
The effect of Disney's creative strategy on the achievement of fourth-grader students in literature and texts

Osama Shawqi Khudair1*College of Basic Education, University of Diyala, Iraq
muaedalshmary@gmail.com**Muayaed Saeed Khalaf2**College of Basic Education, University of Diyala, Iraq
hmydalqysy0@gmail.com**Abstract:**

The current research aims to identify the impact of the Disney Creative Strategy on the achievement of fourth-grade literary students in the subject of literature and texts by testing the following null hypothesis: There is no statistically significant difference at the level of (0.05) between the mean scores of students in the experimental group who study literature and texts according to the Disney Creative Strategy and those in the control group who study using the traditional method.

The researchers followed the procedures of the quasi-experimental method consisting of an experimental group and a control group. After completing the experiment and using the following statistical tools (t-test, Chi-square, difficulty coefficient, discrimination coefficient, effectiveness of incorrect alternatives, retest method, and effect size), it was found that the students in the experimental group who studied according to the Disney Creative Strategy outperformed those in the control group who studied using the traditional method in their achievement.

The researchers suggested several procedures, including conducting a similar study to the current one, focusing on other variables such as gender and grade level, and concept acquisition.

Keywords: *Strategy, Creativity, Literature.***Received:** 30/02/2024**Accepted:** 28/05/2024**Proofreading:** 30/06/2024**Available online:** 01/09/2024**Chapter One****First: Research Problem**

Literature and studies indicate a noticeable weakness in the teaching of literature and texts, manifesting in the aversion of many students to literature and text lessons despite their importance and clear impact on shaping their personalities and tastes (Ahmed, 2006, p. 4).

Observers of literature and text teaching in our schools clearly notice the negative attitude of students towards the literary text presented to them, their difficulty in understanding and appreciating it, coupled with the prevalent rote memorization teaching method, which weakens students' spirit of creativity and appreciation (Shahata, 2000, p. 183).

The problem of literature and texts is almost general, affecting parents, teachers, and students. The issue is not in memorizing the text but in its superficial treatment—literature teaching is mere reading and memorizing without analysis or interpretation (Asr, 2000, p. 195).

Some literature teachers only encourage their students to listen to their voices, leading many students to shirk memorization due to the lack of interaction between the teacher, the student, and the text. Students become passive listeners, and the teacher merely narrates facts and judgments, fostering blind imitation and stifling creativity (Salami, 2003, p. 22).

According to Khazraji (2001), literature lessons across all school stages do not achieve the desired goal because they present dry literary texts as mere memorization without analysis or critique (Khazraji, 2001, p. 3).

In light of the above, the researchers believe that studying literature and texts at all stages, especially the secondary level, involves a teacher reading the text and a student listening and memorizing poetic forms without understanding or being able to analyze the beautiful literary images within them. Given the deficiencies in traditional teaching methods, the researchers see the importance of conducting a scientific study to improve students' academic achievement in literature and texts by using a modern teaching strategy to be applied in our schools, namely the Disney Creative Strategy.

The research problem is defined by the weakness of students in literature and texts at the secondary level, attributed to the lack of strategies that focus on organizing higher-order cognitive processes related to creativity and thinking, allowing students to engage in deep exploration of the text's ideas and meanings. This research attempts to address this issue by studying it, noting that no Arab or local study has examined the Disney Creative Strategy and its impact on the achievement of fourth-grade literary students in literature

*Corresponding Author: | Email: muaedalshmary@gmail.com, hmydalqysy0@gmail.com

and texts. Therefore, the research problem is crystallized in the following question:

Does the Disney Creative Strategy affect the achievement of fourth-grade literary students in literature and texts?

Second: Research Importance

Language is one of God's signs, as mentioned in the Quran: "And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are signs for those of knowledge" (Surah Ar-Rum, Ayah 22). Language is an astonishing expression of God's infinite power.

Language is a symbolic sound system with specific contents agreed upon by a particular community, used by its members for thinking, expressing, and communicating (Madkour, 2009, p. 28). Through language, the idea of global rapprochement and understanding is realized through the exchange of different literatures, social studies, history, etc., illustrating peoples' hopes, characteristics, emotions, and advantages (Ibrahim, 1973, p. 45).

Arabic language is distinguished by its abundance of vocabulary, eloquence, variety of styles, and consistent measurement in its structures. It is the most precise language in depicting sensory experiences and the most comprehensive in expressing inner thoughts. It is the language that opened its arms to the heritage of humanity (Samak, 1979, p. 41).

From the importance of language comes the significance of literature, which aims to refine emotions, purify feelings, and enhance taste, thus giving literary studies a distinguished place in the psyche (Dulaimi, 2009, p. 73). Literature is a beautiful journey, pleasure, culture, and education, creating an artistic pleasure in its reader and listener, exerting a clear influence on the psyche (Shammari & Samuk, 2005, p. 212).

A literary text is composed of interconnected and interacting linguistic structures, impossible to define in one dimension or limited to a directed expressive level without its unity of meaning, power, or heritage (Zair & Dakhil, 2013, p. 77).

