

# **Arabic Websites for Pre-school Children: Current Status and Future Perspectives**

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## **Abstract**

The present study investigated Arabic internet websites especially designed for pre-school children. A sample of 136 Arabic websites for kids of different ages was located and browsed. The sample covered websites specialized in stories, songs, games, kids' magazines, drawing and so on. It was found that no Arabic websites for pre-school kids are available on the internet. Although many kids' websites have songs, stories and games, pre-school kids cannot use them as browsing such websites requires the ability to read. This in turn requires parents and/or teachers' help. Only 3 portals contain one component each, can be used by pre-school children. Those components focus on readiness skills such as pre-reading and pre-math skills. It was found that game websites are the most popular among older children rather than educational websites. It was also noticed that Arabic websites for kids lack many important features and need a lot of improvement. Recommendations for introducing and training parents, pre-service and in-service kindergarten teachers to use technology with small children are given. Designing portals by teams of specialists in technology and education are needed. Appended is an annotated list of 136 Arabic websites for kids.

## **Introduction**

The Internet is not only a place for chatting, reading newspapers, shopping, and participating in forums for adults and older students. Its use is not limited to creating personal pages and websites. Rather, children, whether normal and disabled, old or young, have their own personal pages, discussion forums, and virtual trips that take them to the world of animals, plants, flowers, cars, etc. They have special websites that offer them various

activities such as competitions, drawing and coloring, cutting and pasting, games, films and animations, songs, and comic, audio and written stories. They now have educational websites that have an interactive feature that uses sounds, music, colors, animation, and video clips. The child can see, hear, respond and interact at the same time. Among the children are those who design websites, publish personal pages, visit websites, collect information, write stories, collect pictures, upload them to and from the Internet, and use e-mail to communicate with others.

With the technological developments witnessed in the past few years, the Internet has become an integral part of the educational process inside and outside the classroom. Educational websites dedicated to academic subjects such as science, history, geography, mathematics, the mother tongue, and foreign languages at different educational levels have been created. They are being used to support the modules that children study, to teach listening, speaking, reading and writing skills, and to develop their linguistic development. With the great progress in educational computer software, the expansion in parents' acquisition of personal computers and their use of them at home, and the increase in the number of schools that use computers in laboratories or classrooms. The number of children who are using computers and the Internet is constantly increasing. The reason for this is the positive effects that computers and the Internet have on the learning process and on children's attitudes. They are a means capable of attracting children's attention for a long time, and motivating and encouraging them to acquire skills and information in a nice, interesting and enjoyable way, different from the traditional methods used in the classroom and school, and they have an important role in their socialization, making them effective learners, supporting the development of their skills in the different subjects, and providing them with opportunities for learning. They are appropriate for their stage of development, and using child-centered methods that children can use whenever and wherever.

In an era in which there are many websites dedicated to children of different ages, many parents and teachers of pre-school children are wondering about

the quality of Arabic Internet websites dedicated to young children under the age of six; whether it is possible to use the Internet at home and in kindergarten with young children in the pre-school stage; what websites can they use with young children; what is the role of the kindergarten teacher and parents at home in training and guiding young children; and what is its impact on their linguistic, mental and social development.

Hence, this study attempted to identify the extent to which official and non-official institutions benefit from the global network in providing educational and entertainment services to young children in the Arabic language. It aims to find out the Arabic Internet websites intended for children in the pre-school stage, and to identify what they offer the children, the most popular websites for children, and the shortcomings of the Arabic Internet websites dedicated to children.

The study will provide a list of Arabic websites for children, with a brief description of the portals with multiple components, so that parents and teachers can identify them and choose what suits children according to their ages and interests. It will also provide those interested in designing Arabic websites for children with the drawbacks of the websites currently available on the World Wide Web, and the aspects that should be addressed. New websites that focus on it to fill the existing gap.

