https://coth.ui.ac.ir/?lang=en
Journal of Comparative Theology
E-ISSN: 2322-3421
Document Type: Research Paper
Vol. 17, Issue 4, No.38, Winter 2027 pp.29-42
Receive: 15/07/2026 Accepted: 28/09/2026

Students' Evaluations of Gagné's Instructional Model in Teaching Arabic Syntax: A Comparative Study of Iranian and Iraqi Theology Students

Abdul Baqi Badr Nasir
Professor, Department of Arabic Language, Mustansiriyah University, Iraq
dr.abdulbaqi@uomustansiriyah.edu.iq

Ali Banaeian Esfahani *
Assistant Professor, Faculty of Theology, Department of Quran and Hadith Sciences, University of Isfahan, Isfahan, Iran
a.banaeian@theo.ui.ac.ir

Faezeh Pasandi
Assistant Professor Department of Arabic Language and Literature Education, Farhangian University, Tehran, Iran
f.pasandi@cfu.ac.ir

Abstract
Gagné's nine instructional events provide a framework for organizing instruction through gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting new content, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. This mixed-methods study examined and compared Iranian and Iraqi theology students' evaluations of Gagné's model in teaching Arabic syntax with a focus on Qur'anic texts. Participants comprised 200 students, including 100 Iranian students at Farhangian University of Isfahan and 100 Iraqi students at Al-Mustansiriyah University. Quantitative data were collected through a 27-item researcher-developed five-point Likert-scale questionnaire and analyzed using descriptive statistics, one-sample t-tests, and independent-samples t-tests. Qualitative data from open-ended responses were analyzed inductively. Results indicated favorable evaluations of all nine instructional events, with mean evaluations of 4.22 for the Iranian group and 4.10 for the Iraqi group. One-sample t-tests showed that ratings for all nine events were higher than the midpoint of 3 in both groups ($p < .001$). At the unadjusted .05 level, significant differences were observed for Guiding Learning ($t(198) = 2.04$, $p = .04$, $d = 0.30$) and Enhancing Retention and Transfer ($t(198) = 2.90$, $p = .004$, $d = 0.42$), with higher ratings among Iranian students. After Bonferroni adjustment for nine comparisons, only Stage 9 remained significant. Qualitative findings highlighted appreciation of structured guidance, challenging examples, individualized feedback, and organization. Overall, the findings indicate favorable student evaluations in the studied contexts, while the perception-based measures and use of existing groups limit causal interpretation and broad generalization.

Keywords: Gagné's Nine Instructional Events; Students' Evaluations; Arabic Syntax; Theology Students; Iran; Iraq.

*Corresponding author
Badr Nasir, A. B. Banaeian Esfahani, A. and Pasandi, F. (2027). Evaluating the Effectiveness of Gagné's Instructional Model in Teaching Arabic Syntax (A Comparative Study of Iranian and Iraqi Theology Students). *Comparative Theology*, *17*(4), 29-42.

2322-3421© University of Isfahan
This is an open access article under the CC BY-NC-ND/4.0/ License (https://creativecommons.org/licenses/by-nc-nd/4.0/).

10.22108/coth.2026.149759.2144

1. Introduction

Arabic language instruction addresses the development of the four core language skills, while grammatical and syntactic knowledge can provide important support for understanding and producing accurate Arabic. Syntax concerns the relationships among words in sentences, including grammatical functions and case marking. Accordingly, one major aim of syntax instruction is to help learners understand, practice, and produce accurate and fluent expressions (Ne'meh, 2008, p. 17; Ta'ima, 1989, p. 183).

In institutions of higher education, particularly in theology programs, teaching Arabic syntactic rules holds a foundational position, since accurate comprehension and correct interpretation of religious texts — especially *the Holy Qur'an*, the Prophetic hadiths, and *Nahj al-Balagha* — depend on understanding the syntactic structures of the language. Nevertheless, this area is considered one of the most challenging aspects of instruction for students. These linguistic characteristics can make Arabic learning challenging for many non-native learners (Dajani et al., 2014).

The challenges of teaching Arabic syntax can be categorized into three main areas: Content-related challenges, including the inherent complexity of the rules, the abstract nature of grammatical concepts, and the difficulty of applying them in real contexts; methodological challenges, including an excessive reliance of instructional programs on traditional, non-interactive methods; and cultural-linguistic challenges, including structural differences between learners' native languages and Arabic, limited opportunities for natural language use, and difficulties in transferring grammatical knowledge to new contexts (Al-Haddad et al., 2025).

Recent research on Arabic-language instruction has emphasized the need for systematic, learner-oriented, and context-sensitive approaches to grammar teaching, particularly for non-native learners (Nasirudeen, 2022; Mohammed Abdalla & Abdelhameed, 2024; Salim, 2024). These studies suggest that students' experiences of Arabic grammar learning may be shaped not only by grammatical complexity but also by instructional methods, opportunities for application, learner characteristics, and the organization of learning activities.

Contemporary second-language teaching research shows that grammar instruction, when designed on the basis of modern instructional design models and organized within meaningful and interactive activities, can support learning, retention, and transfer of knowledge (Nassaji & Fotos, 2011). Accordingly, systematic instructional design may provide a useful framework for organizing grammar instruction, but the value of any particular model should be examined empirically within the instructional context in which it is implemented.

Modern language-teaching approaches emphasize that learning grammatical rules can be facilitated when learners connect prior knowledge, new structures, and their practical application in meaningful contexts. Accordingly, the use of systematic instructional design models can help organize the learning process, increase learners' active participation, and provide targeted guidance and continuous feedback. Instructional design models are predetermined roadmaps or plans of activities that an instructional designer may follow under varying conditions in order to achieve desired learning outcomes (Fardanesh, 2018, p. 38).

In this context, Gagné's nine-event model (Figure 1), grounded in cognitive and instructional principles and characterized by a systematic structure, provides an established framework for organizing instruction. The model was developed from Robert M. Gagné's work on the conditions of learning and instructional events. This model views learning as the product of interaction between the learner's internal processes and external instructional conditions (Gagné & Medsker, 1996). Gagné argues that instruction can be organized through a sequence of instructional events designed to support learners' attention, prior knowledge activation, engagement with new content, practice, feedback, assessment, and transfer (Gagné, 1985; Gagné et al., 1992). The nine events therefore provide a structured framework for designing and implementing instruction (Gagné et al., 2005).

Recent studies have also examined the application of Gagné's instructional events in language and Arabic-language education. For example, research has explored their use in teaching Arabic to non-native speakers and in Arabic vocabulary learning, suggesting that the framework can provide a structured basis for organizing instructional activities and learner engagement **(**Suo Yan Mei et al., 2015**;** Nasrullah et al., 2024). However, the available literature remains limited regarding students' evaluations of the individual instructional events when Gagné's framework is applied specifically to Arabic syntax instruction in higher-education settings.