Literature encompasses most other arts and surpasses them through the use of sounds, harmony of segments, music, composition, structure, and skillful style (Jubaili, 2009, p. 166).

The researchers conclude that literature in a nation is like a life book illuminating its paths, distinguishing its civilization, advancement, or decline, highlighting its

problems, hopes, and pains. Literature in a nation is its past and present history.

Teaching methods are the approach used by the teacher to manage educational activities to achieve knowledge transfer to students in the easiest ways and with the least time and effort (Nabhan, 2011, p. 118). The success of education is closely tied to the success of the method because it can address student weaknesses, textbook difficulties, and other educational problems. Learning readiness depends on the method as much as on the content (Rahoo, 2004, p. 7).

Interest in methods that enhance student effectiveness, reveal their cognitive abilities, help them face and solve problems, and promote effective thinking has increased. These methods aim to assist students in their intellectual, psychological, social, and emotional growth, thereby advancing human personality and society towards growth and prosperity in various fields. A teacher's knowledge of teaching methods is essential to overcome teaching deficiencies and facilitate the process, as teaching methods are a major component of the educational process, representing the main task and indicating the actual procedures used by the teacher to implement the chosen content and achieve set goals (Salkhi, 2009, p. 95).

In this regard, modern trends in teaching literature and literary texts emphasize the need to focus teaching strategies on developing student thinking. Thinking development systems vary according to theoretical and experimental frameworks, with Neuro-Linguistic Programming (NLP) systems contributing to managing thinking, creativity, and expression, aiming to develop thinking skills in reading, writing, and analysis (Majid, 2008, p. 99).

The importance of literature and literary texts lies in the importance of the stage itself. In the secondary stage, the student's thinking develops in various ways, requiring exposure to situations that stimulate thinking. The student hypothesizes, compares, analyzes, critiques, and creates, necessitating the acquisition of essential educational practices to excel in any curriculum requiring extensive reading, analysis, and creativity, fostering a spirit of creativity in students.

From the above, the researchers conclude that the Disney Creative Strategy maximizes the student's cognitive abilities, helping them find new, innovative directions and solutions based on creativity, making them more self-controlled and flexible in their responses, leading to more appropriate responses to the classroom

environment and good relationships with peers due to collaborative creative thinking.

Third: Research Objective

The research aims to understand the impact of using the Disney Creative Strategy on the achievement of fourth-grade literary students in literature and texts.

Fourth: Research Hypothesis

The researcher formulated the following null hypothesis: There is no statistically significant difference at the level of (0.05) between the mean scores of students in the experimental group who study literature and texts according to the Disney Creative Strategy and those in the control group who study using the traditional method.

Fifth: Research Limits

1. **Human Limits:** Fourth-grade literary students in secondary and preparatory day schools in Al-Khalis district.
2. **Spatial Limits:** Secondary and preparatory day schools affiliated with the General Directorate of Education in Diyala Governorate, Al-Khalis district.
3. **Temporal Limits:** The second semester of the academic year (2023-2024).
4. **Subjective Limits:** Six topics from the second part of the prescribed Arabic language book.

Sixth: Defining Terms

1. **Strategy:**
 - Teaching processes that integrate components to achieve educational objectives with the ability to use teaching tools and materials effectively for the intended goals (Al-Khamisi & Al-Haroun, 2009, p. 41).
 - "A set of procedures and means used by the teacher to enable students to acquire planned educational experiences and achieve educational objectives" (Attia, 2008, p. 30).
2. **Disney Creative Strategy:**
 - A method to invoke creative ideas from imagination and dreams, then convert them into reality and measure them according to values and standards, involving three stages: the dreamer, the realist, and the critic to find new ideas and solve problems or achieve results (O'Connor, 2008, p. 161).
 - **Operational Definition:** A series of organized practices and methods adopted by the researcher in teaching

the experimental group's literature and texts during the experiment, consistently following the steps of this strategy to invoke and develop ideas through three roles: the dreamer, the realist, and the critic, enabling students to acquire the desired educational experiences.

3. Achievement:

- "The accomplishment of a task or excellence in a skill or a set of information" (Al-Najjar, 1960, p. 15).
- "The degree of acquisition achieved by an individual or the level of success attained in a particular subject or educational field" (Allam, 2000, p. 305).
- **Operational Definition of Achievement:** The final result indicating the level of the research sample (fourth-grade literary students) and their progress in literature and texts over a specified period (the duration of the experiment), as represented by the scores obtained in the achievement test prepared for research purposes.

Chapter Two

Theoretical Framework and Previous Studies

Theoretical Framework

Learning and teaching theories are divided into three main schools: the behavioral school, which evolved from associationist theories, focusing on building or modifying behavior through controlling external stimuli or relying on rewards and punishments to achieve desired goals; the cognitive school, which emphasizes the stages of cognitive development, multiple intelligences, and types of thinking, leading to the emergence of constructivist theories that are either extensions of cognitive theories or more direct applications in education. Additionally, there is the humanistic school, which prioritizes the learner's needs and attitudes as essential elements in the learning process (Al-Rashidi, 2015, p. 5).

