Integration of Language Learning Strategies and Self-efficacy Enhancing Strategies

for Second Language Acquisition: A Design and Development Study

Nouf Mohammed Binthabit

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Kenneth Potter, Chair

Barbara Lockee

Mark Bond

Michelle Ervine

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Abstract

This study was conducted to identify combinations of self-efficacy enhancing strategies
and language learning strategies and to align them with Gagne's Nine Events of Instruction
(1985). If worked together, these combinations can be used by educators to encourage students
studying abroad to acquire second language skills in a shorter amount of time. This design and
development study conducted model research through model development and model validation.
The considerations were created and supported by current research in the literature and validated
by experts from these three areas and revised based on their recommendations.

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General Audience Abstract

This study was conducted to establish instructional considerations that combine strategies that show, in the literature, to have an effect on second language acquisitions such as self-efficacy enhancing strategies and language learning strategies and apply these strategies in everyday instructions using Gagne's Nine Events (1985). It is hoped that the proposed considerations after revised by expert reviewers, can be utilized when teaching second language learning skills to international students who seek higher education degrees and have limited time to acquire these skills. The considerations were created and supported by current research in three areas of the literature: self-efficacy enhancing strategies, language learning strategies, and Gagne's Nine Events (1985) and validated by experts from these three areas.

Dedication

I dedicate this document to my parents, husband, and children.

Acknowledgments

I am most grateful for the support I got through this journey by many people, who have been influential and helped me along the way. I would like to thank the members of my committee. To my advisor, Dr. Potter, for supporting me and being there every time I felt lost or discouraged. I also would like to thank you for all the effort you have put in reading, editing, and guiding. To Dr. Lockee, Bond, and Ervine, for the advice and support each of you have provided me during this process.

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Finally, to my sister, brothers, and friends for all the encouragement and support.

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Chapter One

Introduction

Language learning differs from other types of learning, and the challenges are vast. Fortunately, many second language learners have become fluent in at least one other language (Eaton, 2010). Those who do so are the ones who put in the required effort, dedication, and consistency over a long period of time (Eaton, 2010). At the same time, research on self-efficacy since the late 1970s has proven that self-efficacy has the strongest effect on learners among other self-constructs that predict behaviors (Bandura, 1997; Schunk & Pajares, 2004). Educators have long recognized that self-efficacy plays an essential role in a learner's achievement, performance, persistence, and motivation (Bandura, 1997; Pajares, 1996b). Currently, the literature includes predominantly quantitative studies investigating the correlation between self-efficacy and language learning. The results of these studies show a correlational relationship between self-efficacy and proficiency or achievement in the language. However, these studies do not include self-efficacy factors to help learners improve their self-efficacy beliefs in this context (Cinkara & Tilfarlioglu, 2009; Magogwe & Oliver, 2007; Mills, Pajares, & Herron, 2007; Mizumoto, 2011; Nasrollahi & Barjasteh, 2013; Nosratinia, Saveiy, & Zaker, 2014; Rahimi & Abedini, 2009; Shi, 2016; Tabrizi & Saeidi, 2015; Wang & Pape, 2007; Yang & Xin Yang, 2017; Zhang, Smith, & McDowell, 2009).

In relation to language learning and teaching, language learning strategies have proven to be important for the acquisition of the language because, "Individuals who take a more strategic approach learn more rapidly and effectively than individuals who do not" (O'malley & Chamot, 1990, p. 80). Moreover, the research shows that actively utilizing learning strategies in different

contexts creates more self-aware and self-directed learners (Cohen, 2003). Being a self-directed learner is a lifelong skill that allows for consistent learning (Mills et al., 2007).

To understand these strategies, different researchers have proposed many classifications of language learning strategies and training (Dornyei, 2005; Macaro, 2006; O'malley & Chamot, 1990; Oxford, 1990; Oxford & Cohen, 1992a; Rubin, 1987). However, in many studies, the point is not to be able to classify what approach is being used to teach, or how to train students to use the strategies. Instead, the important point is how to combine various factors and methods so they can be implemented within everyday language learning instruction and curriculum (Macaro, 2006). In this way language learners can practice strategies and see them applied in context. For many years, educators and designers have used Gagne's Nine Events of Instruction (1985) to design and plan daily instruction. This approach to plan everyday instruction has proven to be effective and efficient in many contexts (Branch & Kopcha, 2014). Therefore, Gagne's Nine Events of Instruction can be helpful to guide design aimed at implementing language learning strategies in language learning instruction.

To conclude, language learning is complex, and to achieve fluency in a second language, learners need consistent and dedicated effort. Self-efficacy beliefs influence confidence in our abilities, and we use this confidence to push ourselves forward using appropriate strategies to act or perform a task and be persistent when facing difficulties (Bandura, 1984, 1986b; Zimmerman, 2000). Moreover, language learning strategies can help learners acquire the language more rapidly and effectively. These strategies are effective, especially for language learning, because they create more self-aware and self-directed learners, allowing for consistent learning (Cohen, 2003, Mills et al., 2007). Therefore, high self-efficacy beliefs and utilizing language learning

strategies can be helpful for learners to be more persistent in the language learning process, especially when facing the challenges of learning a second language.