### **Questions of the Study**

This study attempted to answer the following questions:

- How many Arabic websites are dedicated to pre-school children?
- What do Arabic websites offer pre-school children?
- What are the most used Arabic children's websites?
- What are the disadvantages of Arabic websites intended for children?

### **Significant of the Study**

Given the importance of using the Internet in the process of teaching and learning by children of all ages, inside and outside school, exploring the Arabic Internet websites designated for children in the pre-school stage

would contribute to introducing parents to the websites that can be used with children at home, and introducing kindergarten teachers to those websites which can be integrated and used as a supporting factor in the educational process that takes place in the classroom. The results of many studies conducted on kindergarten children - in developed countries - showed positive effects in children who used computers and the Internet, whether in school or at home. In a follow-up study conducted by Rathbun, West, and Hausken (2003) on a group of children in kindergarten to identify the extent of their use of computers, and to evaluate the impact of their use of computers at school, class, and home, the results of the study showed that most children use computers in kindergarten and at home. They use them in government kindergartens weekly for educational purposes, that is, to learn the basics of reading, writing, spelling, and arithmetic, in addition to entertainment. They found that public kindergarten children use computers at home three or four days a week, with 86% of children using them for educational purposes. There were no differences in computer use among the children nor according to family characteristics.

In a second study, Hutinger, Clark, and Johansson; Clark and Johanson (2001), conducted a two-year study of children with various disabilities aged 3-8 years in 4 rural school districts who participated in a project, and found that the use of a technology-based learning environment increased their linguistic development. They became more fluent in using terminology related to technology, were able to design pages and visit websites, developed higher thinking skills, and wrote letters and sent them by e-mail. The results of another study conducted by Hutinger, Robinson, Schneider, and Johansson Hutinger showed; Robinsosn; Schneider; Johanson (2002) revealed that using a curriculum to teach reading based on interactive technology has helped develop the reading skills and behaviors in young children, providing them with exciting and meaningful experiences, and a group of computer-based activities and accessories and programs containing content and interactive elements appropriate to the stage of children's development. Their ability to read improved and their understanding of reading concepts improved as a result of their participation in the program.

The children's communication and social interaction skills, ability to control fine movements, attention skills, planning, and problem solving increased.

Pierce (1994) found that the use of educational computers by kindergarten children with different abilities and needs had a positive impact on written language, mathematics, and social-emotional development among these children.

Clements (1998) reviewed prior research and studies on the use of computers in teaching young children in the pre-school stage, and found that the computer is a factor that helps in social interaction. The time that children spend talking with their peers while using the computer is nine times the time they spend talking with their peers when playing puzzled. Integrating technology into the curricula of teaching young children in the kindergarten stage requires a number of considerations, such as: the suitability of computer programs with the skill to be trained in, and the use of computer-based activities and non-computer-based activities side by side.

It can be concluded from the above-mentioned studies the importance of using the Internet in developing the mental, linguistic, and computer skills of ordinary and extraordinary children in the pre-school stage, in improving their linguistic abilities, and in developing positive attitudes in them.

### **Sample of the Study**

A sample of 136 Arabic websites dedicated to children included games, stories, songs, coloring pages, children's magazines, and others was collected.

### **Research Methodology**

To search for Arabic children's websites, the researcher used the Google search engine and a number of website directories such as "Al-Raddadi", "Farraj Websites Guide", "Oman Children's Network", "Website Guide", and "Best Websites for Children", and she obtained a long list of websites. She browsed them one by one. Websites that no longer exist or are inactive, websites that do not open, children's English websites, and duplicate

websites were excluded. She stored the name and addresses of the websites on the Internet, along with a brief summary of their specialty and the age assigned to. A number of individual websites were classified into the following categories: (1) Games and entertainment (2) Coloring and drawing (3) Listen and watch (4) Educational websites (5) Children's magazines (6) Picture websites.