Among the prominent modern theories is the social constructivist theory, one of the latest known teaching theories. It shifts the focus from external factors influencing student learning, such as teacher variables, school, curriculum, peers, and other factors, to internal factors affecting learning (Al-Adwan & Dawood, 2016, p. 16).

Constructivist theory originates from three historical sources:

1. Philosophical: the general theory of knowledge can provide us with a sufficient background to reach a specific educational theory and apply it.
2. Reflective experience from professionals like doctors, lawyers, and teachers, who aid and learn from those seeking their help.
3. The professional research community, recently emerging to link theory and practice more cohesively (Al-Eisawi, 2008, p. 14).

Although the idea of constructivism is not new, it gained significant popularity in recent years. Its roots can be traced back to the works of Socrates, Plato, and Aristotle (320-470 BCE), who all discussed "knowledge formation." Cognitive theory, challenging behaviorism, historically dates back to the Greek philosopher Plato, who believed that personal knowledge is not inherited, implying that teachers' role is to help students recall this knowledge. According to Plato, recollection involves searching and discovering vital ideas, followed by deducing new concepts from these ideas. Socrates believed in complex teaching, where students derive ideas without being explicitly told. The ideas of Plato and Socrates form the foundation of modern thoughts, considering education an exploratory process and viewing knowledge as derived from the senses (Al-Dulaimi, 2014, p. 13).

Constructivist learning theory (or developmental) is among the most influential theories that have profoundly impacted modern educational literature, especially with Jean Piaget. Based on his distinguished studies in developmental child psychology, Piaget provided us with scientific and modern cognitive principles and concepts that advanced educational practice when he applied developmental psychology results to his epistemological constructivist project (Zidan, 2022, p. 537).

Constructivist theory is a prominent intellectual school that has occupied a significant place among other educational theories due to its substantial developments in educational, social, and instructional studies. Consequently, it has been widely adopted in applying its laws and principles across various educational fields, relying on inquiry and problem-solving rather than directly imparting concepts and facts to learners (Al-Rawadyeh, 2015, p. 107).

As previously mentioned, educational reform efforts in Arabic language curriculum and teaching necessitated a shift towards constructivist education. Thus,

understanding the theoretical foundations of constructivism is crucial for educational leaders, curriculum designers, policymakers, educators, and teachers alike (Zaytoon, 2007, pp. 31-32).

Constructivist theory posits that cognitive learning occurs through mental adaptation, meaning there is a balance and alignment in understanding reality and adapting to the surrounding circumstances. It emphasizes that learners construct their knowledge through direct interaction with learning material and connecting new information with previous knowledge, leading to changes in their cognitive structure based on new meanings. Therefore, constructivist theory encompasses both teaching and learning, relying on two foundations: the internal cognitive processes within the learner's mind and the teacher's performance in the educational situation. It emphasizes meaning by involving all learners in cooperative activities aimed at developing inquiry and problem-solving skills, with the teacher acting as a guide and facilitator.

Principles of Constructivist Theory

Constructivist theory is based on several fundamental principles (Zaytoon, 2007, p. 44):

1. Learner's prior knowledge is central to the learning process, as the learner builds knowledge based on past experiences.
2. The learner constructs meaning for what they learn autonomously, forming meaning within their cognitive structure through the interaction of their senses with the external world or environment, linking new information with existing knowledge in accordance with scientific accuracy.
3. Learning occurs only when there is a change in the individual's cognitive structure, reorganizing existing ideas and experiences when new information is introduced.
4. Optimal learning happens when the learner faces a real problem, situation, or task.
5. Learners do not construct their knowledge in isolation but through social negotiation with others (Zaytoon, 2007, p. 44).

Role of the Teacher in Constructivist Learning

The teacher's role in constructivist learning includes the following:

1. Encouraging learners and accepting their diverse opinions and viewpoints.
2. Providing opportunities for learners to build relationships and fostering their natural curiosity and inquisitiveness.

3. Using raw data sources and tangible materials.
4. Encouraging learners to engage in discussions, dialogues, and cooperation (Al-Rashidi, 2015, pp. 15-16).

Role of the Learner in Constructivist Learning

In a constructivist classroom, the learner has six characteristics:

1. Thinks independently to form an idea about the lesson topic.
2. Shares ideas with others to create a collective understanding.
3. Links their ideas and past experiences to the lesson topic.
4. Forms questions and thinks collectively during the lesson.
5. Evaluates their final ideas about the lesson and shares them with others.
6. Synthesizes the concept of the problem and reviews it with the teacher (Al-Adwan, 2016, p. 52).

Disney Creative Strategy

The Disney Creative Strategy is based on Neuro-Linguistic Programming (NLP), which explores and utilizes models to create success and innovation. NLP consists of strategies and techniques based on sensory, linguistic, and cognitive principles aimed at developing human behavior towards excellence, creativity, and progress, helping individuals achieve better accomplishments and successes in their lives. It provides practical methods to change thinking patterns, perspectives on past events, and life principles, enabling individuals to control their thoughts and, consequently, their behaviors (O'Connor, 2007, p. 9).