Speaking, or oral communication, is viewed by many as the most difficult and most essential skill with which most second language learners struggle. Its importance comes from the fact that speaking includes many important aspects that can help learners to be proficient in the daily usage of language (Bahadorfar & Omidvar, 2014; Cohen, Weaver, & Li, 1996; Egan, 1999; Sawir, 2005). Some of these aspects are being able to communicate freely and proficiently in the language outside and inside classrooms. It is also specifically important for those who are studying a language to be able to use the language in relevant contexts. Oral communication allows students to express themselves when needed, and to communicate with native speakers for essential reasons and for social connections. This helps in drastically improving language learning (Bahadorfar & Omidvar, 2014; Cohen et al., 1996; Egan, 1999; Sawir, 2005). As Cohen (2003) explains, despite the importance of this skill, speaking is the most ignored skill in language teaching or language strategy training environments. Most of the focus in teaching the language goes to grammar and writing skills (Cohen, 2003). Therefore, it is important to also focus on the essential skill of oral communication in order to help second language learners be more proficient in the second language inside and outside the classroom.

Problem Statement

Self-efficacy helps learners persist and make dedicated efforts to learn. Because language learning is a complex process, dedication and constant effort are essential for language learning to occur. Furthermore, according to the literature, self-efficacy beliefs and language learning strategy use are strongly correlated. High self-efficacy levels allow for the use of appropriate language strategies, encouraging learners to persist and provide dedicated effort to

learn (Bandura, 1984, 1986b; Nosratinia et al., 2014; O'malley & Chamot, 1990; Zimmerman, 2000).

A problem faced by many second language learners who study abroad is the struggle with speaking the language inside and outside the classroom even though it is one of the most essential skills to acquire when learning a language (Bahadorfar & Omidvar, 2014; Cohen, Weaver, & Li, 1996; Egan, 1999; Sawir, 2005). Speaking is important, specifically, for those who are studying a language abroad because they need to be able to use the language in relevant contexts. The greatest struggle second language learners have with speaking skills is that speaking can become a barrier and a challenge to utilization of the second language skills in academic settings. Despite the importance of this skill, speaking is the most ignored skill in language teaching or language strategy training environments. Most of the focus in teaching the language goes to grammar and writing skills (Cohen, 2003).

Moreover, second language learners have limited time to study the language abroad. While they are studying the language abroad, they are required to get acceptable scores on standardized tests to be able to pursue a degree (Amuzie & Winke, 2009). These learners typically are faced with two primary outcomes. One outcome involves earning a satisfactory score on the standardized language proficiency tests, which allows these learners to apply for entry into a degree program. A second outcome is receiving an unsatisfactory score and, as a result, losing the opportunity to apply for entry into a degree program. In the second case, learners are expected to leave the country without having earned a degree.

As a result of all of the struggles that language learners face with speaking the language and how it affects their degree seeking, and because providing extra time to prepare for and successfully complete the standardized tests is not an option at this time, educators and

instructors need to be more aware of how to combine strategies that, when applied singly, have

been shown to have an effect on second language acquisition. If this is to be done, researchers

would benefit from knowing how and what approaches strategies might be combined to achieve

the desired effects.

Rationale For the Study

This study aims to help educators of international students with limited time to study a

language before applying for and being accepted to attend a program in higher education. The

combinations identified in this study may help educators to encourage learners to become more

proficient in speaking a new language, in getting a required score, and in succeeding in seeking a

degree in higher education abroad. Some of these factors have been shown to contribute to the

development of strong self-efficacy beliefs, which allow for more usage of language learning

strategies while other factors involve strategies that have been successfully used by second

language learners to develop their speaking skills. Over the years, researchers have identified

individual factors that have contributed effectively to language learning. When used properly,

combining some of these strategies and applying them in daily instructions using Gagne's Nine

Events (1985) could contribute to the successful learning of a second language.

Purpose of the Study

The purpose of this study was to identify combinations of self-efficacy enhancing

strategies and language learning strategies, and to align them with Gagne's Nine Events of

Instruction (1985). The proposed combinations may be useful for second language instructors

and educators who attempt to enhance second language learners' self-efficacy beliefs as a way to

encourage students studying abroad to acquire second language skills. It is the researcher's hope

that using these combinations will help educators to better prepare students pursuing higher

education in another country to demonstrate their second language proficiency

Significance of the Study

The combined strategies identified as a result of this study may be applicable to different

contexts and languages, but especially to language institutes with international students.

Specifically, where institutes are attempting to build strong self-efficacy beliefs in learners who

are studying the English language abroad for the purpose of academic application. Moreover,

instructional designers can use these combined strategies to guide them through design and

development processes for instructional materials that teach second language for academic

application.

Organization For the Proposed Study

Chapter One introduces background information while explaining the need for the study,

the problem statement, the rationale of the study, the purpose of the study, and the significance

of the study. Chapter Two includes a literature review consisting of three areas to construct a

theoretical framework. The first section describes self-efficacy, related constructs, self-efficacy

enhancing strategies that affect learning, and studies on self-efficacy. The second section reviews

the second language strategies, the classification of language learning strategies, and the teaching

and training of those strategies. The last section of this chapter focuses on Gagne's Nine Events

of Instruction, background information about the events, and explanations of the events with

examples. Chapter Three explains the methodology that will be employed in the study including

the study design, procedures, sources, and analysis. Chapter four reports the results gathered

during the evaluation phase. It includes a discussion of the recommendations and concerns

provided by experts and a summative overview of the evaluation process. Finally, Chapter Five

restates the purpose of the study, discusses the result, and provides a summary of this design and

development study. Lastly, the implication and contribution of this study are also discussed in

addition to suggested next steps.

Chapter Two

Review of the Literature

Self-efficacy, second language strategies, and learning context are believed to affect the ability of, and the amount of time required for learners to acquire second language speaking skills. This literature review will examine each of these three topics to provide important information that will inform this study:

- Self-efficacy, including definitions, related constructs, self-efficacy enhancing strategies that support learning, studies on self-efficacy in general, and studies on self-efficacy and language learning.

