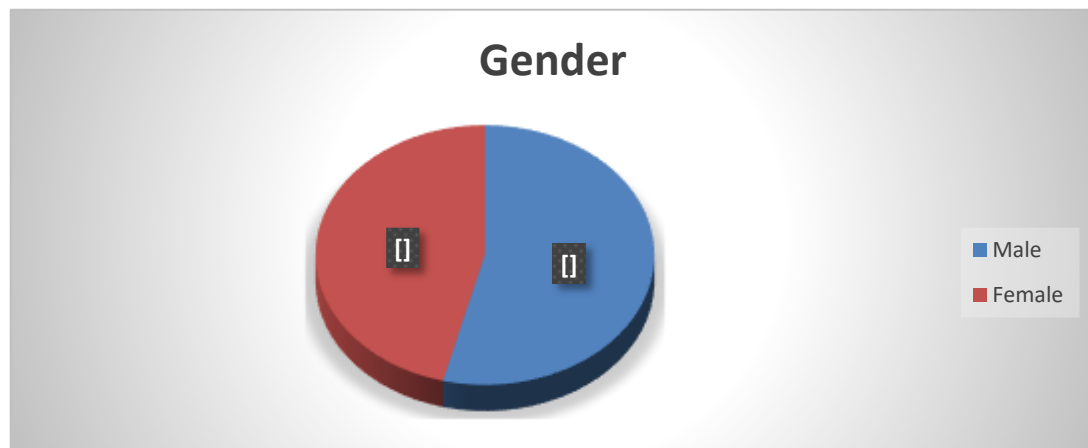The frequencies and percentages of the sample were calculated according to the variables (Gender-Age- job)

1- **Distribution of sample members by gender:**

Table (1) Distribution of sample members by gender

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 27 | 54% |
| Female | 23 | 46% |

From the above table we conclude that (54%) of the sample study are males, (46 %) of

the sample study are females

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**Gender**

## 2- **Distribution of sample members by Age:**

Table (2) Distribution of sample members by age

| Age | Frequency | Percent |
|---|---|---|
| Less than 30 years | 28 | 56% |
| Between 30 years and 45 years | 13 | 26% |
| More than 45 years | 9 | 18% |

From the above table we conclude that (56 %) of the sample study their ages Less than 30 years, (26 %) of the sample study their ages between 30 years and 45 years, and (18%) of the sample study their ages more than 45 years