Learners achieve results through their actions and the methods they employ, with success requiring exceptional strategies. Inadequate strategies lead to a lack of competitiveness. The term "strategy" in NLP refers to a pre-set mental program or a sequence of expressive systems leading to a specific outcome. This term might seem highly technical, but it becomes clearer with context. A strategy is akin to following a specific recipe with defined ingredients and steps to achieve success. Thus, a strategy represents the method by which one thinks to achieve something (Heads, 2003, p. 281).

Bradery (2008) points out that one of the fundamental concepts of NLP is that "what one person can learn, anyone else can learn." NLP began with modeling successful individuals (from their peers' perspective) across all life areas to identify the distinguishing factors leading to excellence (Bradery, 2008, p. 18).

In this context, Robert Dilts, a prominent NLP pioneer, developed the Disney Creative Strategy as an NLP tool, modeling successful figures, including Walt Disney, the creator of the famous cartoon character Mickey Mouse. Disney demonstrated success in entertainment, with numerous enjoyable and beneficial experiences, particularly his working model. Disney divided his team into three main groups: dreamers, realists, and critics, asking them to come up with any creative idea, no matter how crazy or unrealistic (McDermott & Wendy, 2013, p. 341).

From an NLP perspective, Disney's approach can be explained by shifting between three perceptual positions: self, other, and observer, allowing individuals to practice and embody these roles individually or in groups. This basis was used by Dilts to develop his creative strategy, corresponding to the roles of the dreamer (dream room), realist (reality room), and critic (evaluation room), relying on individuals' representational systems (visual, sensory, and auditory) (NLP in Pictures, 2016, pp. 90-92).

Presuppositions in NLP

1. Respecting another person's perspective of the world.
2. The map is not the territory.
3. There is a positive intention behind every behavior.
4. People do their best with the resources available to them.
5. There are no resistant people, only inflexible communicators.
6. The meaning of communication lies in the response you get.
7. The person with the most flexibility controls the situation.
8. There is no failure, only feedback.
9. Every experience has a structure; change the structure, and you change the experience.
10. Human communication occurs on conscious and unconscious levels.
11. Everyone has all the resources they need within their past to make positive changes in their lives.
12. The mind and body affect each other.
13. If something is possible for one person, anyone can learn to do it.
14. I am responsible for my mind, so I am responsible for the results I achieve (Al-Fiky, 2008, pp. 14-15).

NLP Definitions from the NLP Techniques Website (2003)

Programming: Refers to the ability to organize or program parts of the mind. Programming is the way the external world is represented in the human mind, consisting of a set of thoughts, feelings, and behaviors shaped by habits and experiences, influencing self-communication and life patterns, referred to by the letter P.

Linguistic: Indicates language and the ability to use verbal and non-verbal communication through words, specific sentences, or silent language expressed by body positions such as sitting, standing, gestures, and facial expressions, revealing the individual's perception, thinking, and beliefs, represented by the letter L.

Neuro: Relates to the nervous system, controlling body functions and performance, including behavior, thinking, and feelings, managed by the five senses (seeing, hearing, feeling, tasting, smelling), represented by the letter N.

Applications of the Disney Creative Strategy:

1. When the teacher wants to stimulate student creativity or motivate the group.
2. When an individual feels a conflict between dreams and reality or practical matters.
3. When you want to test how any idea, dream, or specific goal can be achieved.
4. When you get stuck seeking alternatives and possibilities, feeling that nothing will work, and there is no benefit—remember, this is a critical judgment, and it is necessary to see things from different perspectives before making any judgment. Speak out loud if needed, as an individual might jump to the critic role without going through the dreamer or realist roles. Each role is essential for developing and achieving visions and ideas (McDermott & Bidy, 2013, p. 342).

Researchers' Opinion on NLP

Neuro-Linguistic Programming (NLP) is a psychological approach focusing on the relationship between neural processes, language, and behavioral patterns. It is based on the idea that our thoughts, feelings, and actions are influenced by our neural pathways and how we use language to communicate with ourselves and others. NLP is often used in therapy, training, and personal development to help people change their behavior, overcome limitations, and achieve their goals.

Previous Studies

Previous studies provide a fertile ground from which researchers build any scientific effort; they represent a scientific reference that has gone through several stages to reach us. To ensure both brevity and precision, the researcher presents these studies in the form of a table, offering the advantages of showcasing the chosen studies and balancing between them.