The literature reviewed in the present study provides relatively limited comparative empirical evidence on the application of Gagné's model to Arabic syntax across different higher-education contexts.Importantly, differences between Iranian and Iraqi students should not automatically be interpreted as consequences of nationality, culture, or language. The two groups may also differ in institutional context, curriculum, prior learning experiences, demographic characteristics, and instructional conditions. Therefore, the present study treats nationality as a descriptive grouping variable rather than as a direct explanatory cause of differences in students' evaluations.

Moreover, most previous studies have evaluated the model at the level of overall instructional implementation rather than examining students' evaluations of each of the nine instructional events separately. Accordingly, the present study was conducted with the aim of examining students' evaluations of the nine instructional events of Gagné's model in teaching Arabic syntax, with a focus on Qur'anic texts, and comparing these evaluations between Iranian and Iraqi theology students through a mixed-methods approach.

The study does not seek to establish the causal effectiveness of Gagné's model or to measure actual gains in Arabic syntax achievement. Rather, the quantitative component examines students' reported evaluations of the instructional events, while the qualitative component provides contextual information about students' experiences and perceptions of the instructional process. The contribution of the present study lies in three main aspects: 1) examining students' evaluations of each of Gagné's nine instructional events separately in the context of Arabic syntax instruction; 2) comparing these evaluations across two groups of theology students studying in different educational contexts; and 3) integrating quantitative findings with students' qualitative accounts to provide a more contextualized interpretation of the observed patterns**.**

The findings are intended to contribute to the empirical discussion of structured instructional design in Arabic syntax teaching and may provide context-sensitive considerations for instructors and curriculum designers. However, because the study uses existing student groups and does not employ random assignment or direct measures of learning achievement, its findings should be interpreted as context-specific evidence concerning students' evaluations rather than as definitive evidence of the causal effectiveness or superiority of Gagné's model.

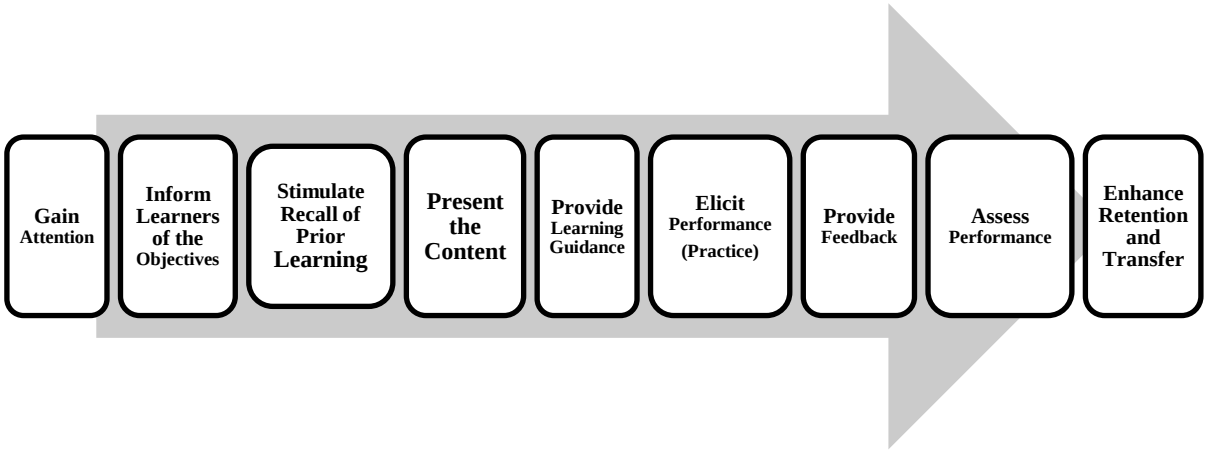


Figure 1. The Nine Stages of Robert Gagné's Model (Gagné, 1985, p. 350; Gagné & Medsker, 1996)

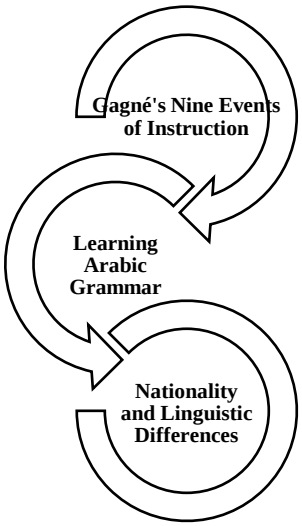


Figure 2: Conceptual Overview of the Present Study

1.1. Research Objectives

The present study pursued three main objectives:

1. To determine the level of Iranian and Iraqi theology students' evaluations of Gagné's nine instructional events in teaching Arabic syntax, with a focus on Qur'anic texts.
2. To examine the mean evaluation levels of the nine instructional events and identify the stages receiving relatively higher and lower evaluations in the two groups.

3. To examine whether statistically significant differences exist between Iranian and Iraqi students in their evaluations of the nine instructional events.

1.2. Research Questions

The present study seeks to answer the following questions:

1. What is the overall level of Iranian and Iraqi theology students' evaluations of Gagné's instructional model in teaching Arabic syntax, with a focus on Qur'anic texts?
2. What are the mean evaluation levels of the nine instructional events from the perspectives of Iranian and Iraqi students?
3. Which of the nine instructional events receives the highest and lowest mean evaluation in each group?
4. Are there statistically significant differences between Iranian and Iraqi students in their evaluations of the nine instructional events?

1.3. Research Hypotheses

$H0_1$: For each of Gagné's nine instructional events, the mean evaluation does not differ significantly from the theoretical midpoint of 3 on the five-point Likert scale among the participating students.

$H0_2$: There are no statistically significant differences between Iranian and Iraqi students in their evaluations of any of Gagné's nine instructional events.

1.4. Significance of the Study

This study holds particular importance from theoretical, methodological, and practical perspectives. Theoretically, despite the widespread application of instructional design models across various fields, empirical evidence concerning the use of Gagné's nine instructional events specifically in Arabic syntax instruction at the higher-education level remains relatively limited. Recent work on Arabic-language teaching has continued to explore the potential of structured instructional approaches, including Gagné's framework, but further empirical research is needed to examine how learners evaluate individual instructional events in specific educational contexts.

Methodologically, the present study combines quantitative and qualitative evidence to examine students' evaluations of individual instructional events. Rather than claiming to be the first comparative or mixed-methods study of Gagné's model, the study contributes additional empirical evidence from Iranian and Iraqi theology students and examines patterns across the nine instructional events.

Practically, the findings may assist Arabic-language instructors and curriculum designers in considering how attention, activation of prior knowledge, learning guidance, practice, feedback, assessment, and retention/transfer can be systematically incorporated into syntax instruction. These implications are presented as context-sensitive instructional considerations rather than as experimentally established effects of the model.