## **Results**

### ***Percentage of Arabic websites dedicated to pre-school children:***

The results of examining Arabic children's websites showed that there are no Arabic websites dedicated to pre-school children. It turns out that most of the portals contain games and corners for drawing and coloring that can be used by children under the age of six, songs they can listen to, and pictures they can watch, but this is prevented by the fact that the names of the corners and instructions are written, and browsing them requires the ability to read, and this makes them need the help of adults. While browsing, playing, coloring and listening.

The results of the study showed that there are only 3 portals that contain educational corners specific to some school preparation skills that can be used by children in the pre-school stage, as follows:

- One website that teaches letters, numbers, clocks, and geometric shapes is the “Children’s Library” website (see the study appendix).
- One website where the child cuts and pastes and then composes a story is the “Guidance for Children” website (see the appendix to the study).
- One websites that provides shapes and structures is the “Small Boat” websites (see the study appendix).

### ***Most visited websites:***

Statistics from the “Websites Directory” portal showed that the ten most visited websites for children are (in order): (1) New Boy Games (2) Games (3) Animation songs (4) Flash games (5) Painter games (6) My games ( 7) Children's songs (8) Lone Teletubbies (9) Arab Gate games (10) Disney

games. That is, 80% of children's favorite websites are game websites, followed by chants and songs websites (20%). As for educational websites, magazine websites, and stories, they were not mentioned at all.

***Disadvantages of Arabic children's websites:***

The results of searching and browsing children's websites revealed the following shortcomings:

- More than half of the Arabic children's websites on the Internet are inactive, meaning they cannot be opened. Some websites have songs, but they cannot be listened to, such as the songs on the "Children's City" website. Some websites have links to Zawya, but they do not work because the website is under construction, as is the case with the "Arab Children" website.
- Arab children's websites are generally slow to browse, and the pictures they contain are either slow to appear or do not appear, unlike English websites.
- The abundance of gaming websites, the lack of educational websites in general, and the lack of websites dedicated to teaching basic skills such as reading, writing, spelling, and arithmetic in particular. The cultural components are also predominantly Islamic in nature.
- Most Arab children's websites do not specify the age group for child users, and some of them are designated for a broad age group such as the ages of 6-16 years (i.e. three stages of development), as in the "Children's World" and "Children's Network" websites. It is difficult to provide content that suits different age groups efficiently.
- There is information that is difficult for children and is not appropriate for the age designated for it. On the "Zamzam World" website, which is intended for children ages 5-10, there is a corner entitled "A Book in the City of Dhad" that contains grammatical devices that are not appropriate for the aforementioned age group.

- Most Arab children’s websites are individual efforts, such as the “Children’s World” website. This prevents it from being constantly enriched, updated, and followed up, and makes it disappear after a while due to lack of attention to it.
- The content of many websites is characterized by shallowness, non-comprehensiveness, and a small number of stories, songs, and pictures. For example, the Al-Kheima website only presents pictures of birds, camels, horses, giraffes, and reptiles, but not other animals.
- Some websites contain written stories accompanied by few photographs or cartoons or no drawings or illustrations at all, as in “Al-Fatih Magazine.” In this way, it is no different from the stories in schoolbooks.
- Using colloquial dialect in angle names and instructions.
- Use small, indistinct, legible fonts and a background that is the same color as the fonts, which makes the fonts not visible and clear, as on the “Children’s Library” website.
- There are websites that have an Arabic name, and a main page in Arabic, but all their links are to foreign websites.
- Some websites are translated literally from English websites, such as the “Children’s Network” website, which is a literal translation of, and the pictures are taken from the Webkids network website.
- Some websites, such as the “World of Knowledge” website, provide information on precise and specialized foreign topics that are not appropriate for the age of children, even adults, such as: the Kremlin, Downing Street, the Capitol, the Louvre, Versailles, the origin of the name of the Round Table, the Fort Knox building, the Magna Carta,



the Tower Eiffel, the city shared by Asia and Europe. There are other topics that revolve around abstract topics or topics that are not of much interest to children, such as: daydreaming, sunspots, the sixth sense, the origin of the names of the Gregorian months, and anesthesia.