**Age**
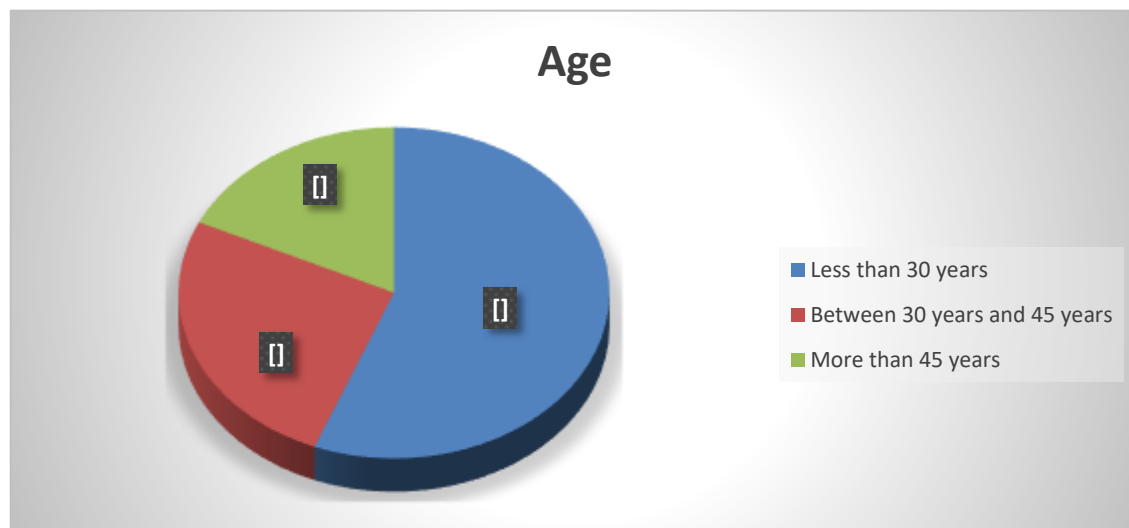
Distribution of sample members by job:

Table (3) Distribution of sample members by job

| Job | Frequency | Percent |
|---|---|---|
| Teacher | 25 | 50% |
| Student | 25 | 50% |

From the above table we conclude that (50 %) of the sample study are teachers, and (50 %) of the sample study are students



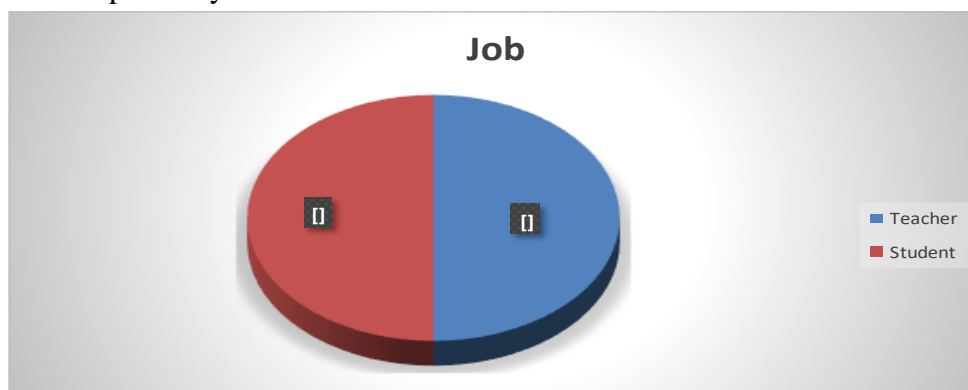**Research Tool:**

After reviewing the previous studies related to the subject of the research, a questionnaire was prepared to achieve the main objective of this research is to know the role of teaching aids and activities on the development of the English language.

And to obtain the necessary information from the sample items to answer the research questions. The researcher depended on the questionnaire as an essential tool for collecting the data needed to support theoretical research in the practical side to answer the research questions and achieving its objectives.

The questionnaire was designed by looking at some of the tools and measures of other studies relevant to the current research topic.

The questionnaire contains a set of phrases that support the research topic through its direct relationship with the research objectives and questions.

**Description of the research tool (questionnaire):**

The questionnaire contained two main parts:

The first part:  consists of demographic data on the research sample.

The second part: consists of the axes of the questionnaire, consisted of (2) main axes serve the objective of the study.

To answer this phrase, we used third Likert scale with degrees from (disagree) to (agree).

Participants were asked to rate the extent to which they agreed or disagreed with each statement.

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## **The reality of research tool:**
## **Virtual reality**

After the completion of the preparation of the questionnaire and the formulation of the statements, the initial questionnaire was presented to the supervisor of the research and to a group of professors in order to ascertain the extent to which each statement was related to the factor to which it belongs and also to check the clarity and integrity of the formulation of the statements until the questionnaire became in its final form that contains (20) items.

## **Validate the internal consistency of the research tool**
## **The validity of the internal consistency of the study axes:**

We calculated internal consistency by calculated Pearson correlation coefficient between each item and the axis that belonged to it as shown in next table:

**The first axis**: The role of teaching aids and the development of the English language

Table (4) Pearson correlation coefficient between each item and the first axis

| N | correlation coefficient |
|---|---|
| 1. The use of educational aids and techniques for teaching English varies according to the level of students | .497** |
| 2. The use of educational aids and techniques in teaching English helps to arouse the student's interest and interest in the lesson and make him more ready to learn | .599** |
| 3. The use of educational aids and techniques helps to enrich the teaching of the English language by adding new dimensions to the educational situation, which helps in expanding the students' experiences | .586** |
| 4. The educational means ensure the involvement of all the student's senses in the process of teaching the English language, which leads to the learning effect remaining as long as possible | .618** |
| 5. The use of educational aids helps students to form sound concepts about the rules of teaching English | .504** |
| 6. The use of educational aids and techniques helps the student participate effectively in the process of teaching the English language | .151** |
| 7. The teacher's use of educational aids and techniques in teaching English helps in achieving the objectives of the lesson in the fastest time and with the least effort | .611** |

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| N | correlation coefficient |
|---|---|
| 8. The teacher resorts to using teaching aids in teaching English when the pronunciation is not enough to convey the information to the minds of the students | .605** |
| 9. Teaching aids and techniques help the English language teacher to present his material in an attractive manner that is not without excitement and fun | .559** |
| 10. The use of educational aids and techniques in teaching English helps to change the ways and methods of presenting lessons and to move away from monotony, stagnation and boredom. | .596** |

**. Correlation is significant at the 0.01 level (2-tailed).

From the above table we conclude that all Pearson correlation coefficients between each phrase and the first axis that belonged to it come with high degree and significant at (0.01) which indicates a high degree of validity of the internal consistency of the terms of the first axis.

**The second axis**: The effect of the diversity of activities and the development the English language

Table (5) Pearson correlation coefficient between each phrase and the second axis

| N | correlation coefficient |
|---|---|
| 1. The educational activities used in teaching English allow cooperation between students and teachers | .607** |
| 2. The activities used in teaching English provide the student with educational situations derived from his daily life | .592** |
| 3. The educational activities take into account the individual differences among students in teaching English | .672** |
| 4. Educational activities help to reveal and develop students' abilities and encourage their talents and mastery of English language skills | .727** |
| 5. The activities used in teaching English develop students' communication skills | .742** |
| 6. Educational activities help students to make group conversations in the English language and to develop students' language concepts | .679** |
| 7. Educational activities help to discover weaknesses in the English language among students and work to treat them | .731** |
| 8. The educational activity benefits students in linking the concepts and rules of English language and applying them in practice | .635** |

| | |
|---|---|
| 9. The use of educational activities in teaching English helps in employing the different senses of students | .690** |
| 10. Educational activities enrich the process of learning the English language | .703** |

**. Correlation is significant at the 0.01 level (2-tailed).

From the above table we conclude that all Pearson correlation coefficients between each

phrase and the second axis that belonged to it come with high degree and significant at

(0.01) Which indicates a high degree of validity of the internal consistency of the terms

of the second axis.

### Internal consistency between the axes of the questionnaire

The researcher calculated internal consistency by calculated Pearson correlation

coefficient between each axis and the total degree of questionnaire as table (6) below:

table (6) Pearson correlation coefficient between each axis and the total degree of questionnaire

| Axis | Total degree |
|---|---|
| The effect of teaching aids and the development of the English language | .865** |
| The effect of the diversity of activities and the development and the development of the English language | .774** |

**Correlation is significant at the 0.01 level (2-tailed).

From the above table the researcher concludes that all Pearson correlation coefficients
between each axis and the total degree of questionnaire with high degree and significant
at (0.01) Which indicates a high degree of Internal consistency between the axes of the
questionnaire.

### Reliability of the questionnaire:

To ensure of the reliability of questionnaire the researcher used Cronbach's Alpha test as

shown in the following table.

Table (7)   Cronbach's Alpha coefficients

| Axis | Cronbach's Alpha | N of Items |
|---|---|---|
| The effect of teaching aids and the development of the English language | .763 | 10 |
| The effect of the diversity of activities and the development and the development of the English language | .903 | 10 |
| Total degree | .879 | 20 |

From the above table the researcher conclude that the reliability coefficients value of the all axis of questionnaire was all of high scores approaching the correct one and the total degree of reliability was (.879) which is high value and approaching the correct one and it refers to The validity of the questionnaire for the application and the reliability of its results.