Table 1: Summary of Previous Studies - First Axis

Researcher, Location, and Year	Study Objective	Methodology and Subject	Independent Variable	Dependent Variable	Sample Size, Gender, and Stage	Research Tool and Statistical Methods	Key Findings
Elhi, Day, Dinkla, 2012	The impact of (Macans) model on the achievement of secondary school students in literature and texts	Experimental. Types were trained using Macans' model and practiced in workshops that also collected data on the model's success	(Macans) model	Student achievement	Group of secondary school students (the study), 50 students total, with 25 in both the experimental and control groups	Observation form with five levels: satisfaction, learning behavior, results. Statistical methods: t-test, Chi-square, pre-condition test, and previous year's Arabic grades for 9th grade	Macans' model was more effective than traditional methods, contributing significantly to the teaching process, aligning with students' education
Khalaf, Iqbal, University of Dinkla, 2017	The impact of self-questioning strategy on the achievement and attitudes of 4th-grade literary students in literature and texts	Quasi-experimental	Self-questioning	Achievement	4th-grade literary female students in secondary schools (the study) in Dinkla. 47 students total, with 24 in the experimental group and 23 in the control group	Self-concept scale. Statistical methods: t-test, Chi-square (variable age in months), and post-achievable grades, parent educational achievement, language ability test	Significant differences in mean scores between the experimental and control groups. Drawing the experimental group using self-questioning strategy. Significant differences in attention test scores between the experimental group
Elmaghrabi, Iqbal, University of Dinkla, 2014	The impact of the questioning strategy on the achievement in literature and texts among 4th-grade science female students	Experimental, quasi-experimental design	Recall and cognitive questioning	Achievement	4th-grade science female students from Al-Khalis High School in Bahig, 90 students total, with 24 in the first experimental group (recall questioning), 29 in the second experimental group (cognitive questioning), and 37 in the control group (traditional method)	Achievement test with 40 objective items. Statistical methods: t-test for one sample, ANOVA, Chi-square	Significant differences in post-test scores among the three groups, favoring the first experimental group

Chapter Three

First: Research Methodology

The researchers followed the experimental method because it allows the study of the effect of one or more independent variables on a dependent variable while controlling for other variables that might influence the relationship between the main variables. The experimental method is one of the most efficient methods for testing the validity of hypotheses and determining relationships between variables, providing a convincing foundation for drawing causal conclusions (Al-Samak, 2011: 66).

Second: Experimental Design

Choosing the right research design ensures accurate and reliable results. The determination of the experimental design depends on the nature of the problem under investigation and the conditions of the sample selected by the researcher. It is known that educational research has not reached an experimental design that achieves perfect control due to the complexity of educational phenomena (Van Dalen, 1985: 381). Therefore, the researchers chose a quasi-experimental design suitable for the research conditions. The design is as follows:

Group	Independent Variable	Dependent Variable	Research Tool
Experimental	Disney Creative Strategy	Achievement	Achievement Test
Control			

Third: Research Population and Sample

1. **Research Population:** The research population consists of fourth-grade literary students in daytime secondary schools for boys in Al-Khalis District, Diyala Governorate, for the academic year 2023-2024, under the General Directorate of Education in Diyala.

2. **Research Sample:** The researchers selected Luqman Al-Hakim Secondary School and Asad Allah Secondary School to apply the experiment for the following reasons:
- Each school in the research population has only one section.
 - The school administrations cooperated with the researchers.
 - The schools had an appropriate number of students.
 - The schools' proximity to one of the researchers' residence.

The researchers visited the sample schools and found that each had one section for the fourth-grade literary class for the academic year 2023-2024. Through random selection, Luqman Al-Hakim Secondary School represented the experimental group studying Arabic literature according to the Disney Creative Strategy, while Asad Allah Secondary School represented the control group studying the same material using traditional methods. The total number of students in the research groups was 48, with 23 in the experimental group and 25 in the control group. After excluding 8 repeating students, the sample consisted of 40 students, keeping the repeating students in class to maintain the educational system.

Fourth: Statistical Equivalence of Research Groups

The researchers ensured the equivalence of the experimental and control groups in several variables believed to affect the validity of the experiment as follows:

1. Students' age calculated in months.
2. Intelligence test scores.
3. Fourth-grade literary grades for the academic year 2023-2024.
4. Fathers' educational attainment.
5. Mothers' educational attainment.

1. Students' Age in Months: The researchers obtained the students' ages from school records, calculated in months. The average age of the experimental group was 184.65 months, and the control group had the same average age of 184.65 months. Results from the T-test for independent samples showed no statistically significant difference at the 0.05 level; the calculated t-value was 0.053, smaller than the tabulated t-value of 2.021 with 38 degrees of freedom, indicating the groups were equivalent in this variable. Table 2 shows this.

Table 2: Mean and T-values (Calculated and Tabulated) for Students' Ages in Months

Group	N	Mean	Variance	df	T-value Calculated	T-value Tabulated	Significance Level
Experimental	20	184.65	9.815	38	-0.053	2.021	Not significant at 0.05
Control	20	184.65	8.236				

2. Intelligence Test Scores: The researchers used the Raven's Progressive Matrices test for equivalence between the experimental and control groups in intelligence test scores. This test is valid and reliable for the Iraqi environment and suitable for the sample's age group (Al-Dabbagh, 1983: 60). Using the T-test for independent samples, the average intelligence score for the experimental group was 39.631, and 37.820 for the control group. Results showed no statistically significant difference at the 0.05 level; the calculated t-value was 1.018, smaller than the tabulated t-value of 2.021 with 75 degrees of freedom, indicating equivalence in this variable. Table 3 shows this.