### **Recommendations**

In an era in which technology has become an integral part of daily life and the educational process, even at the kindergarten level, the current study recommends the following:

- Integrating computers in the education of kindergarten children and choosing devices suitable for young children, such as touch screens, colored mouses, keyboards, computer accessories, and drawing boards suitable for children, with the necessity of placing the devices in a suitable and safe place in the classroom and at home.
- Creating specialized portals for children in general and for young children in the kindergarten stage, in particular, that are appropriate to their interests and stage of development. a group of specialists should design them and prepare their content, with the need for constant updating, following up, developing and adding to their content.
- Designing websites for young children that are easy to open and browse, and use audio instructions and directions. It is necessary for the websited to be interactive, and it is necessary to use large, clear fonts, background colors that differ from the colors of the fonts, use classical Arabic as the language for children's websites, and write in Arabic instead of translating stories and information from English and placing links to foreign websites.
- Designing attractive websites dedicated to teaching children the basics of reading, writing, arithmetic, and other school preparation

skills, based on colors, music, digital images, video clips, and animation.

- Establishing standards for good and suitable sites for pre-school children.
- Introducing pre-service teachers to computer sites that are appropriate for kindergarten children, ways to integrate technology into kindergarten classrooms, and how to design lessons based on technology.
- Training in-service kindergarten teachers on the use of computers and the Internet, how to search and where to find appropriate sites for children, preparing introductory manuals and guides for teachers, and involving teachers in news groups and discussion groups related to pre-school children and the use of technology in their education.
- The necessity of parents and kindergarten teachers accompanying children while they are browsing the Internet, and helping them with drawing, coloring, educational games, and reading stories from the screen.
- Establishing an association, such as the WireKids Association, to enable children to use the Internet safely and in ways appropriate to their ages, and to establish laws to protect children while browsing the Internet and websites, and the necessity of parental approval for the child to browse them, while monitoring the information sent to children, and enabling parents to view the information collected from children, The need for parents and teachers to supervise children while browsing the Internet.

## **Appendix**

### **List of Arabic children's websites on the Internet**

**(1) Children’s Library <http://www.emoe.org/child/>**

It includes the following components: behaviors, letters, colors (primary colors, mixed colors, color yourself, play with colors, learning numbers, clock, geometric shapes, the world of knowledge, movies and songs, mathematics corner, stories and anecdotes. The font in which the stories are written is small and the background It is the same color as the words so they do not appear.

**(2) Zamzam World: <http://www.zamzamworld.com/>**

It includes books, science, entertainment, education, services, parents’ corner, a book in the city of Dhad (from the age of 0-5). There is a corner entitled “Letters” but it revolves around grammatical tools. Books The existing books are difficult for children.

**(3) Teach me to write: [http://www.iwebu.com/4kids/write\\_4kids.html](http://www.iwebu.com/4kids/write_4kids.html)**

It includes pictures and spaces next to them to write words.

**(4) Once Upon a Time: <http://www.qatar.net.qa/gulfsoft/astory.htm>**

A story site consisting of sentences interspersed with pictures.

**(5) Children’s counselor or kindergarten:  
<http://www.khayma.com/albder/index.htm>**

It includes the following components: map, education, recordings, page, video, cartoon films, for smart people only, your photos, contributions, your creativity, stories, health, adventures and arts, visual stories, stories, play with us (entertaining games, concentration game, space games, Install pictures, download these games to your device, Quran, songs (Islamic recordings), draw and color, print and color, cut and paste, then write a story.

**(6) The Little Boat: <http://www.4kid4.4t.com/>**

It includes the following components: Education, child and family, child and health, child and computer, child library, little Muslim, children's pictures, animated pictures, animal pictures, children's songs, children's creations, laugh with children, Firas Toon magazine, watch a video clip, watch Pictures of animals, teaching drawing, having fun with games, thinking with us, cutting and sticking, magic colors, shapes and compositions. But all of them are in English except for shapes and structures.