### Statistical Methods:

From the research and its goals, the researcher used (spss) program by using

Frequencies and percentages: 1- Means and standard deviations   2- Person correlation

3-    Cronbach's Alpha

4-    Equation of the range as the following :( (1: 1.66) disagree (1.67: 2.33) Neutral,

(2.34: 3) Agree.

## Results & Discussion

### Introduction:

The main objective of this research is to know the effect of teaching aids and activities on the development of the English language.
The questionnaire was prepared to achieve the objectives of the study and answer the questions of the study.

### First, answer the study questions

The first question which says "What is the effect of teaching aids in the development of

the English language?"

| No | Phrase | Mean | Std. Deviation | Rank |
|----|--------|------|----------------|------|
| 1 | The use of educational aids and techniques for teaching English varies according to the level of students | 2.66 | .658 | 8 |
| 2 | The use of educational aids and techniques in teaching English helps to arouse the student's interest and interest in the lesson and make him more ready to learn | 2.90 | .303 | 1 |
| 3 | The use of educational aids and techniques helps to enrich the teaching of the English language by adding new dimensions to the educational situation, which helps in expanding the students' experiences | 2.62 | .602 | 9 |

| | | | | |
|---|---|---|---|---|
| 4 | The educational means ensure the involvement of all the student's senses in the process of teaching the English language, which leads to the learning effect remaining as long as possible | 2.78 | .507 | 4 |
| 5 | The use of educational aids helps students to form sound concepts about the rules of teaching English | 2.72 | .640 | 5 |
| 6 | The use of educational aids and techniques helps the student participate effectively in the process of teaching the English language | 2.86 | .405 | 2 |
| 7 | The teacher's use of educational aids and techniques in teaching English helps in achieving the objectives of the lesson in the fastest time and with the least effort | 2.62 | .602 | 10 |
| 8 | The teacher resorts to using teaching aids in teaching English when the pronunciation is not enough to convey the information to the minds of the students | 2.80 | .535 | 3 |
| 9 | Teaching aids and techniques help the English language teacher to present his material in an attractive manner that is not without excitement and fun | 2.72 | .536 | 6 |
| 10 | The use of educational aids and techniques in teaching English helps to change the ways and methods of presenting lessons and to move away from monotony, stagnation and boredom. | 2.70 | .647 | 7 |
| General mean | | 2.74 | 0.54 | |

Table (1) The means and standard deviation for the first axis

**The first question:**
    What is the effect of teaching aids in the development of the English language?
To answer this question we used mean, standard deviation and the rank for each phrase as the following:
From the above table the researcher concludes that the role of teaching aids in the development of the English language was accepted with degree(agree), mean (2.74) and standard deviation (0.54) low value, indicating homogeny in the opinions of the study sample members on this axis.
All the items were of low values of standard deviation, indicating homogeny in the opinions of the study sample on those paragraphs.

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In the first order the item (2): (The use of educational aids and techniques in teaching English helps to arouse the student's interest and interest in the lesson and make him more ready to learn), with mean (2.9), a standard deviation of (0.303) and a degree of approval (agree), In the second order the item (6): (The use of educational aids and techniques helps the student participate effectively in the process of teaching the English language), with mean (2.86), a standard deviation of (0.405) and a degree of approval (agree), while in the last order the item ( 10): (The teacher's use of educational aids and techniques in teaching English helps in achieving the objectives of the lesson in the fastest time and with the least effort) with mean of (2.62) and a standard deviation (0.602) with a degree of approval (Agree).

From the above the researcher concluded the great influence of teaching aids in the development of the English language which helps to arouse the student's interest and interest in the lesson and make him more ready to learn and it helps the student participate effectively in the process of teaching the English language.

the researcher find that the studies are similar to our current study in identifying the effect of educational aids, but they differed in their impact on the development of the English language, unlike the study (**Al-Jarf Study, 2015**), but it focused on a type of learning techniques, which is the effectiveness of e-learning.