- Second language strategies, including definitions, classifications, and teaching and training.

- Gagne's Nine Events of Instruction, including theoretical background and explanation of the events, and the implications of using Gagne's Nine Events of Instruction.

Self-efficacy

Albert Bandura defined self-efficacy as, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performance" (Bandura, 1986b, p. 391). It is defined by Schunk as, "an individual's judgments of his or her capabilities to perform given actions" (Schunk, 1991, p. 207). Our self-efficacy beliefs influence confidence in our abilities. We then use this confidence to push ourselves forward using appropriate strategies to act or perform a task, and be persistent when facing difficulties (Bandura, 1984, 1986b; Zimmerman, 2000).

Albert Bandura's self-efficacy was a part of his social learning theory which explains the cognitive process in social contexts. It explains how our behavior is guided by social interactions

and our mental cognitive processes (Bandura, 1986a). Self-efficacy is considered to be the

primary piece of social cognitive theory. In general, "Bandura's social cognitive theory provides

a view of human behavior and motivation in which the beliefs that people have about themselves

are key elements in the exercise of control and personal agency and in which individuals are

viewed both as products and as producers of their own environments and of their social systems"

(Pajares, 1993, 2002). Bandura's work has been the basis for research on self-efficacy for many

years (Zimmerman, 1990, 2000). Moreover, it has been applied in different disciplines and

contexts (Pajares, 1996b).

Bandura (1977) claimed that believing in ourselves, or the expectations of self-

capabilities alone, is not enough without having the required skills to perform a specific task.

Likewise, skillful persons will not succeed without believing in themselves. Instead, both are

important for knowing how much effort will be invested and how persistent one will be when

facing challenges along the way. Bandura was not alone in this belief. For example, Pajares

stated, "… competent functioning requires harmony between self-beliefs on the one hand and

possessed skills and knowledge on the other" (Urdan & Pajares, 2006, p. 10). If feelings such as

fear and anxiety are strong in individuals, low self-efficacy may be a result of those feelings

(Bandura, 1997; Pajares, 1993). The reason is that those feelings cause individuals to doubt their

capabilities to perform a task, and this doubt will lead them to ignore or to avoid this task. Also,

those feelings will leave individuals with less determination to finish a task when facing

challenges (Bandura & Wessels, 1994; Usher & Pajares, 2008). According to Pajares, "Many

students have difficulty in school not because they are incapable of performing successfully but

because they are incapable of believing that they can perform successfully - they have learned to

see themselves as incapable of handling academic work or to see the work as irrelevant to their

perceptual world; and that many, if not most, academic crises are a crises of confidence" (Urdan

& Pajares, 2006, p. 335).

Self-efficacy and Related Self-Constructs

Several related concepts are mistakenly and frequently used interchangeably with self-

efficacy even though they represent different concepts. Among these concepts are self-esteem or

self-confidence, motivation, outcome expectation, and self-regulation (Schunk & Zimmerman,

1997). In each case the characteristics and attributes are different, in concept, from self-efficacy

(Schunk & Zimmerman, 1997). Self-efficacy differs from self-confidence or self-esteem in the

degree and value that people give to themselves. Self-confidence does not result from an action

or performance unlike self-efficacy where our perceived self-ability results from taking actions

or performing in a certain way (Bandura, 1997; Schunk, 1991). Our self-efficacy beliefs

influence confidence in our abilities, and we use this confidence to push ourselves forward to act

or perform a task. Motivation is also a similar concept to self-efficacy, but is actually a result of

self-efficacy. As one's sense of self-efficacy increases, it further motivates them. However,

motivation can be developed as a result of other factors such as purposes and principles (Schunk,

1991; Schunk & Zimmerman, 1997). Outcome expectation is different from self-efficacy in that

the motivation is the expectation of predetermined consequences of an action or behavior.

However, self-efficacy is the perceived belief in one's ability to perform the behavior and be

persistent when facing challenges (Bandura, 1997). Self-regulation is the ability to plan, guide

one's own effort, pace oneself using time management skills, evaluate the effectiveness of

methods used, and take actions accordingly (Chen, 2002; Zimmerman, 1989; Zimmerman &

Paulsen, 1995). It is different from self-efficacy in that self-regulation and self-assessment

happens after the task is completed while self-efficacy is the belief in the ability to perform a task before it is done (Mills et al., 2007).

In summary, self-efficacy is not the only self-belief predictor of behaviors, but has the strongest effect on behaviors (Bandura, 1997; Schunk & Pajares, 2004).

Self-efficacy and Learning

Bandura's work has been the basis for research on self-efficacy for many years (Zimmerman, 1990, 2000), and has been applied in different disciplines and contexts (Pajares, 1996a, 1996b). Throughout his research, Bandura identified four sources of self-efficacy beliefs: mastery learning, vicarious experiences, verbal persuasion, and emotional arousal (Bandura, 1993, 1993; Schunk, 1991). Each of the four sources of efficacy can lead to a higher sense of self efficacy and motivate individuals to perform in the future (Bandura, 1977, 1997; Schunk, 1991). According to Bandura, mastery learning is the most influential source of self-efficacy (Bandura, 1977). He states, "Successes build a robust belief in one's personal efficacy. Failures undermined it, especially if failures occur before a sense of efficacy is firmly established" (Bandura & Wessels, 1994, p. 2)

Source one: enactive mastery learning. Mastery learning or enactive mastery happens when a successful learning experience results from performing a certain task (Bandura, 1997). Self-efficacy beliefs can increase through the successful achievement of a goal or a task. With every new challenge that ends with success, individuals get a greater sense of self-efficacy even if they faced failure with a similar experience in the past (Bandura, 1997). Individuals tend to analyze success factors such as their beliefs about their ability, the degree of difficulty of the task, how much effort they invested in that task, etc. This occurs after experiencing a successful accomplishment, and they modify their self-efficacy based upon those factors (Bandura, 1997).