**(7) Children's Corner: <http://kids.al-islam.com/>**

From Harf Information Technology Company. It includes the following components: the Qur'an, the prophets, morals, etiquette, stories, our religion, our world, songs, cartoons, anecdotes, and games, all of an Islamic nature.

**(8) Child Network: <http://www.arabian-child.net/ACNET/acnet.html>**

For children aged 6-16, it includes greeting cards, competitions, stories and anecdotes, and an information bank.

**(9) Feras Toon <http://www.ferastoon.com/>**

It includes the following components: from the biography of the Chosen One, virtues, Arif Abu Al-Maaref, a question that confuses me, knowledge is light, the grains of grains, the world around us, stories, play and learn, Groom's situations, Laila's arts, feelings, our beautiful language, the brightness of Morocco, my homeland, contributions, Competitions, games, Firas Club, forum.

**(10) Children's Network**

**<http://www.webkidsnetwork.com/arabic/banat/banat.htm>**

It includes the following components: animation, Internet educational cartoon, games, scientific encyclopedia, space child, and tell me why encyclopedia. Translator, literal translation and photos from the webkids network website.

**(11) Muhannad Al-Sagheer:**

**<http://www.geocities.com/mohandalsagheer/k3.html>**

It includes the child's corner, children's sites, play with Muhannad, print and color, the animal world, my garden, posts, world population, cartoons, songs, cards, forum, weather, children's chat, what's new, and the drawing board.

**(12) Cubs of Islam:**

**[http://www.islamway.com/arabic/images/kids/games/fr\\_game.htm](http://www.islamway.com/arabic/images/kids/games/fr_game.htm)**

It includes different games, games, cubes, games, chat, the power of observation, songs, know yourself, stories and tales, languages, and increase your information.

**(13) logos:**

A multilingual website that includes stories written without pictures entitled The Jar of Gold, The Ideal Child, Samer and the Snake, The Maker of Favors, The Banana Tree, Samir's Time, Days of the Week, The Lion Tawarej, The Twins, The Blond Horse The Hen and the Rooster, The Gypsy, The House of Ghosts, Learn from the Ants, Three Kings, Returning the Favor, The Bird's Nest, Sunbula's Life Story.

**(14) Egypt Eyes Network: <http://www.egypt4ever.4t.com/main.htm>**

Includes legends from the East and West, oddities and wonders, paranormal, entertainment and games, photo library, software library, cards, uprising news, and international news.

**(15) Ideas for children: <http://www.afkarllatfal.com/>**

Includes educational ideas, science ideas, talent discovery, and party ideas.

**(16) Encyclopedia of the Muslim Child:**

**<http://alrafed.net/child/index2.html>**

It includes Sadiq electronic magazine, Mujtaba magazine, The Little Painter, the best stories series, animated stories, educational books,

children and Sharia, songs, competitions, miscellaneous, and the four seasons.

**(17) Arab Children: <http://www.geocities.com/atfal22/index.htm>**

It includes the following components: Send your photo, children's variety, smiles, games, children's oasis, children's channel, Aboudi children's magazine, our children's studio, encyclopedia of stories, children's yard, play and color, children's club, songs for children, pillars of Islam, pillars of faith. Some links do not work because the site is under construction.

**(18) Arab Child Network: <http://www.arabiankid.net/>**

It includes the following components: Our Sanctuary, My Family, My Games, My Stories, My Hobbies, Science, My City, Music, Shopping, My Mail, Conversation, Searchlight, and My Card.

**(19) Children of Egypt: <http://www.atfalmasr.com/main.html>**

It includes the following components: What do you think, Talent, Shosha, Taata guide, Let's play, Read, My photos, Taata owners, other sites, Taata stadium, and competitions.

**(20) Salamah Village: <http://www.salamah.net/>**

Includes the following components: Entertainment, Ask Salem and Salma, Safety Heroes, First Aid, Non-human Personnel, Outside the Home, Inside the Home, and Numbers of Interest.