1.5. Research Methods

The present study is applied in purpose and employs a mixed-methods (quantitative–qualitative) research design. In this design, quantitative and qualitative data were collected within the same study period and analyzed separately before being integrated at the interpretation stage to develop a more comprehensive understanding of students' evaluations of the nine instructional events of Gagné's instructional design model in Arabic syntax instruction. Accordingly, the mixed-methods design was used to examine convergent and complementary patterns across the quantitative and qualitative findings rather than to establish the causal effectiveness of the model. The use of this approach enabled integration of the quantitative and qualitative findings and enriched the interpretation of students' evaluations and between-group differences (Creswell & Plano Clark, 2017).

The study sample consisted of 200 undergraduate students (100 Iranian and 100 Iraqi) enrolled in theology programs at the selected universities in Iran (Farhangian/Teacher Training University) and Iraq (Mustansiriyah University), who had completed an Arabic syntax course over one academic term in which the nine instructional events of Gagné's model were incorporated into instruction. Sampling was conducted using a convenience sampling approach for the quantitative component. For the qualitative component, the data were obtained from the open-ended responses included in the questionnaire completed by the participating Iranian and Iraqi students. Thus, the qualitative participants were drawn from the same student sample used in the quantitative component rather than from a separate group of experts or interviewees. The open-ended responses were used to obtain contextual information about students' experiences and perceptions of the instructional events and to complement the quantitative ratings.

The open-ended prompts were derived from the substantive dimensions represented in the quantitative questionnaire and were designed to elicit contextual explanations of students' perceptions of the instructional process. Four broad prompts addressed structured instructional guidance, instructional media and presentation, the complexity and transfer-

oriented use of examples, and individualized feedback. These prompts were used to obtain qualitative comments that could complement and contextualize the quantitative ratings.

The main data-collection instrument in the quantitative component was a researcher-made questionnaire comprising 27 items on a five-point Likert scale (1 = very low to 5 = very high), with three items assigned to each of the nine instructional events of Gagné's model. The questionnaire was finalized after review by four experts in educational technology and Arabic language teaching and the incorporation of minor revisions. Content validity was assessed by calculating the CVR index for all items, with values above 0.78 meeting the specified content-validity criterion (Lawshe, 1975). The reliability of the instrument was also assessed using Cronbach's alpha coefficient, yielding 0.87 for the Iranian group and 0.84 for the Iraqi group, indicating satisfactory internal consistency for the two groups (Nunnally & Bernstein, 1994). In the qualitative component, the open-ended responses provided by the participating students were analyzed to identify recurring patterns in their evaluations and experiences of the instructional events.

In the qualitative component, the open-ended responses provided by the participating students were analyzed using an inductive content-analysis approach. First, the researchers repeatedly read the responses to become familiar with the data. Second, meaningful segments related to students' experiences and evaluations of the instructional events were identified and assigned initial codes. Third, conceptually related codes were grouped into broader categories. Fourth, the categories were compared across the Iranian and Iraqi groups, and recurring patterns were organized into overarching themes. Finally, the themes were reviewed against the available responses to ensure that they represented the reported content of the qualitative data. The qualitative findings were then considered alongside the quantitative results to provide contextual information about students' evaluations and perceptions of the instructional process rather than to establish causal explanations for the observed between-group differences.

1.6. Literature Review

Gagné's nine instructional events constitute a widely discussed framework in instructional design and have been examined in different educational and language-learning contexts. Rather than assuming a uniformly established effect across educational settings, previous research provides evidence of the applicability and potential instructional value of the framework in particular contexts**.** Studies relevant to the present research can be organized into two broad categories: studies addressing the application of Gagné's framework in general education and studies focusing on language teaching.

1.6.1. Studies Related to the Application of Gagné's Model in General Education

Amalia and Suryaningtyas (2023) examined the implementation of Gagné's learning theory combined with a problem-solving approach in mathematics education among 36 ninth-grade students. Their study reported active student participation, positive student responses, and satisfactory performance in critical-thinking indicators. Unlike the present study, however, their research focused on mathematics learning and examined the overall instructional implementation rather than students' evaluations of individual instructional events in Arabic syntax instruction.

Jadidi and Ahmadi Deh Ghotbaddini (2023) investigated the relationship between Gagné's learning hierarchy and students' cognitive and metacognitive skills at the secondary-school level. Their study addressed cognitive and metacognitive outcomes in a school context, whereas the present study focuses on Arabic syntax instruction in higher education and examines students' evaluations of the nine instructional events.

Krull et al. (2010) examined the use of Gagné's model to promote student teachers' lesson analysis and observation skills. This line of research is relevant to the instructional-design dimension of the present study, but differs in its focus on teacher learning and lesson analysis rather than Arabic syntax instruction among university students.

Although such research supports the continued relevance of structured instructional design, it does not specifically address Arabic syntax or the comparative evaluation of Gagné's nine instructional events by students from different national contexts.

Recent studies have further examined Gagné's instructional events in contemporary educational settings. McNeill and Fitch (2023) investigated learners' experiences of microlearning through the lens of Gagné's nine events, while Nasrullah et al. (2024) applied the framework to mobile-assisted Arabic vocabulary learning in higher education. These studies indicate that Gagné's framework continues to be examined in learner-centered and technology-supported contexts, while also underscoring the importance of examining implementation within specific educational settings.

1.6.2. Studies Related to Language Teaching

Suo Yan Mei et al. (2015) examined the application of Gagné's nine instructional events in teaching Arabic to non-native speakers at Sultan Idris Education University in Malaysia. The study discussed the application of the nine events in the university Arabic-language classroom and reported that the framework could contribute to more engaging instructional activities and greater student attention. However, the study primarily described the application and instructional experience of the framework and did not provide a comparative examination of Iranian and Iraqi students or an

independent evaluation of each instructional event in Arabic syntax instruction.

Machmudah et al. (2022) investigated the application of Gagné's nine instructional events in Arabic learning at Madrasah Tsanawiyah Al Ma'arif 01 Singosari Malang using a qualitative descriptive approach. The study described how the nine events could be associated with students' internal learning activities and reciprocal responses during Arabic instruction. Its school-level and qualitative focus differs from the present study, which examines university-level theology students and combines quantitative and qualitative evidence.

Taken together, the reviewed literature suggests that Gagné's framework has been examined in mathematics, general education, teacher education, and Arabic-language teaching. Nevertheless, the available studies identified for the present review provide limited evidence concerning the systematic evaluation of individual instructional events within Arabic syntax instruction at the university level. Moreover, comparatively little attention has been given to differences in students' evaluations across national and linguistic contexts, particularly in settings involving Iranian and Iraqi learners of Arabic**.** The present study therefore extends the existing literature by examining students' evaluations of the nine instructional events in Arabic syntax instruction, comparing Iranian and Iraqi theology students, and integrating quantitative and qualitative evidence to identify patterns that may have context-sensitive implications for instructional design.