When success is experienced through using strategies that were taught to learners to accomplish

a specific task, their self-efficacy beliefs about their capabilities are confirmed or proven

(Schunk & Rice, 1987).

Source two: vicarious learning. Vicarious learning means that an individual can observe

others' experiences and establish relationships between behaviors and results (Bandura, 1977;

Manz & Sims, 1981). This can take place by watching a model, by watching videos of oneself

performing a task, or by imagining oneself performing a task, known as cognitive self-modeling

(Bautista, 2011). Some researchers have suggested that, "teachers who systematically incorporate

peer models into their instructions, at least with children who have skill deficiencies, may help

promote children's skills and self-efficacy for acquiring them" (Schunk & Hanson, 1985, p. 321).

The most effective way to use this source is by providing a model that has similar characteristics

to the learners. "Seeing people similar to oneself succeed by sustained effort raises observers'

beliefs that they too possess the capabilities master comparable activities to succeed" (Bandura

& Wessels, 1994, p. 1).

Observation works as positive or negative reinforcement for individuals' own self-

efficacy beliefs. Individuals assess their possibilities for future success in comparison to others'

experience (Bandura, 1977; Bandura & Wessels, 1994). Moreover, in vicarious learning, when

individuals observe someone as a model, and that model makes a mistake that has a

consequence, the observer can make an association and avoid this mistake in the future as well.

This may help them to determine which behaviors are acceptable and will lead to success

(Bandura, 1977).

Source three: verbal persuasion. According to Bandura (1977), verbal persuasion is the

power of encouraging learners to believe that they are capable of both performing tasks and

being successful in performing these tasks, even if they have experienced challenges with them

previously (Bandura, 1977). Bandura states that verbal persuasion is, "a way of strengthening

people's beliefs that they have what it takes to succeed" (Bandura & Wessels, 1994, p. 3). Verbal

persuasion can encourage learners to believe that the quality of their performance and the effort

they invest will lead to successful achievement. This usually results in a boost of belief in

themselves that they can do it. It happens in the form of interactions with learners such as giving

feedback, giving directions, and advising. If the encouragement leads to success and

enhancement of self-efficacy, the belief one has in one's self will be proven and endure. "People

who are persuaded verbally that they possess the capabilities to master given activities are likely

to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal

deficiencies when problems arise" (Bandura & Wessels, 1994, p. 3). However, the opposite can

also happen, and as Bandura explained, "it is more difficult to instill high beliefs of personal

efficacy by social persuasion alone than to undermine it since unrealistic boosts in efficacy are

quickly disconfirmed by disappointing results of one's efforts" (Bandura & Wessels, 1994, p. 3).

Source four: emotional arousal. Individuals depend on emotions when they think of

their capabilities to be successful in the future. They also tend to think of emotions such as stress,

tension, and anxiety as weak characteristics of their personality, which can lead to low self-

efficacy (Bandura, 1977, 1993; Bandura & Wessels, 1994). Therefore, emotional arousal in self-

efficacy is how individuals respond to levels of anxiety, stress, and tension. Mood also can affect

our beliefs in our abilities and our self-efficacy. Bandura explained that it is important to control

those emotions, and that people with high self-efficacy tend to think of these emotions as

motivation while individuals with low self-efficacy tend to think of them as weaknesses. He

describes emotion as, "an energizing facilitator of performance, whereas those who are beset by

self-doubts regard their arousal as a debilitator" (Bandura & Wessels, 1994, p. 3).

Table 1:

Summary of Self efficacy Factors or Sources

Self-Efficacy Enhancing Strategies	Descriptions
Mastery Experience	Self-efficacy beliefs can increase as a result of the successful achievement of a goal or a task.
Vicarious Learning	Self-efficacy can increase when an individual observes others' experiences, and establishes relationships between behaviors and results.
Verbal Persuasion	Self-efficacy can increase as a result of verbal persuasion, which is the power of encouraging learners to believe that they are capable and successful in doing tasks. This helps even if they have experienced challenges with the tasks previously.
Emotional Arousal	Emotional arousal in self-efficacy is how individuals respond to the level of anxiety, stress, and tension. People tend to think of emotions such as stress, tension, and anxiety as weak characteristics of personality that may lead to low self-efficacy.

Review of Studies on Self-efficacy

Self-efficacy beliefs are important factors in the academic performance and achievements

of learners (Pajares & Miller, 1994). In school for example, student beliefs in regard to their

academic capabilities help to determine whether they will take on challenges or avoid them.

Thus, their academic performance depends on what they believe in themselves, what they have

accomplished, and what they will accomplish in the future. According to research, these beliefs

may affect cognition which can lead to improved performance. Pajares and Miller (1994) stated

that, "How individuals interpret the results of their performance attainments informs and alters

their environments and their self-beliefs which, in turn, inform and alter their subsequent

performances."