**(21) Childhood: <http://www.egypty.com/tofolah/>**

It includes the following components: heroic children, coloring drawings, beautiful pictures, funny animals, funny pictures, cartoons, animated cartoons, characters.

**(22) Zeina Friends Club: <http://www.zeina.com/Arabic/default.html>**

Includes the following components: Zeina song, Zeina Friends Club branches, add to your information, Zeina accounts, Let's count together, activities and promotions.

**Games and entertainment sites:**

- (23) Pokemon: <http://www.geocities.com/babyoman/pokemon.htm>
- (24) Detective Conan: <http://www.angelfire.com/ab5/conan/>
- (25) Captain Majid: <http://www.geocities.com/babyoman/cabtan.htm>
- (26) Games: <http://www.geocities.com/babyoman/gamee.html>
- (27) Game Master: game master <http://www.gm-master.com/>
- (28) Video games: <http://www.angelfire.com/ar2/games4/>
- (29) Painter Games: <http://www.alrasam.com/flgame/>
- (30) Children's network games:  
<http://www.webkidsnetwork.com/arabic/games/games.htm>
- (31) Flash games: <http://www.geocities.com/albreik5/tsali.htm>
- (32) Flash games: <http://www.a6faltop.com/game.html>
- (33) New Boy Games: <http://www.new-boy.com/newboy/games/agames1024.asp>
- (34) My games: <http://www.arabiankid.net/play/>
- (35) Arab Games Magazine: <http://roms.2sy.net/>
- (36) Competitions.com: <http://mosabakat.com/>
- (37) Have fun, be happy with Sunbul Net:  
[http://www.geocities.com/nabilbader\\_2000/kides.html](http://www.geocities.com/nabilbader_2000/kides.html)
- (38) Fun and games:  
[http://www.islamway.com/arabic/images/kids/games/fr\\_game.htm](http://www.islamway.com/arabic/images/kids/games/fr_game.htm)
- (39) Yahala Games: <http://www.yahala.co.il/games/>
- (40) Games Corner: <http://www.bara3m.com/games.htm>
- (41) Play with Mohannad:  
<http://www.geocities.com/mohandalsagheer/pa11.htm>
- (42) Children's Sunshine: <http://www.gulfpark.com/kids>

**Websites for coloring and drawing:**

- (43) Coloring (220 pictures to color) <http://www.geocities.com/talwwine/>
- (44) Color with us: <http://www.4kid4.4t.com/marh2.htm>

- (45) Color and send: <http://kidscity.jeeran.com/sent.html>
- (46) Coloring through Islam:  
<http://www.islamway.com/arabic/images/kids/games/coloring/colorlink.html>
- (47) The difference between colors:  
<http://www.emoe.org/child/colour/index1.html>
- (48) Choose an image and color: <http://www.salamah.net/fun/colors.htm>
- (49) Print with Nabil: <http://www.nabilonline.net/coloring.htm>
- (50) Print and color: <http://www.geocities.com/mohandalsagheer/pa2.html>
- (51) Teaching drawing: <http://www.4kid4.4t.com/marh3.htm>
- (52) Art - Ajeeb: <http://games.ajeeb.com/art/default.asp>