The contribution of the present study should therefore be understood as providing additional empirical evidence from a comparatively underexamined higher-education and cross-national context, rather than as establishing that Gagné's model is universally effective or as claiming to be the first study to apply the model to Arabic-language teaching.

2. Findings

2.1. Quantitative Findings

By integrating quantitative and qualitative approaches, the present study examined students' evaluations of Gagné's nine instructional events in Arabic syntax instruction. The findings indicate generally favorable evaluations of the instructional events in both groups, although differences in the reported ratings were also observed between the Iranian and Iraqi groups. These differences should be interpreted cautiously in light of the demographic and contextual differences between the two samples**.** To correctly interpret the quantitative findings, the demographic characteristics of the study samples are first examined, since differences in individual characteristics and sample composition may be relevant to the interpretation of students' evaluations of instructional practices**.**

Table 1. Demographic Characteristics of the Sample

Variable	Iraqi Group (n = 100)	Iranian Group (n = 100)
Gender	58% male, 42% female	39% male, 61% female
Mean age (years)	31.7 ± 6.91	20.9 ± 0.65
Age range	23–50	19–21
Educational level	Undergraduate	Undergraduate

According to the demographic findings in Table 1, the mean age difference between the two groups was 10.8 years (31.7 years for the Iraqi group versus 20.9 years for the Iranian group), indicating substantial demographic heterogeneity between the two samples. The greater age dispersion in the Iraqi group, as reflected in its higher standard deviation and wider age range, indicates greater within-group age variability. These demographic differences are important contextual characteristics that should be considered when interpreting between-group differences in students' evaluations.

In addition to age, the gender composition also differed between the two groups, with a higher proportion of female participants in the Iranian group and a higher proportion of male participants in the Iraqi group. Because gender composition and age were not independently controlled in the present comparative design, the observed differences between the two groups cannot be attributed specifically to gender, age, national context, linguistic background, or any single demographic characteristic. Accordingly, these variables are treated as contextual characteristics of the samples rather than as independently established explanations for the observed differences. Examining the independent contribution of gender or age to students' evaluations would require a research design specifically designed to control or model these variables.

Table 2. Mean and Standard Deviation of Gagné's Nine Instructional Events in the Two Groups

Stage	Stage title	Iranian M (SD)	Iraqi M (SD)	Difference
1	Gaining attention	4.02 (0.65)	3.98 (0.82)	−0.04
2	Informing learners of objectives	4.25 (0.58)	4.12 (0.75)	−0.13
3	Stimulating recall of prior learning	4.38 (0.55)	4.24 (0.68)	−0.14
4	Presenting new content	4.05 (0.70)	4.05 (0.80)	0.00
5	Guiding learning	4.29 (0.60)	4.08 (0.78)	−0.21
6	Eliciting performance	4.19 (0.63)	4.00 (0.81)	−0.19
7	Providing feedback	4.41 (0.52)	4.31 (0.65)	−0.10
8	Assessing performance	4.06 (0.68)	4.10 (0.73)	+0.04
9	Enhancing retention and transfer	4.35 (0.57)	4.06 (0.79)	−0.29

Note. Differences are calculated as Iraqi minus Iranian mean.

According to Table 2, the mean ratings for the nine instructional events were generally high to very high in both groups. Among the Iranian students, the highest mean was observed for providing feedback (M = 4.41, SD = 0.52), followed by stimulating recall of prior learning (M = 4.38, SD = 0.55) and enhancing retention and transfer (M = 4.35, SD = 0.57). Among the Iraqi students, the highest mean was also observed for providing feedback (M = 4.31, SD = 0.65), followed by stimulating recall of prior learning (M = 4.24, SD = 0.68). These results indicate that these instructional events received relatively favorable evaluations in both groups.

The lowest mean in the Iranian group was observed for gaining attention (M = 4.02, SD = 0.65), whereas the lowest mean in the Iraqi group was also observed for gaining attention (M = 3.98, SD = 0.82). Although this event received the lowest relative rating in both groups, its mean remained above the midpoint of the five-point scale**.** Therefore, the finding should be interpreted as a relatively lower evaluation compared with the other instructional events rather than as evidence of a negative evaluation.

The descriptive results also show that the largest numerical difference between the two groups occurred in Stage 9, enhancing retention and transfer (0.29 points), followed by Stage 5, guiding learning (0.21 points), and Stage 6, eliciting performance (0.19 points)**.** In contrast, the ratings for presenting new content were identical across the two groups (M = 4.05), while the Iraqi group reported a slightly higher mean for assessing performance (4.10 versus 4.06).

The relatively high ratings for stimulating recall of prior learning and providing feedback are consistent with the instructional logic of Gagné's framework, in which recalling relevant prior learning and providing information about performance are included as distinct instructional events (Gagné, 1985; Gagné et al., 1992). Contemporary descriptions of the framework likewise emphasize connecting new learning with prior knowledge and providing feedback that helps learners identify and correct gaps in understanding. However, the present descriptive results do not by themselves establish that these events caused higher learning outcomes or that they received more favorable evaluations than the other events.

The relatively high evaluation of presenting new content (M = 4.05 in both groups) may indicate that students viewed the organization and presentation of the instructional content favorably. Nevertheless, explanations concerning why particular events received higher or lower ratings should be treated as tentative because the present study did not experimentally test the independent effects of individual instructional events.

The relatively large standard deviation in the Iraqi group for several stages, particularly gaining attention (SD = 0.82), presenting new content (SD = 0.80), and enhancing retention and transfer (SD = 0.79), indicates greater within-group variability in responses than was observed in the Iranian group for those stages. This descriptive variation may reflect differences among participants, but the present design does not permit attributing it specifically to age, prior experience, gender, or national context.

Overall, the findings suggest that students in both groups provided generally favorable evaluations of the nine instructional events, with some differences in the magnitude of ratings across individual events**.** The pattern should therefore be interpreted as evidence concerning students' evaluations of the instructional framework in the studied contexts rather than as conclusive evidence of the model's causal effectiveness in teaching Arabic syntax.

Table 3. Results of the One-Sample *t*-Test for Each Group (Comparison with the Theoretical Midpoint of 3)

Stage	*t* (Iranian)	*p* (Iranian)	*t* (Iraqi)	*p* (Iraqi)	Result
1	15.69	< .001	11.95	< .001	Significant
2	21.55	< .001	14.93	< .001	Significant
3	25.09	< .001	18.24	< .001	Significant
4	15.00	< .001	13.13	< .001	Significant
5	21.50	< .001	13.85	< .001	Significant
6	18.89	< .001	12.35	< .001	Significant
7	27.12	< .001	20.15	< .001	Significant
8	15.59	< .001	15.07	< .001	Significant
9	23.68	< .001	13.42	< .001	Significant

The results of the one-sample *t*-test (Table 3) show that, in both the Iranian and Iraqi groups, the mean evaluation of each of the nine instructional events was significantly higher than the theoretical midpoint of 3 ($p < .001$). Thus, the null hypothesis that the mean evaluation for each event equals the theoretical midpoint was rejected for all nine events in both groups. These findings indicate that students' ratings of all nine instructional events were significantly above the neutral midpoint of the response scale. However, because the one-sample t-test compares the observed means with a predefined reference value, these results should not be interpreted as direct evidence of the causal effectiveness of Gagné's model.