3- The current study differed from previous studies in that it was the first to focus on the development of the English language using learning media.

**The second question:**

What is the effect of the diversity of activities in the development of the English language?

To answer this question we used mean, standard deviation and the rank for each phrase as the following:

| No | Phrase | Mean | Std. Deviation | Rank |
|----|--------|------|----------------|------|
| 1 | The educational activities used in teaching English allow cooperation between students and teachers | 2.86 | .405 | 1 |
| 2 | The activities used in teaching English provide the student with educational situations derived from his daily life | 2.76 | .555 | 2 |
| 3 | The educational activities take into account the individual differences among students in teaching English | 2.74 | .565 | 4 |
| 4 | Educational activities help to reveal and develop students' abilities and encourage their talents and mastery of English language skills | 2.76 | .517 | 3 |
| 5 | The activities used in teaching English develop students' communication skills | 2.74 | .565 | 5 |

| 6 | Educational activities help students to make group conversations in the English language and to develop students' language concepts | 2.66 | .479 | 6 |
|---|---|---|---|---|
| 7 | Educational activities help to discover weaknesses in the English language among students and work to treat them | 2.64 | .563 | 7 |
| 8 | The educational activity benefits students in linking the concepts and rules of English language and applying them in practice | 2.58 | .538 | 8 |
| 9 | The use of educational activities in teaching English helps in employing the different senses of students | 2.56 | .611 | 9 |
| 10 | Educational activities enrich the process of learning the English language | 2.48 | .580 | 10 |
| General mean | | 2.68 | 0.52 | |

Table (2) The means and standard deviation for the second axis

From the above table we conclude that the effect of the diversity of activities in the development of the English language was accepted with degree(agree), mean (2.68) and standard deviation (0.52) low value, indicating homogeny in the opinions of the study sample members on these axes.

All the items were of low values of standard deviation, indicating homogeny in the opinions of the study sample on those items.

In the first order the item (1): (The educational activities used in teaching English allow cooperation between students and teachers), with mean (2.86), a standard deviation of (0.405) and a degree of approval (agree), In the second order the paragraph (2): (The activities used in teaching English provide the student with educational situations derived from his daily life), with mean (2.76), a standard deviation of (0.555) and a degree of approval (agree), while in the last order the item ( 10): (Educational activities enrich the process of learning the English language) with mean of (2.48) and a standard deviation (0.58) with a degree of approval (Agree).

From the above we concluded the great influence of the diversity of activities in the development of the English language which allow cooperation between students and teachers and provide students with educational situations derived from his daily life.

**Secondly, check the study hypotheses**

The first hypothesis: There is a significant relationship with statistical significance between the effect of teaching aids and the development of the English language.

To verify this hypothesis, independent sample t-test was used as the following:

Table (3) The first hypothesis

| Job | N | Mean | Std. Deviation | T | Df | Sig |
|---|---|---|---|---|---|---|
| Teacher | 25 | 2.8240 | .29900 | 1.209 | 48 | .233 |
| Student | 25 | 2.6520 | .64557 | | | |

From the above table the researcher concludes that there are no significant differences between the attitudes of both teachers and students about the effect of teaching aids in the development of the English language where significant value = (0.233) more than (0.05) with T value= (1.209) and (48) degrees of freedom.

**The second hypothesis:** There is a statistically significant relationship between the diversity of educational activities and the development of the English language
To verify this hypothesis, independent sample t-test was used as the following:

Table (4)The Second hypothesis

| Job | N | Mean | Std. Deviation | T | Df | Sig |
|-----|---|------|----------------|-----|-----|------|
| Teacher | 25 | 2.7240 | .30589 | 1.033 | 48 | .307 |
| Student | 25 | 2.6320 | .32368 | | | |

From the above table the researcher conclude that there are no significant differences between the attitudes of both teachers and students about the effect of teaching aids in the development of the English language where significant value = (0.307) more than (0.05) with T value= (1.033) and (48) degrees of freedom.