Table 3: Mean, Variance, df, and T-values (Calculated and Tabulated) for Intelligence Scores

Group	N	Mean	Variance	df	T-value Calculated	T-value Tabulated	Significance Level
Experimental	20	38.25	93.993	38	0.645	2.021	Not significant at 0.05
Control	20	36.40	61.732				

3. First Semester Grades for the Academic Year 2023-2024:

The researchers obtained the final first semester grades from student records for the academic year 2023-2024. The average grade for the experimental group was 70.65, and for the control group, it was 67.55. Results from the T-test for independent samples showed no statistically significant difference at the 0.05 level; the calculated t-value was 0.851, smaller than the tabulated t-value of 2.021 with 38 degrees of freedom, indicating equivalence in this variable. Table 4 shows this.

Table 4: T-values (Calculated and Tabulated) for Previous Year's Grades

Group	N	Mean	Variance	df	T-value Calculated	T-value Tabulated	Significance Level
Experimental	20	70.65	132.020	38	0.851	2.021	Not significant at 0.05
Control	20	67.55	124.902				

4. Fathers' Educational Attainment: The researchers collected data on the fathers' educational attainment from the students' records for both groups. Using the Chi-square test to analyze the data for differences, the calculated Chi-square value was 0.484, smaller than the tabulated Chi-square value of 5.99 at the 0.05 significance level with 2 degrees of freedom, indicating equivalence in this variable. Table 5 shows this.

Table 5: Chi-square Value for Fathers' Educational Attainment

Group	N	Educational Attainment Levels			df	Chi-square Value	Chi-square	Significance Level
		Literate/Elementary	Middle School	High School and above				
Experimental	20	5	6	9	2	0.484	5.99	Not significant at 0.05
Control	20	6	7	7				
Total	40	11	13	16				

5. Mothers' Educational Attainment: The researchers collected data on the mothers' educational attainment from the students' records for both groups. Using the Chi-square test to analyze the data for differences, the calculated Chi-square value was 1.324, smaller than the tabulated Chi-square value of 5.99 at the 0.05 significance level with 2 degrees of freedom, indicating equivalence in this variable. Table 6 shows this.

Table 6: Chi-square Value for Mothers' Educational Attainment

Group	N	Educational Attainment Levels			df	Chi-square Value Calculated	Chi-square Value Tabulated	Significance Level
		Literate	Elementary	Middle School				
Experimental	20	6	8	6	2	0.440	5.99	Not Significant
Control	20	7	6	7				
Total	40	13	14	13				

Fifth: Controlling Extraneous Variables

The researchers worked to maintain the integrity of the experiment by minimizing and isolating the influence of extraneous variables in both the experimental and control groups.

Sixth: Formulating Behavioral Objectives

The researchers formulated 66 initial behavioral objectives. These objectives, along with the content, were presented to a number of experts in Arabic language and its teaching methods for their opinions on their validity. Based on their feedback, all 66 behavioral objectives were adopted, as detailed in Appendix 8.

Seventh: Preparing Teaching Plans

To achieve the research objective, the researchers prepared teaching plans for the experimental group based on the Disney Creative Strategy, totaling six plans according to the subjects to be taught in the experiment. Additionally, teaching plans for the control group based on the traditional method were also prepared, totaling six plans.

Eighth: Research Tool

Achievement Test: To achieve the current research objective, the researchers prepared an achievement test to measure the dependent variable (achievement). The following explains the procedures taken by the researchers to prepare the research tool:

1. Preparing the Test Blueprint: The test blueprint is a fundamental requirement for preparing achievement tests because it ensures the selection of a representative sample of questions that measure the objectives and includes the distribution of test items over the content to be measured. It also estimates the number of questions needed for each type of objective to be achieved in the test

(Abu Saleh et al., 2000: 173). The researchers prepared the test blueprint based on content analysis, according to the number of objectives included for the four levels of Bloom's taxonomy (knowledge, comprehension, application, analysis).

Table (7) Table of Specifications (Test Blueprint)

No	Content Areas	Hours	Content Importance Percentage	Number of Behavioral Objectives per Level				Total Objectives	Number of Items per Level				Total Items
				Knowledge (36%)	Comprehension (27%)	Application (21%)	Analysis (15%)		Recall	Comprehension	Application	Analysis	
1	Al-Khamsa	3	%19	4	3	3	1	11	2	2	1	1	6
2	Abu Talib	2	%13	4	3	2	2	11	1	1	1	1	4
3	Hassan Ibn Thabit	3	%19	4	3	2	2	11	2	1	1	1	5
4	Ka'b Ibn Malik	3	%19	4	3	3	1	11	2	1	1	1	5
5	Abdu Ibn Al-Tayyib	3	%19	4	3	2	2	11	2	1	1	1	5
6	Humayd Ibn Thawar Al-Hilali	2	%13	4	3	2	2	11	2	1	1	1	5
Total		16	%100	24	18	14	10	66	11	7	6	6	30

Constructing the Achievement Test Items

The researchers prepared multiple-choice test items consisting of 30 questions. Each question contains a small text followed by several proposed alternatives, one of which is correct while the others are incorrect or close to correct.

Scoring Instructions

One point was assigned for each correct answer and zero for each incorrect answer for all multiple-choice items, making the total score 30 points. Answer keys for the achievement test items were also prepared.