The largest descriptive mean ratings were observed for Stage 7 (providing feedback) and Stage 3 (stimulating recall of prior learning), whereas Stage 1 (gaining attention) received the lowest mean rating in both groups. These descriptive differences indicate variation in students' evaluations across the instructional events, but they should not be interpreted as evidence that one event was more effective than another in producing learning outcomes.

The relatively favorable evaluations of stimulating recall of prior learning and providing feedback are conceptually consistent with Gagné's instructional framework, which emphasizes activation of relevant prior knowledge and feedback during the learning process (Gagné, 1985; Gagné et al., 1992). In Arabic syntax instruction, these instructional events may be particularly relevant to learners' perceptions because new grammatical concepts can be related to previously learned rules and because feedback can provide information about the accuracy of learners' responses. Nevertheless, the present findings do not allow these possible explanations to be established as causal mechanisms.

Similarly, the favorable evaluation of enhancing retention and transfer is compatible with the broader instructional goal of applying learned knowledge beyond the immediate learning episode. However, the present study measured students' evaluations of this instructional event rather than their objectively measured transfer performance. Therefore, the findings should be interpreted as evidence of favorable student evaluation rather than as direct evidence that the event produced greater retention or transfer.

Although all nine events received ratings significantly above the theoretical midpoint, the statistical significance of the one-sample tests does not establish differences in actual learning outcomes across the nine instructional events. The observed pattern instead indicates that students in both groups evaluated each of the nine instructional events more favorably than the midpoint of the scale.

The results also show broadly similar patterns across the Iranian and Iraqi groups, as all nine events were rated significantly above the theoretical midpoint in both samples. Differences in the magnitude of the t-statistics should not, however, be interpreted as evidence that Iranian students evaluated the model more positively than Iraqi students. Such a between-group conclusion requires the independent-samples t-test reported in Table 4.

Overall, Table 3 provides evidence that students in both groups reported favorable evaluations of all nine instructional events relative to the theoretical midpoint. Accordingly, $H0_1$ was rejected for all nine instructional events in both groups. These findings indicate that the mean evaluations of all nine instructional events were significantly higher than the predefined reference value of 3. They do not, by themselves, establish the causal effectiveness of Gagné's model or explain the reasons for differences between the two national groups.

Table 4. Results of the Independent-Samples t-Test Comparing Iranian and Iraqi Students' Evaluations of the Nine Instructional Events

Stage	Stage title	t	df	p-value	Mean difference	Cohen's d	Result
1	Gaining attention	0.38	198	.70	+0.04	0.05	Not significant
2	Informing learners of objectives	1.26	198	.21	+0.13	0.19	Not significant
3	Stimulating recall of prior learning	1.50	198	.14	+0.14	0.22	Not significant
4	Presenting new content	0.00	198	1.00	0.00	0.00	Not significant
5	Guiding learning	2.04	198	.04	+0.21	0.30	Significant at the unadjusted .05 level
6	Eliciting performance	1.82	198	.07	+0.19	0.26	Not significant
7	Providing feedback	1.12	198	.26	+0.10	0.17	Not significant
8	Assessing performance	−0.41	198	.68	−0.04	0.06	Not significant
9	Enhancing retention and transfer	2.90	198	.004	+0.29	0.42	Significant at the unadjusted .05 level

Mean difference = Iranian group − Iraqi group.

Note. The reported p-values are based on unadjusted independent-samples t-tests. Because nine between-group comparisons were conducted, the possibility of inflated Type I error should be considered when interpreting the isolated significance of individual stages.

Because nine independent between-group comparisons were conducted, a Bonferroni adjustment was also considered to reduce the risk of Type I error, yielding an adjusted significance threshold of approximately .0056.

The independent-samples t-test indicated statistically significant between-group differences in two of the nine instructional events at the unadjusted .05 level: Stage 5 (Guiding Learning; p = .04) and Stage 9 (Enhancing Retention and Transfer; p = .004). The remaining seven stages did not show statistically significant differences.

For Stage 5, Iranian students reported a somewhat higher mean evaluation than Iraqi students (M = 4.29 vs. 4.08; mean

difference = 0.21; d = 0.30). This difference indicates a small standardized between-group difference rather than evidence that one group required or benefited from instructional guidance more than the other. The present data do not allow this difference to be attributed to prior linguistic knowledge, educational traditions, or other demographic or cultural factors because these factors were not experimentally manipulated or statistically controlled. Vygotsky's (1978) concept of instructional support and scaffolding may provide a theoretical perspective for discussing the relevance of guided learning; however, it does not establish the reason for the observed difference between the two groups in the present study.

A statistically significant difference was also observed for Stage 9, Enhancing Retention and Transfer (M = 4.35 for Iranian students vs. 4.06 for Iraqi students; mean difference = 0.29; d = 0.42; p = .004). The effect size was somewhat larger than that observed for Stage 5 but remained within the small-to-moderate range. Because the questionnaire assessed students' evaluations of the instructional event rather than their objectively measured transfer performance, the finding should not be interpreted as evidence that Iranian students actually demonstrated greater transfer of syntactic knowledge. Rather, it indicates that the Iranian group gave higher ratings to the instructional emphasis on retention and transfer.

The two statistically significant differences therefore describe differences in students' evaluations, not differences in the causal effectiveness of Gagné's model. The conceptual distinction between retention and transfer is nevertheless relevant to Gagné's instructional framework, in which learned knowledge and skills are expected to be retained and applied in subsequent situations (Gagné et al., 1992). In the present study, however, this theoretical principle is used only to interpret the instructional meaning of Stage 9 and should not be taken as empirical evidence that the model produced transfer.

The effect sizes provide additional information about the magnitude of the observed differences. Cohen's d values ranged from 0.00 to 0.42 across the nine stages. The largest standardized differences occurred in Stage 9 (d = 0.42) and Stage 5 (d = 0.30), whereas the remaining stages showed small or negligible differences ($d \leq 0.26$). These results indicate that the two groups were broadly similar in their evaluations of most instructional events, although modest differences were observed for guiding learning and retention/transfer.