Thirty-nine studies published between 1977 (the year Bandura published his self-efficacy theory) and 1988 were reviewed as part of this research. Although all studies were performed in different disciplines and different contexts, each study investigated a relationship between self-efficacy and achievements or outcomes and were ultimately analyzed in a meta-analysis (Multon, Brown, & Lent, 1991). The criteria for selecting those studies were based on the inclusion of, "(a) measure of self-efficacy, (b) a measure of academic performance or persistence, and (c) sufficient information to calculate appropriate effect size estimates" (Multon et al., 1991, p. 31). The results of the meta-analysis showed a strong relationship between self-efficacy and learning outcomes or achievement. Indeed, self-efficacy beliefs accounted, "for approximately 14% of the variance in students' academic performance and approximately 12% of the variance in their academic persistence" (Multon et al., 1991, p. 34).

Peer models as sources of self-efficacy are another factor that influences a learner's achievements. A study by Zimmerman and Ringle (1981) showed that persistence in an adult model helped to increase the self-efficacy of children and their determination to achieve their goal. Another study by Schunk and Hanson (1985) investigated the role of peer model influence on children's self-efficacy and achievement. This study showed that peer model influence was an important factor in improving the self-efficacy in children. Moreover, self-efficacy was enhanced and skills were learned as a result of the similarities of the characteristics between the model and the learners who observed (Schunk & Hanson, 1985).

Mastery experience, as one of the first and the most effective sources of self-efficacy according to Bandura, was also investigated in relation to achievement (Chemers, Hu, & Garcia, 2001). The results showed positive relationships between mastery experience for self-efficacy and achievement. Specifically, past performance was found to affect future performance, and

self-efficacy affected grades at the end of the first year of college. Students who believed they

could do well, and that they could accomplish success were able to get higher grades than those

who doubted themselves (Chemers et al., 2001).

Another study that investigated the relationship between achievement and performance

was performed with learners with disabilities (Hampton & Mason, 2003). The study examined

the relationships among learners with disabilities status, self-efficacy factors, self-efficacy

beliefs, and academic achievement using Bandura's four sources for assessment (Hampton &

Mason, 2003). The study results stated that learners with disabilities may suffer from a lack of

the "appropriate" sources of self-efficacy in learning, and that changes in these learners were

made by increasing sources of efficacy. Students with more sources of efficacy showed higher

self-efficacy beliefs and higher academic achievement (Hampton & Mason, 2003, p. 110).

The role of self-efficacy in academic motivation and learning is an important aspect that

affects every area of human lives as, "most human motivation is cognitively generated"

(Zimmerman & Bandura, 1994, p. 4). The stronger the self-efficacy in an individual, the stronger

the effort one will employ, and the stronger the persistence to finish a task when facing

challenges. Self-efficacy is reinforced and strengthened when performing a challenging task or

activity that allows for consistent effort to complete the activity with positive results (Bandura,

1977; Zimmerman, 2000). Pajares found in a study that examined student efficacy in math that

learners with higher self-efficacy were more likely to choose to engage in challenging

mathematical problems (Pajares, 1996a). In another study by Pajares focused on the relationship

between self-efficacy and anxiety and stress in math, it was proven that self-efficacy was a major

factor in better performance when solving mathematical problems (Pajares & Miller, 1994).

Feedback, when provided to learners while they are engaged in solving a problem or performing

skills, also impacts self-efficacy. It provides learners with a sense of their progress and keeps

them motivated to continue (Pajares, 1996a; Pajares & Miller, 1994). However, studies show that

early feedback is more efficient in influencing self-efficacy than feedback given during task

performance. Indeed, as Schunk says, "effort feedback for early successes may be more credible,

because when students lack skills they realistically have to expend effort to succeed" (Schunk,

1989, p. 9).

Review of Studies on Self-efficacy Related to Language Learning

Research on the relationship between self-efficacy and language learning, either as a

second language or as a foreign language, were combined with items measuring other constructs

(Duman, 2007). Compared to the late 1970s body of research that focuses on self-efficacy, the

number of studies focusing on self-efficacy in relation to language learning is relatively small

(Pajares, 2000; Duman, 2007, p. 3). According to Bandura (1977), self-efficacy can vary in

different contexts as it is domain-specific. Moreover, language learning is different from other

domains of learning in complexity (Oxford, 2016).

Research focusing on self-efficacy in the context of language learning, and investigations

of their interrelationship, started to grow using quantitative methods with little focus on

qualitative or mixed methods approaches (Cinkara & Tilfarlioglu, 2009; Magogwe & Oliver,

2007; Mills et al., 2007; Mizumoto, 2011; Nasrollahi & Barjasteh, 2013; Nosratinia, Saveiy, &

Zaker, 2014; Rahimi & Abedini, 2009; Shi, 2016; Tabrizi & Saeidi, 2015; Wang & Pape, 2007;

Yang & Xin Yang, 2017; Zhang, Smith, & McDowell, 2009).

Taking into consideration the role of self-efficacy in learning achievement and success,

researchers have hypothesized that it will have a great role in second language or foreign

language learning. The higher the self-efficacy in learners, the more proficient the learners will

be in the language and vice versa (Shi, 2016). Most of the research on this topic reveals

significantly positive relationships between self-efficacy and achievements. Self-efficacy has

proven to be a powerful predictor in almost all relevant research (Cinkara & Tilfarlioglu, 2009;

Magogwe & Oliver, 2007; Mills et al., 2007; Mizumoto, 2011; Nasrollahi & Barjasteh, 2013;

Nosratinia, Saveiy, & Zaker, 2014; Rahimi & Abedini, 2009; Shi, 2016; Tabrizi & Saeidi, 2015;

Wang & Pape, 2007; Yang & Xin Yang, 2017; Zhang, Smith, & McDowell, 2009).