Test Validity

Validity is defined as the extent to which a test measures what it is intended to measure (Adams, 1964, p. 683). To ensure the achievement test's validity, the researchers used two types of validity:

- 1. Face Validity:** The achievement test was presented to experts in teaching methods (Appendix 6) for their opinions on the validity of the test items. Some items were modified based on their feedback, while others were kept unchanged.
- 2. Content Validity:** The researchers ensured content validity by preparing a table of specifications to guarantee that the items represent the content of the study material and the behavioral objectives. Thus, the test was considered valid in terms of content.

Pilot Study

The purpose of conducting the pilot study was to determine the time needed to answer the test items, their clarity, and the total time required for the test. The researchers administered the test to a sample of 30 fourth-grade literary students from Al-Mustaqbal Al-Zahir Secondary School for Boys. It was found that the items were clear and not ambiguous to the students, and the time taken to complete the test was 39.91 minutes.

Statistical Analysis of Test Items

To verify the psychometric properties of the achievement test, it was administered to a sample for statistical analysis on Sunday, February 18, 2024. The sample consisted of 30 randomly selected students from the research population. The test items were analyzed to determine the difficulty index and discrimination power as follows:

a. Difficulty Index The responses of the 30 students were scored, and the scores were ranked in descending order. The top 50% (15 students) and the bottom 50% (15 students) were identified to form the high and low groups, respectively, as this provides the best possible distinction in size and differentiation (Mehrens, 1984: 191). The difficulty index for each test item was calculated and ranged between 0.50 and 0.67, indicating that all items were acceptable. According to Bloom (1971), acceptable item difficulty ranges between 0.20 and 0.80 (Bloom, 1971: 66).

b. Discrimination Power Discrimination power refers to an item's ability to distinguish between students with high and low abilities for the same characteristic (Al-Muhasnah & Abd Al-Hakim, 2013: 206). The researchers calculated the discrimination power of the test items, which ranged from 0.47 to 0.67. Eble (1972) states that test items are considered good if their discrimination power is 0.30 or higher (Eble, 1972: 40). Table 7 details this.

Effectiveness of Distractors A distractor is considered effective if it attracts more students from the low group than from the high group (Mikhail, 1997: 100). Upon calculating the effectiveness of the distractors, it was found that the distractors attracted more students from the low group than from the high group. Therefore, the researchers decided to keep the distractors unchanged. Table 8 shows this.

No	Groups	Alternatives				Difficulty Index	Discrimination Power	Effectiveness of Incorrect Alternatives			
		A	B	C	D			A	B	C	D
1	High	2	10	2	1	0,60	0,53	0,27-		0,13-	0,13-
	Low	6	2	4	3						
2	High	1	2	11	1	0,60	0,67	0,20-	0,27-		0,20-
	Low	4	6	1	4						
3	High	1	10	2	2	0,60	0,53	-	0,20	0,13-	0,20-
	Low	4	2	4	5						
4	High	1	1	2	11	0,57	0,60	-	0,20	0,13	0,27-
	Low	4	3	6	2						
5	High	1	1	11	2	0,53	0,53	-	0,20	-	0,20
	Low	4	4	3	4						
6	High	2	9	2	2	0,67	0,53	0,13-		0,20-	0,20-
	Low	4	1	5	5						
7	High	1	1	12	1	0,50	0,60	-	0,20	0,27-	0,13-
	Low	4	5	3	3						
8	High	1	12	1	1	0,60	0,67	-	0,20		0,27
	Low	4	2	5	4						
9	High	1	1	1	12	0,50	0,60	-	0,20	0,20	0,20
	Low	4	4	4	3						
10	High	10	2	1	2	0,60	0,53		-	0,20	0,20-
	Low	2	5	4	4						
11	High	10	2	2	1	0,63	0,60		0,20-	-	0,30-
	Low	1	5	5	4						
12	High	1	1	11	2	0,57	0,60	-	0,20	0,20	0,20-
	Low	4	4	2	5						
13	High	8	3	3	1	0,70	0,47		-	0,20	0,13
	Low	1	6	5	3						
14	High	2	9	2	2	0,63	0,47	-	0,20		0,13
	Low	5	2	4	4						
15	High	1	2	9	3	0,63	0,47	-	0,20	-	0,13
	Low	4	4	2	5						

Test Reliability

To verify the reliability of the achievement test, the researchers used the split-half method, which is a good approach for calculating reliability in standardized achievement tests, as it prevents students from gaining experience through test application and saves time (Abu Lebda, 1979: 257). The test was divided into two halves: the first half contained the odd-numbered items, and the second half contained the even-numbered items. The reliability sample consisted of 30 students. By applying Pearson's correlation coefficient between the odd and even items, the value was 0.769. After correction using the Spearman-Brown formula, the value was 0.873.

Statistical Methods

The researchers used statistical methods for research purposes with the aid of SPSS (Statistical Package for the Social Sciences).

Chapter Four

Presentation and Interpretation of Results

Research Hypothesis

The hypothesis stated that "there is no statistically significant difference at the 0.05 significance level between the mean scores of the experimental group students who study literature and texts using the Disney Creative Strategy and the mean scores of the control

group students who study the same material using traditional methods in the post-achievement test."