**Listen and watch:**

- (53) Recordings of the Holy Quran:  
<http://audio.islamweb.net/islamweb/index.cfm?fuseaction=surahlist>
- (54) Adhan:  
<http://audio.islamweb.net/islamweb/index.cfm?fuseaction=audio&AudioTypeId=1>
- (55) Supplication:  
<http://audio.islamweb.net/islamweb/index.cfm?fuseaction=audio&AudioTypeId=3>
- (56) Chants of the Little Muslim World:  
[http://gesah.net/ma/modules.php?name=News&new\\_topic=21](http://gesah.net/ma/modules.php?name=News&new_topic=21)
- (57) Islamic Salsabeel: <http://www.khayma.com/salsabeel/SAL/asa.htm>
- (58) Cubs of Islam page: <http://islamway.com/arabic/images/kids/kids.htm>
- (59) Anashed for children:  
[http://www.anashed.net/HTML/m7md\\_nabyna.htm](http://www.anashed.net/HTML/m7md_nabyna.htm)
- (60) Nachid Amira: <http://pages.infinet.net/amira/nachid.htm>
- (61) Favorite songs for children:  
<http://audio.islamweb.net/islamweb/index.cfm?fuseaction=PresentAudio&AudioID=26359>
- (62) Children's songs: <http://www.enshad.net/htm/kids/>
- (63) Tweety songs: <http://tweety1.jeeran.com/songs.html>
- (64) Baraem Corner Songs: <http://www.bara3m.com/anasheed.htm>



- (65) Rusoom.com: <http://www.russoom.com/?lang=ar>
- (66) Sana Production and Distribution: <http://www.sana.com.sa/index.asp>
- (67) Stories and songs: <http://pages.infinet.net/amira/enfant.htm>

**Educational sites:**

- (68) The Holy Quran: <http://www.arabsgate.com/quraan/>
- (69) The Holy Qur'an: <http://www.art4edu.com/holy-book/>
- (70) Memorization website: <http://www.thfeed.com/>
- (71) Nourallah portal: <http://www.nourallah.com/>
- (72) The Prophet's Childhood:  
<http://www.islamweb.net/family/sons/sons2.htm>
- (73) The Art of Parsing: <http://www.angelfire.com/nt/anisfan/>
- (74) Arabic Electronic School: <http://www.schoolarabia.net/>
- (75) Arabic calligraphy: <http://www.angelfire.com/ca5/Hat/>
- (76) Children's Literature :  
<http://www.adabatfal.com/modules.php?name=News&file=article&sid=132>
- (77) Encyclopedia of Arab Scientists: <http://www.scientist.cjb.net/>
- (78) Unknowns and famous people:  
<http://www.islamonline.net/arabic/famous/index.shtml>
- (79) E-learning to develop mathematics teaching: <http://aghandoura.com/>
- (80) Mathematics: <http://www.almekbel.net>
- (81) E-learning to develop science teaching:  
<http://www.geocities.com/aghandoura8000/>
- (82) Urinary system: [http://www.your-doctor.net/human\\_body/urinary\\_system.htm](http://www.your-doctor.net/human_body/urinary_system.htm)
- (83) Chemistry Education: <http://www.geocities.com/aborayed/>
- (84) Petrology: <http://kaau.edu.sa/mbasyoni/>
- (85) Scientific Ideas: <http://www.afkaa.com/>
- (86) Your lunch is your life:  
[http://www.kelloggs-alarabi.com/arabic/arb\\_learning/index.html](http://www.kelloggs-alarabi.com/arabic/arb_learning/index.html)
- (87) Children's Museum: [http://www.smcm.org.eg/arabic\\_home.htm](http://www.smcm.org.eg/arabic_home.htm)
- (88) Educational pages: <http://mtwwwan.8m.com/>
- (89) Educational Corner: <http://www.arabinow.com/sn/education/index.htm>

- (90) Open Explore Learn:  
<http://www.webkidsnetwork.com/arabic/educat/educ.htm>
- (91) Photoshop Club: <http://www.photoshopclub.net/>
- (92) Be Free: <http://www.be-free.info/>