Many quantitative studies have been conducted in order to investigate students' self-

efficacy and their language achievements. For example, an investigation of students' self-

efficacy and language achievement was conducted, focusing on the relationship between self-

efficacy, anxiety, and French proficiency in reading and listening. The results supported the

hypothesis that the relationship was significant between student level of achievement and their

levels of self-efficacy. It showed that self-efficacy is a predictor of the achievement level for

French language. Learners who have succeeded in the intermediate level are those who believe

they are capable of success (Mills et al., 2007). In addition to this, French reading proficiency

was positively related to the degree of reading self-efficacy in learners (Mills et al., 2007).

Another example of a quantitative study supporting the hypothesis that self efficacy has a

role in second language or foreign language learning was conducted by Magogwe and Oliver in

2007. The study showed a positive relationship between self-efficacy and language learning

strategies. It also showed that self-efficacy and language proficiency were strongly correlated.

and there is a positive relationship between the use of language learning strategies, age, self-

efficacy level, and proficiency (Magogwe & Oliver, 2007).

Rahimi's and Abedini's (2009) study is also an example of quantitative research

investigating the impacts of self-efficacy on language learning contexts. It was specifically

designed to investigate Iranian students' self-efficacy, and its role on their listening

comprehension skills for English as foreign language. The result shows a strong correlation

between the listening self-efficacy level and the listening comprehension scores. Learners with

high listening self-efficacy had high scores on listening comprehension tests and vice versa.

(Rahimi & Abedini, 2009).

Another quantitative study was conducted in 2009 by Cinkara and Tilfarlioglu to

investigate self-efficacy as a strong predictor of persistence and self-competence leading to task

completion and success. The findings show that there is a positive and significant correlation

between the level of learner self-efficacy and their English as a foreign language level. There is

also a relationship between self-efficacy level and the term GPA at the end of the semester

(Cinkara & Tilfarlioglu, 2009).

In 2013, another quantitative study by Nasrollahi and Baristeh was conducted, aiming to

study the relationship between self-efficacy and language achievement. Nasrollahi and Baristeh

claimed that the area had not been studied enough to support the statements that Pajares (1996b)

had originally made. This study compared self-efficacy in English achievement to other majors

within the same university to see if there was a difference between them. The results of the study

showed a positive correlation coefficient between self-efficacy and learners' language

proficiency. It also showed significant differences between the majors and learners' self-efficacy

levels. This can be interpreted to mean that self-efficacy and the proficiency of the language will

be affected by differences in discipline (Nasrollahi & Barjasteh, 2013).

A study conducted by Norastinia, Saveiy, and Zaker (2014) investigated the relationship

between the self-efficacy of learners in English as foreign language programs, and metacognition

knowledge. Additionally, they investigated how this related to the usage of strategies for

language learning. Quantitative research methods were used, and a random sample was asked to fill out three questionnaires: general self-efficacy, the Metacognitive Awareness Inventory, and the Strategy Inventory for Language Learning. A Pearson correlation coefficient test was used to analyze the results, which showed a significant correlation between self-efficacy beliefs in learners and metacognitive awareness, as well as the use of language learning strategies. The result showed that learners with higher self-efficacy used language learning strategies more frequently (Nosratinia et al., 2014).

A final example was a quantitative study conducted to investigate if there was a relationship between language learning and self-efficacy beliefs (Yang, 2017). In this study, the focus was to investigate the relationship between pronunciation performance and self-efficacy factors in Chinese learners of the English language. This study revealed that not all the factors of self-efficacy had a strong correlation with language proficiency – contrary to what the literature had shown up to that point. The results of the study indicated that the factor having the least correlation with pronunciation proficiency in language learning was social persuasion. It was not as high as the correlation level between mastery experience and pronunciation performance (Yang & Xin Yang, 2017).

Different research methodologies have also been used to investigate whether self-efficacy has different impacts on language learning based on context. One example of these research methodologies is a qualitative methodology and experimental research study. A qualitative research methodology was used to investigate the correlation between self-efficacy effects on language learning (Wang & Pape, 2007). The results were aligned with what was hypothesized, showing that learners had higher self-efficacy to complete certain activities related to certain skills – for example, the activities related to listening and speaking, but not the activities related

to reading and writing. However, learners who believed they had limited vocabulary showed low self-efficacy beliefs towards being able to read complex reading materials (Wang & Pape, 2007).

A somewhat different study investigated whether communication with native language speakers within a game based virtual context would increase the self-efficacy of language learners. It was a twenty-five week long experimental study where learners volunteered to participate. The study revealed that learner self-efficacy and language proficiency improved afterwards, and there was a positive correlation between the self-efficacy improvement and language proficiency after the experiment (Zhang et al., 2009).

Conclusion

Self-efficacy is considered to be a primary piece of social cognitive theory. Albert Bandura's self-efficacy was a part of his social learning theory explaining the cognitive process in social contexts. Bandura's work has been the basis for research on self-efficacy for many years, and has been applied in different disciplines and contexts. The results show that self-efficacy has different impacts and effects. Self-efficacy affects performance, achievement, persistence, and motivation. It has also been used to target different learners in relation to levels and abilities. Taking into consideration the role of self-efficacy in learning achievement and success, researchers have hypothesized that it will play a great role in second language learning. The results of different quantitative and qualitative studies show that self-efficacy level and self-efficacy factors are highly correlated with proficiency and the achievement of learning a language.