Because nine separate between-group tests were conducted, the p = .04 finding for Stage 5 should be interpreted with particular caution. For example, a conventional Bonferroni adjustment would set the comparison-wise significance threshold at approximately .0056, in which case Stage 5 would not remain statistically significant, whereas Stage 9 (p = .004) would. Accordingly, the evidence for a between-group difference is stronger for Stage 9 than for Stage 5 when the issue of multiple comparisons is taken into account**.** This consideration does not invalidate the descriptive difference in Stage 5 but limits the strength of the inferential claim that can be made from the unadjusted p-value.

Overall, the findings show considerable convergence between Iranian and Iraqi students in their evaluations of Gagné's nine instructional events. The observed differences were relatively modest in magnitude and were concentrated in guiding learning and retention/transfer. These findings should be understood as context-specific patterns in students' evaluations rather than as evidence of the generalizability, stability, or causal effectiveness of Gagné's model across cultural or linguistic settings. Further research using randomized or longitudinal designs, objective measures of learning and transfer, and statistical control of relevant background variables would be needed to examine whether the observed differences are associated with instructional, linguistic, demographic, or contextual factors.

For the between-group comparisons, Cohen's d was reported as a standardized measure of effect size to indicate the magnitude of the observed differences (Cohen, 1988).

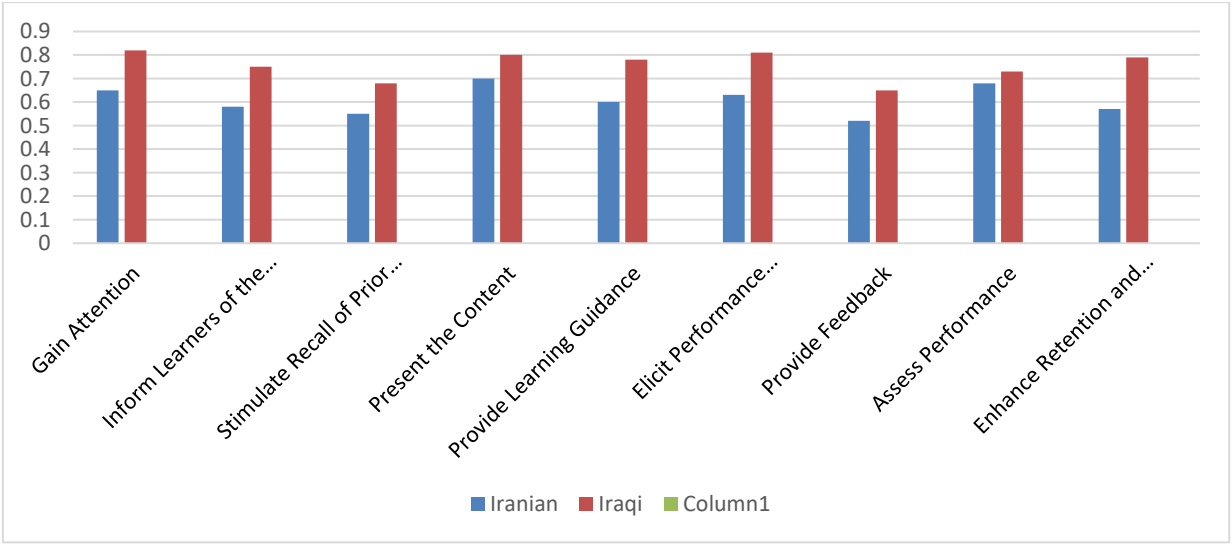


Figure 3. Mean Ratings of Gagné's Nine Instructional Events across the Two Groups

Figure 3 presents the mean ratings of the nine instructional events as a descriptive comparison of students' evaluations across the two groups.

2.2. Qualitative Findings

To complement the quantitative findings, an inductive content analysis of the available open-ended responses was conducted following the general principles of qualitative content analysis described by Krippendorff (2018). The qualitative findings were used to contextualize students' evaluations of the instructional events and to clarify how particular instructional components were perceived. They were not used to establish causal explanations for the observed between-group differences.

Four main themes emerged from the qualitative analysis, as summarized in Table 5.

Table 5. Main Themes Identified in the Qualitative Analysis of Open-Ended Responses

Theme	Related Quantitative Result	Qualitative Findings	Interpretation
1. Perceived value of structured guidance	Stage 5 (Guiding Learning): M = 4.29 (Iranian), M = 4.08 (Iraqi); p = .04, d = 0.30	Students referred to the value of structured explanations, additional examples, and explicit connections between related grammatical concepts during syntax learning.	The qualitative responses provide contextual information about students' perceptions of guided learning but do not establish the reasons for the between-group difference.
2. Preferences regarding instructional media and presentation	A relevant questionnaire item had a mean of M = 3.85 in the Iranian group.	Responses indicated variation in students' perceptions of multimedia and text-based presentation. Some students expressed reservations about images, clips, or other presentation materials when they were perceived as less directly connected to the syntactic learning task.	This pattern should be interpreted as a feature of the present sample rather than as evidence of a general preference for traditional or multimedia instruction.
3. Preference for greater complexity in examples and transfer-oriented tasks	Stage 9 (Enhancing Retention and Transfer): M = 4.35 (Iranian), M = 4.06 (Iraqi); p = .004, d = 0.42	Some participants indicated a preference for more complex examples, exceptions, and analytical applications that required greater engagement with unfamiliar syntactic structures and transfer-oriented tasks.	The qualitative responses may help contextualize the lower Stage 9 rating in the Iraqi group, but they do not establish the causes of the observed difference.
4. Perceived importance of individualized feedback	Stage 7 (Providing Feedback): M = 4.41 (Iranian), M = 4.31 (Iraqi); p = .26	Students in both groups emphasized the value of timely and individualized feedback during syntax learning.	This qualitative pattern is consistent with the favorable quantitative evaluations of feedback in both groups and with the absence of a statistically significant between-group difference.

The themes presented in Table 5 provide contextual information for interpreting the quantitative findings, particularly the differences observed in Stages 5 and 9. They also indicate areas of convergence between the two groups, especially concerning the perceived value of feedback.

Perceived value of structured guidance. The open-ended responses indicated that students valued structured explanations, additional examples, and explicit connections between grammatical concepts. This pattern is consistent with the relatively high quantitative evaluation of Stage 5 (M = 4.29 in the Iranian group and M = 4.08 in the Iraqi group). However, because the qualitative data were not designed to test explanatory mechanisms, they cannot establish why the Iranian group reported a higher mean for this stage.

Preferences regarding instructional media and presentation. Some responses reflected reservations about images, video clips, or other multimedia materials when these materials were perceived as insufficiently connected to the analysis of Arabic syntactic structures. At the same time, text-based explanations and analytical activities were viewed favorably by some students. This finding should be regarded as a context-specific pattern within the present sample rather than as evidence of a general preference for traditional instruction.