It is evident from Table 9 that the mean achievement score of the experimental group, which studied using the Disney Creative Strategy, was 24.3, while the mean achievement score of the control group, which studied using traditional methods, was 16.75. Using the t-test for independent samples to compare these means, the calculated t-value was 6.133, which is greater than the tabulated t-value of 2.021 at the 0.05 significance level with 38 degrees of freedom. This indicates that the experimental group students who studied using the Disney Creative Strategy outperformed the control group students who studied using traditional methods, leading to the rejection of the null hypothesis.

Table 9: Calculated and Tabulated T-values and Their Statistical Significance for Both Groups' Scores in the Achievement Test

Significance Level	T-value	df	Variance	Mean	Sample Size	Group
	Calculated	Tabulated				
Significant at 0.05	6.133	2.021	38	17.589	24.3	20
				12.724	16.75	20

Interpretation of the Result

The researchers believe that these results can be attributed to one or more of the following reasons:

1. The effectiveness of the Disney Creative Strategy increased students' motivation towards learning, leading to greater understanding.
2. The Disney Creative Strategy is student-centered, giving a significant role to the student, which contributed to the development of students' abilities and skills, including literary skills.

Conclusions

Based on the results of the current research, the researchers concluded the following:

1. Using the Disney Creative Strategy helped in comprehending the study material and retaining it for a longer period, as evidenced by the post-achievement test results for the experimental group.
2. Using the Disney Creative Strategy increased the experimental group's motivation towards learning Arabic, which positively reflected on their achievement levels.
3. Teaching using the Disney Creative Strategy made the experimental group students more excited and engaged with the Arabic subject compared to traditional teaching methods.

Recommendations

The researchers recommend the following:

1. Arabic language teachers for fourth-grade literary classes should adopt the Disney Creative Strategy due to its positive impact on students' academic achievement.
2. Organize orientation sessions and training courses to train Arabic language teachers on modern teaching strategies, including the Disney Creative Strategy.
3. Ensure that education is meaningful for students by considering their needs and interests through the use of modern teaching strategies in Arabic language instruction.

Suggestions

Based on the research results, the researchers suggest the following:

1. Conduct studies to examine the impact of the Disney Creative Strategy on other variables such as creative thinking and motivation.
2. Conduct comparative studies between the Disney Creative Strategy and other strategies to determine their effectiveness.
3. Conduct studies on other educational stages to examine the impact of the Disney Creative Strategy on academic achievement.

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Appendix (17)

Names of Experts

No.	Expert Names	Specialization	Workplace	Plan	Objectives	Test
1	Prof. Asmaa Kazem Fendi	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
2	Prof. Bushra Abdul-Mahdi Ibrahim	Language and Grammar	University of Diyala, College of Basic Education			
3	Asst. Lecturer Mohammed Taleb Marwan	Language and Grammar	Iraqi University, College of Education			
4	Assoc. Prof. Waleed Shaban Ali	Language and Grammar	Iraqi University			
5	Assoc. Prof. Safa Salem	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
6	Prof. Batool Fadel Jawad	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
7	Assoc. Prof. Wissam Jafar Mahdi	Literature / Pre-Islamic Literature	University of Diyala, College of Basic Education			
8	Assoc. Prof. Ayman Abdul-Aziz Kazem	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
9	Asst. Lecturer Yousef Saad Khalaf	Literature / Modern Literature	Iraqi University, College of Education			
10	Asst. Lecturer Rehab Muhannad Jassim	Methods of Teaching Arabic	Al-Mustansiriya University, College of Basic Education			
11	Assoc. Prof. Rival Abdullah	Methods of Teaching Arabic	Al-Mustansiriya University, College of Basic Education			
12	Assoc. Prof. Mu'tasim Karim Mohsin	Literature / Abbasid Literature	University of Diyala, College of Basic Education			
13	Assoc. Prof. Suad Mousa Yaqoub	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
14	Asst. Lecturer Saif Al-Din Abdul-Hafiz Abdullah	Literature / Andalusian Literature	Iraqi University, College of Education			
15	Assoc. Prof. Saadoun Mohsen Ismail	Literature / Modern Literature	Iraqi University, College of Education			
16	Assoc. Prof. Nadia Sattar	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
17	Prof. Maryam Khaled Mahdi	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
18	Assoc. Prof. Hamid Abdul Ibrahim	Methods of Teaching Arabic	University of Diyala, Office of the Scientific Assistant			
19	Assoc. Prof. Mosaddaq Khanjar Karidi	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
20	Assoc. Prof. Raed Hamid Hadi	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
21	Prof. Mohammed Abdul-Wahhab	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
22	Assoc. Prof. Othman Saadoun Jassim	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
23	Prof. Abdul-Hassan Abdul-Amir	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
24	Prof. Haifa Hamid Hassan	Methods of Teaching Arabic	University of Diyala, College of Basic Education			
25	Assoc. Prof. Ahmed Khalil Habib	Language and Grammar	University of Diyala, College of Basic Education			