**Websites for children's magazines:**

- (93) Children's magazine <http://atfal.itgo.com/>
- (94) A general cultural magazine presented through children's personal efforts.
- (95) Majed Magazine: <http://www.emi.co.ae/print/majed/index.htm>
- (96) Al Baraem Magazine:  
<http://www.nooraelectronics.com/magazine/index.php>
- (97) New Generation Magazine: <http://www.aljeelaljaded.com/page1.html>
- (98) Al-Arabi Al-Saghir magazine:  
<http://www.alarabimag.com/youngaraby/Data/2004/7/1/default.xml>
- (99) Dana Altefel Magazine: <http://www.aldana.ae/danaaltefel/altefel.htm>
- (100) Aboudi Magazine: <http://www>
- (100) Scientific ideas: <http://www.afkaaar.com/>
- (101) Your lunch is your life:  
[http://www.kelloggs-alarabi.com/arabic/arb\\_learning/index.html](http://www.kelloggs-alarabi.com/arabic/arb_learning/index.html)
- (102) Children's Museum: [http://www.smcm.org.eg/arabic\\_home.htm](http://www.smcm.org.eg/arabic_home.htm)
- (103) Educational pages: <http://mtwwan.8m.com/>
- (104) Educational Corner: <http://www.arabinow.com/sn/education/index.htm>
- (105) Open Explore Learn:  
<http://www.webkidsnetwork.com/arabic/educat/educ.htm>
- (106) Photoshop Club: <http://www.photoshopclub.net/>
- (107) Be Free: <http://www.be-free.info/>

**Websites for children's magazines:**

- (108) Children's magazine <http://atfal.itgo.com/>  
A general cultural magazine presented through children's personal efforts.
- (109) Majed Magazine: <http://www.emi.co.ae/print/majed/index.htm>

- (110) Al Baraem Magazine:  
<http://www.nooraelectronics.com/magazine/index.php>
- (111) New Generation Magazine: <http://www.aljeelaljaded.com/page1.html>
- (112) Al-Arabi Al-Saghir magazine:  
<http://www.alarabimag.com/youngaraby/Data/2004/7/1/default.xml>
- (113) Dana Altefel Magazine: <http://www.aldana.ae/danaaltefel/altefel.htm>
- (114) Abudi Magazine: <http://www.fayez.net/abudi/>
- (115) Fatfout magazine: <http://www.geocities.com/asshass43/fatfout/>
- (116) New Boy Magazine: <http://www.newboy.com/newboy/Magazine/aindex1024.asp>
- (117) Nabil - Young Arab Electronic Magazine: <http://www.nabilonline.net/>

### **Websites for photos:**

- (118) Abadi children's photo studio:  
<http://www.3badi.com/photos/index.php>
- (119) Car pictures: <http://www.geocities.com/babyoman/car.htm>
- (120) Miscellaneous pictures:  
<http://www.geocities.com/babyoman/mmm.htm>
- (121) Pictures of animals: <http://www.geocities.com/babyoman/ahme.htm>
- (122) Photo album: <http://kidscity.jeeran.com/pictures.html>
- (123) Galaxy photo album: <http://kidscity.jeeran.com/pictures.html>
- (124) Galaxy photo album:  
<http://www.majrat.com/fgalhttp://kidscity.jeeran.com/pictures.html>  
[/index.php](http://www.majrat.com/fgalhttp://kidscity.jeeran.com/pictures.html)
- (125) Yah.com photo album: <http://www.egypty.com/yahhhalbum/>
- (126) Photo collections: <http://lexicons.ajeel.com/intro/pic.asp>
- (127) Photo gallery: <http://www.egypty.com/tofolah/gallery.htm>
- (128) Zizoo Encyclopedia of Pictures: <http://zizoo.ws/>
- (129) Danat Dubai Photo Library:  
<http://www.dantdubai.com/gallery/index.php?sessionid=eaf9603aec80e713838b1f>
- (130) Our majalisna photo library: <http://www.majalisna.com/gallery.php>
- (131) Al-Mufid: <http://moveed.com/>
- (132) Funny and strange pictures: <http://www.nabilonline.net/photos.htm>

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(133) Pictures of children: <http://www.rayig.com/links/chmain.htm>

(134) Top Kids: <http://www.a6faltop.com/pic/carton/>

(135) Pictures in Pictures: <http://www.fbh1.net/>

(136) Animals: <http://www.khayma.com/zooeg/zoo.htm>

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