Preference for greater complexity in examples and transfer-oriented tasks. The qualitative responses also

indicated that some participants preferred more demanding examples, grammatical exceptions, and analytical applications that required students to apply rules beyond familiar or previously presented examples. This pattern provides contextual information relevant to the quantitative difference observed in Stage 9, where the Iranian group reported a mean of 4.35 compared with 4.06 in the Iraqi group. Nevertheless, the qualitative findings do not permit the observed difference to be attributed to age, prior educational experience, linguistic background, national context, or other demographic or contextual characteristics.

Perceived importance of individualized feedback. Students in both groups emphasized the value of timely and individualized feedback during syntax learning. This observation is consistent with the high quantitative ratings for Stage 7 (M = 4.41 in the Iranian group and M = 4.31 in the Iraqi group) and with the absence of a statistically significant between-group difference (p = .26). The convergence of the quantitative and qualitative findings therefore suggests that feedback was positively perceived in both groups.

Integration of the qualitative and quantitative findings. Overall, the qualitative findings complement the quantitative results by providing contextual information about how particular instructional components were perceived. The findings point to broadly favorable evaluations of structured guidance, examples, feedback, and the organization of instructional activities, while also indicating some variation in perceptions of instructional media and the desired complexity of examples. These observations should be interpreted as context-specific accounts from the present sample rather than as evidence of causal mechanisms or as grounds for attributing differences to nationality, culture, age, or other background characteristics.

Importantly, the qualitative evidence does not establish that Gagné's model was more or less effective in either group. The questionnaire ratings and open-ended responses primarily captured students' evaluations and perceptions of the instructional process rather than objectively measured learning gains, delayed retention, or transfer performance. Accordingly, the qualitative findings are best understood as contextual evidence that complements the quantitative patterns rather than as causal evidence concerning the effects of the model.

3. Conclusion

The present study was conducted with the aim of examining students' evaluations of Gagné's nine instructional events in Arabic syntax instruction, with particular attention to Qur'anic texts, and comparing these evaluations between Iranian and Iraqi theology students through a mixed-methods quantitative–qualitative design. The integration of the findings indicated generally favorable evaluations of the nine instructional events in both groups, together with substantial convergence across most stages and more noticeable differences in guiding learning and enhancing retention and transfer. Because the study relied primarily on students' evaluations rather than experimental measures of learning gain or transfer, these findings should not be interpreted as direct evidence of the causal effectiveness of Gagné's model.

The quantitative findings showed that all nine stages of Gagné's model were rated significantly above the theoretical midpoint of the five-point scale in both groups. The highest mean ratings were observed for "providing feedback" and "stimulating recall of prior learning," whereas "gaining attention" received the lowest mean rating, although it remained above the scale midpoint. These findings indicate that students generally evaluated the instructional events favorably; they do not, by themselves, demonstrate that some events were more effective than others in producing learning outcomes**.** The relatively lower evaluation of the attention-gaining stage may nevertheless suggest an area for further examination, particularly regarding the types of introductory activities and materials used in Arabic syntax instruction.

The comparison of the two groups showed that seven of the nine instructional events did not differ significantly between Iranian and Iraqi students in the unadjusted independent-samples t-tests. After Bonferroni adjustment for multiple comparisons, only the difference in Stage 9 remained statistically significant. Differences were observed in Stage 5 ("Guiding Learning") and Stage 9 ("Enhancing Retention and Transfer"), with small-to-moderate effect sizes (d = 0.30 and d = 0.42, respectively). The qualitative findings provided contextual information concerning these differences, including participants' comments about structured guidance, the complexity of examples, and transfer-oriented activities. However, the qualitative data do not establish that the observed differences were caused by linguistic background, age, educational experience, cultural characteristics, or other group-level factors. Thus, the findings are more appropriately interpreted as differences in how particular instructional components were perceived within the two samples rather than as differences in the validity or efficacy of Gagné's theoretical framework.

An important contribution of the mixed-methods design was the convergence between quantitative and qualitative evidence concerning several instructional components. The quantitative findings identified broadly favorable evaluations across the nine stages, while the qualitative findings provided additional contextual detail about participants' perceptions of guidance, instructional examples, multimedia presentation, and individualized feedback**.** This convergence suggests that quantitative ratings can be usefully complemented by qualitative evidence when the purpose is to understand how learners perceive the implementation of instructional design components. However, the present study does not permit conclusions about the mechanisms through which these instructional events influence actual learning outcomes, because objective measures of long-term learning and transfer were not included.

Theoretically, the findings are broadly compatible with the instructional sequence proposed by Gagné and can be discussed in relation to complementary perspectives such as Ausubel's (1968) meaningful learning theory and Vygotsky's concept of instructional support. The findings also suggest that the application of a structured instructional framework may require attention to the characteristics of the instructional setting and the way individual instructional events are implemented. However, the present study does not provide sufficient evidence to conclude that Gagné's model is universally generalizable or that its effectiveness depends on a specific process of cultural localization. A more cautious interpretation is that implementation strategies may need to be adapted to the instructional content, learners' prior knowledge, and the characteristics of particular educational settings while retaining the conceptual sequence of the instructional framework.

Practically, the findings suggest several instructional considerations for Arabic syntax teaching**.** Structured guidance, varied and meaningful examples, opportunities to apply grammatical rules in authentic texts, and timely individualized feedback may be considered when designing syntax lessons. In particular, the relatively favorable evaluations of feedback and the qualitative emphasis on guidance suggest that these components deserve explicit attention in lesson planning. Similarly, activities designed to connect grammatical knowledge with new textual or communicative situations may provide useful opportunities for practicing retention and transfer**.** These implications, however, should be treated as context-sensitive instructional considerations rather than experimentally established effects of the model.

Overall, the added value of the present study lies in providing mixed-methods evidence concerning how Iranian and Iraqi theology students evaluated the nine instructional events of Gagné's framework in Arabic syntax instruction**.** The findings show considerable convergence between the two groups, with relatively modest differences concentrated in guiding learning and retention/transfer**.** Rather than establishing a universal hierarchy of instructional events, the study highlights the importance of examining both overall learner evaluations and the ways in which particular instructional components are implemented in specific educational contexts**.** These findings may therefore inform future curriculum development, instructional-material design, Arabic syntax pedagogy, and professional development for university instructors, while recognizing that further experimental and longitudinal evidence is needed to determine the effects of specific instructional implementations on learning outcomes.

