

# Acknowledgement

---

Many thanks are due to:

Dr Abdel Azeem Zein Elabdeen to whom I am especially grateful for his endless guidance, encouragement, enthusiasm and patience.

- Prof Cronje for all his devotion, humanity and care.
- Prof Plaugaunt without whom this project would not have been possible.
- Prof Ezeldeen the godfather of this course.
- Dr styne.

I would like to thank the following my colleagues who were all the time ready to offer me help. My friends for their encouragement and sympathies

Last but not least to my family to whom I owe a considerable debt of gratitude for their support , encouragement and care. Special thanks are due to my niece Samiha.

# Dedication

---

I dedicate this work to:

My brothers,

My teachers,

My colleagues,

My father, my niece Samiha and the memory of my mother.

# Table of Contents

---

Dedication.	i
Acknowledgements.	ii
Table of Contents.	iii
List of Tables.	vi
List of Figures.	vii
List of Appendices.	viii
Abstract.	ix
Arabic abstract	x
<b>Chapter One: Research Plan</b>	
Introduction.	1
The Research Problem.	1
Objectives of the Research.	2
Importance of the Research	2
Hypothesis.	3
Terminologies.	3
<b>Chapter Two: Literature Review</b>	
Distance Learning/Web-Based Instruction.	5
Definition.	5
The Web as a Communication Medium for Distance Learning.	5
Advantages of Web-Based learning.	7
Disadvantages.	7
Problems.	8
Solutions.	8
Objectivism/Instructivism Learning.	9
Objectivist conceptions of learning.	9
Gange's Conditions of Learning.	10
Gange's categories of learning.	10
Gange's Instructional Event.	10
Bloom's Taxonomy.	12
Individual Learning.	14
Definition.	14
The Requisites for Individual Learning.	14
Technology as a tool for encouraging individual learning.	15
The Advantage of Synchronous and Asynchronous Communication Tools.	16
Individualized Learning and computer.	17
Motivation.	18

Extrinsic.	18
Intrinsic.	18
ARCS Motivational Model.	19
Evaluation.	19
Definition.	19
Formal Versus Informal Evaluation Techniques.	19
Informal Evaluation.	19
Formal Evaluation.	20
Levels of Evaluation.	20
Formative and Summative.	20
Formative Evaluation.	20
Summative Evaluation.	20
Planning and Conducting a Formative Evaluation.	20
Components of Formative Evaluation.	21
Cosmetic adequacy.	22
Technical /Program Adequacy.	23
Curriculum adequacy.	23
Pedagogical adequacy	24
Evaluation Strategy.	25
Tutorials.	26
Application of Tutorials.	26
Features of Effective Tutorials	26
Advantages of Tutorials.	27
Disadvantages of Tutorials.	27
Lerner's Control.	27
<b>Chapter Three: Research Procedures</b>	
Introduction.	28
Sample of the Research.	29
How the Experiment was Carried out .	29
Tools matrix.	29
Research Tools.	30
Observation.	30
Informal Conversation.	30
Questionnaire.	31
Judging of the Questionnaire.	31
Face Validity.	31
Reliability.	32
Pre and post-tests.	32
Validity of the Tests.	32
Reliability.	32
Statistical Test to be used.	32
Description of the Learning package.	32

Learning Methodology of the Package.	34
The Contents.	35
Learning Objectives.	35
Computer Objectives.	35
Prerequisites.	35
Learners' Level.	35
Vocabulary.	35
Activities.	36
Learner's Control.	36
The actualization of Bloom's Taxonomy.	36
The actualization Gange's Learning Hierarchy.	38
<b>Chapter Four: Analysis and Discussion of the Results</b>	
Findings.	39
Discussion of the First Hypotheses.	39
Discussion of the Second Hypotheses.	41
Discussion of the Third Hypotheses.	42
<b>Chapter Five: Conclusions and Recommendations</b>	
Conclusions.	47
Recommendations.	47
Bibliography.	47
	49

## List of Tables

---

<b>Table one:</b> Instructional Event.	11
<b>Table Tow:</b> Bloom's Taxonomy.	13
<b>Table Three:</b> Individual learning.	15
<b>Table Four:</b> ICT systems in relation to conditions for individual learning and type of activity.	17
<b>Table Five:</b> Individualized Learning and computer.	17
<b>Table Six:</b> Tools Matrix.	30
<b>Table Seven:</b> Actualization of Bloom's Taxonomy.	37
<b>Table Eight:</b> Actualization of Gange's Instructional Events.	38
<b>Table Nine:</b> The students' responses for the influence of the pictures in their engagement.	39
<b>Table Ten:</b> The students' responses for the influence of the pictures on completing the program.	41
<b>Table Eleven:</b> Difference between the results of pre and post-test.	43
<b>Table Twelve:</b> The students results according to knowledge, comprehension and application.	44