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Language Learning Strategies

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Language learning strategies (LLS) were defined by Rubin (1987) as steps and techniques the learners of a second language might apply to help achieve learning goals. They

were defined by Oxford (1989) as steps and techniques that learners intentionally apply to improve their learning process. Later, Oxford and Ghani added a cognitive element to the definition when they explained that steps, techniques, or actions, which are used frequently by learners, help with cognitive processes such as storage, retrieval, or recall (Ghani, 2003; Oxford, 1990). The key aspect is to recognize the most effective strategies for language learners because, "Individuals who take more strategic approach learn more rapidly and effectively than individuals who do not" (O'malley & Chamot, 1990, p. 80).

LLS have proved to be very important for the acquisition of a language. Chamot and Kupper have defined these strategies as, "special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (Chamot & Kupper, 1989, p. 1). Moreover, Oxford and Cohen added some clear distinction to the definition of LLS, stating that, "learning strategies are behaviors, techniques, or actions used by students, often consciously, to enhance their learning" (Oxford & Cohen, 1992b, p. 197). Even though the definitions provided in the literature share some aspects, they are also somewhat difficult to understand. "Though these definitions are useful for establishing the initial framework of a language learning strategy, it is difficult to see what precisely makes an activity, technique or behavior strategic and not merely part of an ordinary learning activity" (Dornyei, 2005, p. 64).

Language Learning Strategies Classification

Some of the earliest contributions toward the second language learning strategies were made by Rubin's research in the 1970s. His research focused on the types of strategies used by good second language learners, and was based on classroom observation and other extensive data collection methods such as interviews and analysis of daily journal research (Rubin, 1975). He explained that the strategies he observed could be taught to and used by less successful learners

(Rubin, 1975). In 1978, Naiman (1978) conceptualized five major categories of learning

strategies and their subcategories. The five categories were:

- "Active task approach,

- Realization of a language as a system,

- Realization of a language as a means of communication and interaction,

- Management of affective demands,

- Monitoring of second language performance" (O'malley et al., 1985, p.560).

O'malley and Chamot (1990) explained LLS in detail, and divided them into three broad

categories: cognitive, metacognitive, and social affective strategies (O'malley & Chamot, 1990).

Cognitive strategies, such as repetition, are the application of techniques to solve tasks.

Metacognitive strategies focus on the process of the learning, how learners are self-aware of the

learning process, and how learners can self-assess their own learning. Finally, social affective

strategies focus on interactions with social environments and others (O'malley & Chamot, 1990).

In 2005, Dornyei proposed a new categorization, combining the categorizations of

Chamot and Oxford. However, he provided some critique and adjusted some points. The

categorization of LLS that Dornyei (2005) proposed is as follows:

- "Cognitive strategies: the manipulation or transformation of the learning materials/input

- Metacognitive strategies: higher-order strategies aimed at analyzing, monitoring,
  evaluating, planning and organizing one's own learning process

- Social strategies: interpersonal behaviors aimed at increasing the amount of L2
  communication and practice the learner undertakes

- Affective strategies: taking control of the emotional (affective) conditions and
  experiences that shape one's subjective involvement in learning" (p. 162).

From the above, it can be determined that divisions and classifications for LLS in the

current literature base differ in nature and by the application of the learners. Learners' choices

depend on their preference (Oxford, 1990). To conclude, language learning strategies as Dornyei

(2005) states, "are immensely ambiguous phenomena and nothing is clear cut about them"

(p.162). Moreover, having all the different systems for language learning strategies has created

difficulties in understanding them. Oxford stated that the literature lacks, "a coherent, widely

accepted system for describing strategies" (Dornyei, 2005, p. 162).

Oxford (1990) also proposed a similar, broader classification for language learning

strategies. The classifications with different sub-strategies will be detailed below:

Cognitive strategies. Cognitive strategies were defined by O'malley as being able to, "

interact with the materials to be learned, manipulating the material mentally or physically, or

applying a specific technique to a learning task" (O'malley & Chamot, 1990, p. 138). Oxford

provided a similar definition, stating that cognitive strategies are, "skills that involve

manipulation or transformation of the language in some direct way, e.g., through reasoning,

analysis, note taking, functional practice in naturalistic settings, formal practice with structures

and sounds, etc." (Oxford, 1989, p. 404).

Memory strategies. Memory strategies were defined by Oxford as, "techniques

specifically tailored to help the learner store new information in memory and retrieve it later"

(Oxford, 1989, p. 404). These include techniques such as repetition, grouping, note taking, etc.

Other researchers such as O'malley & Chamot (1990) also provided similar definitions for LLS.

Listening, writing, reading, and vocabulary learning were investigated by O'malley in an attempt

to identify how factors influence strategy use in language learning. The results showed an

overlap between strategy implementation in different skills:

- In listening, learners used language strategies such as practice, group-work, guessing, summarizing, and note taking.

- In vocabulary learning, learners used language learning strategies such as resourcing and elaboration.

- In writing skills, learners used cognitive learning strategies such as resourcing, translation, deductive, substitution, elaboration, and summarizing.

- In reading, learners used cognitive learning strategies such as translation, deductive, inferencing, and elaboration (O'malley, 1990).

Compensation strategies. Compensation strategies were defined by Oxford as, "behaviors used to compensate for missing knowledge of some kind, e.g., inferencing (guessing) while listening or reading, or using synonyms or circumlocution while speaking or writing"(Oxford, 1989).