3-1. Practical Recommendations

Based on the findings of the present study, the following context-sensitive instructional recommendations are proposed:

- Attention-gaining activities may be strengthened by beginning lessons with meaningful and relevant Qur'anic excerpts, short authentic examples, questions, or other content-related prompts, rather than assuming that multimedia presentation alone will increase attention.
- The guiding-learning stage may be supported through structured explanations, conceptual maps, comparative examples, graduated practice, and explicit connections between previously learned and newly introduced grammatical concepts, particularly when learners have different levels of prior knowledge.
- Retention-and-transfer activities may include increasingly complex applications of grammatical rules to authentic Qur'anic, literary, and contemporary Arabic texts, allowing students to practice applying rules beyond the examples initially presented by the instructor.
- Feedback may be provided in a timely, specific, and individualized manner, with opportunities for students to identify, explain, and correct their own grammatical errors.
- Assessment may be diversified through text analysis, short applied tasks, oral explanation, written exercises, and transfer-oriented activities rather than relying exclusively on recognition or rule-recall questions.
- Instructional technologies may be incorporated selectively when they serve a clear pedagogical purpose, including interactive platforms, digital Qur'anic text-analysis resources, and AI-supported feedback tools. Their use should be evaluated according to their contribution to the learning task rather than assumed to be beneficial in itself.

3-2. Limitations

Several limitations should be considered. A further limitation concerns the substantial difference in the age distribution of the two groups. Because age and related educational experience were not statistically controlled, the extent to which these characteristics may have contributed to differences in students' evaluations cannot be determined from the present data. Thus, between-group differences cannot be attributed solely to nationality or cultural context. Participants were drawn from only two selected higher-education institutions, limiting generalizability to other universities, populations, or Arabic-learning contexts. The quantitative instrument measured students' evaluations of instructional events rather than objective learning achievement, delayed retention, or transfer. Convenience sampling and the use of pre-existing groups further restrict causal interpretation of the observed between-group differences.

The use of multiple independent-samples t-tests increases the risk of Type I error, so individual p-values (especially the marginal $p = .04$ for Stage 5) should be interpreted cautiously. Finally, qualitative findings were based on available open-ended

responses and should be regarded as contextual evidence rather than estimates of prevalence across the full sample.

Future research could address these limitations through larger and more diverse samples, longitudinal designs, randomized or quasi-experimental comparisons, objective measures of learning and delayed transfer, and systematic qualitative interviews or classroom observations. Comparative studies might also examine Gagné's framework alongside other instructional-design models (e.g., ADDIE or Merrill's First Principles) and investigate its implementation in blended, online, and AI-supported Arabic-language learning environments. Such work would provide stronger evidence on whether and under what conditions specific instructional events contribute to measurable learning outcomes in Arabic syntax.

The authors sincerely thank the participating students and the expert reviewers who contributed to the development and validation of the questionnaire.

References

Al-Haddad, A. B. A., Hassan, A. H. M., Mahmoud, H. A. A., & Eldeib, A. A. M. (2025). Teaching Arabic grammar to non-native speakers in Malaysia: Challenges and solutions. *International Journal of Academic Research in Business and Social Sciences, 15*(6), 520–531. https://doi.org/10.6007/IJARBSS/v15-i6/25717

Amalia, T., & Suryaningtyas, W. (2023). Effectiveness implementation of Gagné's learning theory with combination problem-solving approach to ability think critical student. *Mathematics Education Journal, 7*(1), 31–46. https://doi.org/10.22219/mej.v7i1.24117

Ausubel, D. P. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.

Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.

Dajani, B. A. S., Mubaideen, S., & Omari, F. M. A. (2014). Difficulties of learning Arabic for non-native speakers. *Procedia - Social and Behavioral Sciences, 114*, 919–926. https://doi.org/10.1016/j.sbspro.2013.12.808

Fardanesh, H. (2018). *Instructional design: Foundations, approaches, and applications*. SAMT Publications. [In Persian]

Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4th ed.). Holt, Rinehart and Winston.

Gagné, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design* (4th ed.). Harcourt Brace Jovanovich.

Gagné, R. M., & Medsker, K. L. (1996). *The conditions of learning: Training applications*. Harcourt Brace.

Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth/Thomson Learning.

Jadidi, M. A., & Ahmadi Deh Ghotbaddini, M. (2023). Effect of Gagné's learning hierarchy on cognitive and metacognitive skills of high school students. *Iranian Journal of Learning and Memory, 6*(22), 67–74. https://doi.org/10.22034/iepa.2023.413097.1441

Krippendorff, K. (2018). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.

Krull, E., Oras, K., & Pikksaar, E. (2010). Promoting student teachers' lesson analysis and observation skills by using Gagné's model of an instructional unit. *Journal of Education for Teaching, 36*(2), 197–210. https://doi.org/10.1080/02607471003651789

Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology, 28*(4), 563–575. https://doi.org/10.1111/j.1744-6570.1975.tb01393.x

Machmudah, U., Rosyidi, A. W., Nurcholis, A., & El Farouq, M. A. Y. (2022). Model "Nine Instructional Events Gagné" dan penerapannya dalam pembelajaran bahasa Arab. *Al-Tadris: Jurnal Pendidikan Bahasa Arab, 10*(2), 235–255. https://doi.org/10.21274/tadris.2022.10.2.235-255

McNeill, L., & Fitch, D. (2023). Microlearning through the lens of Gagné's nine events of instruction: A qualitative study. *TechTrends, 67*(3), 521–533. https://doi.org/10.1007/s11528-022-00805-x

Mohammed Abdalla, S. Y., & Abdelhameed, S. M. M. (2024). Teaching linguistic structures to non-native Arabic speaker: Problems and solutions (Applied to specialized institutes in the Saudi Arabia). *AL-Lisan International Journal for Linguistic & Literary Studies, 8*(17), 1–23. https://ojs.mediu.edu.my/index.php/AIJLLS/article/view/4908 [In Arabic]

Nasirudeen, A. I. (2022). Teaching Arabic grammar in light of cognitive theory to develop Arabic language skills for Arabic non-native speaker: A descriptive study. *AL-Lisan International Journal for Linguistic & Literary Studies, 6*(14), 191–207. [In Arabic]

Nasrullah, M., Ulfa, S., & Rochmahwati, P. (2024). Gagné's nine events in mobile-assisted vocabulary learning for higher education. *Al-Hayat: Journal of Islamic Education, 8*(4), 1366–1382. https://doi.org/10.35723/ajie.v8i4.69

Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. Routledge.

Ne'meh, F. (2008). *Summary of Arabic grammar rules*. Dar al-Thaqafa al-Islamiyya.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). McGraw-Hill.

Salim, D. M. S. (2024). Challenges and innovations in teaching the Arabic grammar to non-native speakers. *Integrated Journal for Research in Arts and Humanities, 4*(5), 136–147. https://doi.org/10.55544/ijrah.4.5.21

Suo Yan Mei, F., Ramli, S. B., & Alhirtani, N. A. K. (2015). Application of Gagné's nine approaches to teach Arabic language for non-native speakers: Experimental study at Sultan Idris Education University Malaysia (UPSI). *European Journal of Language and Literature, 3*(1), 32–37. https://doi.org/10.26417/ejls.v3i1.p32-37

Ta'ima, R. A. (1989). *Teaching Arabic to non-native speakers: Its curricula and methods*. Publications of the Islamic Educational, Scientific and Cultural Organization (ISESCO).

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.