## List of Figures

---

<b>Figure one :</b> Tutorials' structure.	26
<b>Figure Two:</b> Caption screens from the program.	34
<b>Figure Three:</b> The use of the pictures results in more engagement.	40
<b>Figure Four:</b> The use of the pictures hold my attention.	41
<b>Figure Five:</b> The use of the pictures motivated me to complete the program.	42
<b>Figure Six:</b> Comparison between the learners' agreement at the content, activities and the cosmetic side of the program.	45
<b>Figure Seven:</b> Comparison between the learners' "No" answer for the content, activities and the cosmetic side of the program.	45

## List of Appendices

---

<b>Appendix One:</b> Observation Schedule.	52
<b>Appendix Two:</b> Questionnaire.	53
<b>Appendix Three:</b> Pre-test.	57
<b>Appendix Four:</b> Post-test.	59
<b>Appendix Five:</b> Teacher's Manual.	62
<b>Appendix Six:</b> Learner's Manual.	68
<b>Appendix Seven:</b> Caption Screens from the Program.	70



# Abstract

This dissertation discuss the effectiveness of using Disney's characters as underlying metaphor, and a motivational aspect in the teaching of English as a second language for the second grade students of secondary schools. In this program computers are used as the medium for facilitating the intended learning.

The main research question that is asked by the researcher is: How does the use of Disney characters function in motivating learners while learning about adjectives?

The following sub-questions aided in the answering of the main question:

1. Was the learning package effective in teaching the set outcomes of this learning package to the secondary school students?
2. Did the Disney characters contribute towards motivating the learners to complete the program?
3. Did the Disney characters contribute towards the affective aspects of the learners while learning with the program?

The sample of this research is consisted of fifty students from Albuluk secondary School for Girls and Awad Ebrahim Secondary school for Girls in Omdurman in Elthawra area.

The data is collected by using four tools (observation, questionnaire, informal conversation, pre and post-test).

From the finding the most important conclusion that was reached is that the use of Disney's characters would be more affective when added to intrinsic motivational aspects. Disney's characters can't stand alone. So it is recommended that "Use Disney's characters as assistance to the intrinsic motivational aspects to increase learning and success".

## الخلاصة

هدفت هذه الدراسة إلى تقويم و دراسة فعالية استعمال شخصيات عالم ديزني كدافع خارجي في الحزم التعليمية لتدريس الصفات في اللغة الإنجليزية لطلاب الصف الثاني للمرحلة الثانوية.

في هذه في الحزم التعليمية تم استعمال الحاسوب كوسيلة لتسهيل التعليم المستهدف. السؤال الرئيسي الذي سالة الباحث هو:

كيف يساعد استعمال شخصيات عالم ديزني على زيادة دافعيه الطلاب أثناء دراستهم للصفات الإنجليزية؟

ساعدت الأسئلة الفرعية التالية في الإجابة على السؤال الرئيسي:

١. هل كانت الحزمة التعليمية فعالة في تدريس أهدافها لطلاب المرحلة الثانوية.  
٢. هل ساعد استعمال شخصيات عالم ديزني في دفع الطلاب لاكمال البرنامج حتى النهاية.

٣. هل ساعد استعمال شخصيات عالم ديزني على زيادة النواحي الإيجابية في الطلاب أثناء استعمالهم للبرنامج.

قام الباحث باختيار عينة مكونة من (٥٠ طالبة) من طالبات مدرسة البلك الثانوية للبنات و عوض إبراهيم الثانوية للبنات في مدينة امدرمان منطقة الثورة. استعمل الباحث أربعة وسائل لجمع المعلومات في هذا البحث هي: الملاحظة و الاستبيان و اللقاء و الامتحان القبلي و البعدي.

أهم النتائج التي توصل إليها الباحث ما يلي:

شخصيات عالم ديزني لا يمطن أن تكون ناجحة وحدها . استعمال شخصيات عالم ديزني يكون اكثر فعالية عندما يتم استعمالها كمساعد للدوافع الداخلية.