## **Conclusion:**

- The current study with the  researcher knowledge is the only study that linked educational means, activities and the development of the English language
- Our current study with the  researcher knowledge is the only Kuwaiti study that is concerned with the role of teaching aids and activities on developing the English language.
- The aim of this research is to identify the effect of Teaching aids on the development of the English language, with the identification of the effect resulting from the diversity of activities on the development of the English language.
- The main question in this study is What is the relationship between the role of educational aids and activities and the development of the English language?
- The role of teaching aids in the development of the English language was accepted with degree (agree), mean (2.74) and standard deviation (0.54).
- The effect of the diversity of activities in the development of the English language was accepted with degree (agree), mean (2.68) and standard deviation (0.52).
- There are no significant differences between the attitudes of both teachers and students about the role of teaching aids in the development of the English language.

**Recommendation:**

**In the light of the study findings, the researcher suggests the following:**

- The need for diversity in the use of educational aids in the development of the English language.
- The use of various activities in the development of the English language.
- Allow sufficient time to use the various means and activities in developing the English language.
- The teacher should combine the use of different methods and activities with the explanation given in developing the English language.
- The teacher must be adequately trained to use the various methods and activities in developing the English language.
- Teaching aids assist teacher to teach the lesson effectively.

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# Questionnaire

## The first part:

**Gender:**  ☐  Male  ☐ Female

**Age:** ☐ less than 30 years ☐ between 30 and 45 years ☐ more than 45 years

**Job:**  ☐ Teacher  ☐ Student

| | The first axis: The effect of teaching aids and the development of the English language | Agree | Disagree |
|---|---|---|---|
| 1 | The use of educational aids and techniques for teaching English varies according to the level of students | | |
| 2 | The use of educational aids and techniques in teaching English helps to arouse the student's interest and interest in the lesson and make him more ready to learn | | |
| 3 | The use of educational aids and techniques helps to enrich the teaching of the English language by adding new dimensions to the educational situation, which helps in expanding the students' experiences | | |

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| | | Agree | Disagree |
|---|---|---|---|
| 4 | The educational means ensure the involvement of all the student's senses in the process of teaching the English language, which leads to the learning effect remaining as long as possible | | |
| 5 | The use of educational aids helps students to form sound concepts about the rules of teaching English | | |
| 6 | The use of educational aids and techniques helps the student participate effectively in the process of teaching the English language | | |
| 7 | The teacher's use of educational aids and techniques in teaching English helps in achieving the objectives of the lesson in the fastest time and with the least effort | | |
| 8 | The teacher resorts to using teaching aids in teaching English when the pronunciation is not enough to convey the information to the minds of the students | | |
| 9 | Teaching aids and techniques help the English language teacher to present his material in an attractive manner that is not without excitement and fun | | |
| 10 | The use of educational aids and techniques in teaching English helps to change the ways and methods of presenting lessons and to move away from monotony, stagnation and boredom. | | |

**The second part:**

| | The second axis: the effect of the diversity of activities and the development of the English language | Agree | Disagree |
|---|---|---|---|
| 1 | The educational activities used in teaching English allow cooperation between students and teachers | | |
| 2 | The activities used in teaching English provide the student with educational situations derived from his daily life | | |
| 3 | The educational activities take into account the individual differences among students in teaching English | | |
| 4 | Educational activities help to reveal and develop students' abilities and encourage their talents and mastery of English language skills | | |
| 5 | The activities used in teaching English develop students' communication skills | | |

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| **6** | Educational activities help students to make group conversations in the English language and to develop students' language concepts | | |
| **7** | Educational activities help to discover weaknesses in the English language among students and work to treat them | | |
| **8** | The educational activity benefits students in linking the concepts and rules of English language and applying them in practice | | |
| **9** | The use of educational activities in teaching English helps in employing the different senses of students | | |
| **10** | Educational activities enrich the process of learning the English language | | |