Communication strategies. Communication strategies are similar to compensation strategies, and are applied in all the language skills such as speaking, reading, listening, and writing (Oxford, 1989). Tyrone argued that there is no clear-cut distinction between communication strategies and learning strategies, because learning requires communication, and learning occurs even if the purpose of the communication was not learning (Oxford, 1989). Tyron provided three types of communication strategies that can be used in learning, "paraphrase (approximation, word coinage, circumlocution); borrowing (literal translation, language switch, appeal for assistance, mime); avoidance (topic avoidance, message abandonment)" (Oxford, 1989).

Metacognitive strategies. Metacognitive strategies were defined by Oxford (1989) as the, "behaviors used for centering, arranging, planning, and evaluating one's learning. These

'beyond-the-cognitive' strategies are used to provide 'executive control' over the learning

process" (Oxford, 1989). Brown (1987) described two elements of metacognitive strategies.

First, learners must have the ability to guide and control their own cognitive learning. Second,

the learner must have the ability to make proper, consistent choices when encountering a

problem (Brown, 1987). Chen provided three elements that create metacognitive strategies:

planning, monitoring, and regulating (2002). Dornyei (2005) has also classified metacognitive

strategies as the higher-order strategies that intend to analyze, monitor, evaluate, plan and

organize self-progress.

   Self-learning strategy - Self-assessment and self-regulation/self-management/self-

monitoring. Zimmerman (1989) defined self-regulated learners as, "metacognitively,

motivationally, and behaviorally active participants in their own learning process"(Zimmerman,

1989, p. 4). Chen explained that self-regulated strategy is a major metacognitive strategy (Chen,

2002). Self-regulated strategy is the ability to plan, guide one's own effort and pacing using time

management skills, evaluate the effectiveness of methods used, and take actions accordingly

(Chen, 2002; Zimmerman, 1989; Zimmerman & Paulsen, 1995). Self-regulating strategies help

learners to be more successful in achieving their learning goals through increasing self-

awareness of their learning and abilities (Chen, 2002). Self-monitoring in self-regulated

strategies helps the learners determine the weaknesses and strengths of their own learning and

performance. This helps when choosing the appropriate strategies to improve those weaknesses

(Zimmerman & Paulsen, 1995). Moreover, self-assessment in self-regulated learning helps to

increase the sense of efficacy in learners (Alishah & Dolmaci, 2013).

Affective strategies. Affective strategies are the, "techniques like self-reinforcement and positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to language learning" (Oxford, 1989).

Self-talk. Self-talk was classified by O'malley as both an affective and social strategy in language learning. He defines it as, "reducing anxiety by using mental techniques that make one feel competent to do the learning task" (O'malley & Chamot, 1990, p. 7). Oxford explains that self-talk can reduce the anxiety that language learners usually experience. She further explained that successful language learners combine positive self-talk with practicing in private to reduce their anxieties (Oxford & Cohen, 1992).

Self-reinforcement. Self-reinforcement as Bandura explains is, "self-evaluative responses to one's own behavior" (Bandura, 1971). It is different from the regular reinforcement that happens socially with others, such as observing individual or group behaviors, and may result in either positive or negative consequences. The consequences might be reward, punishment, or avoidance. Bandura described self-reinforcement using an example - that the learner is like a self-editor who can edit their own writing until satisfied (Bandura, 1971). O'malley defined this strategy as both social and affective, "providing personal motivation by arranging rewards for one self when a language learning activity has been successfully completed" (1990).

Motivation strategies. Research on the role of motivation in language learning has been conducted since the 1950s (Dornyei, 2003). However, there was no agreement on a definition of motivation in the literature. "Although 'motivation' is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept" (Ehrman & Dornyei, 1998, p. 117). Gardner defined

language learning motivation as the, "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner & Lambert, 1959, p. 10). There are two types of motivation - intrinsic and extrinsic (Dornyei, 2003). The research on language learning shows that intrinsic motivation, which comes from within the learner, is the most relevant type of motivation for language learning since it is an affective learning strategy (Dornyei, 2003). Motivation strategies help learners control their emotions and have a positive attitude toward themselves (Oxford, 1989). External rewards as a type of extrinsic motivation can positively affect intrinsic motivation, resulting in increased self-efficacy (Schunk, Pintrich, & Meece, 2008).

Social strategies or socio affective strategies. Oxford explained social strategies as, "actions involving other people in the language learning process. Examples are questioning, cooperating with peers, and developing empathy" (Oxford, 1989, p, 2).

Questioning and asking for clarification and feedback. Questioning and asking for clarification and feedback is a social strategy of language learning that increases the chance of communication while increasing learning, involvement in the context, and engagement with native speakers. All these factors are essential to build solid language learning experiences (Oxford, 1989; Richards & Renandya, 2002).

Empathizing with others. Oxford explains that empathizing with others occurs by developing an understanding of the culture they use the language in. This can be applied while studying abroad, or through other authentic learning strategies. Moreover, empathizing with others can be developed through increasing understanding for the feelings and emotions of others (Oxford, 1989).

Collaborative learning. Collaborative learning has been a popular focus in many learning fields since the 1980s (Nunan, 1992). The focus of collaborative learning strategies is to include the learner in a group, and to ask for collaboration to finish a task or an activity. Social interaction is increased in collaborative learning, which helps to increase empathy and appreciation for others. Learner abilities and styles are a focus. Because of this, collaborative learning helps to increase understanding towards the culture of others, and the community the language is spoken in (Oxford, 1989).

Other. Simulations, games, and game-like activities are also used to encourage social strategies. According to Oxford (1989), using simulations and game like activities allow for the use of social strategies, where learners are motivated to communicate with peers more frequently and for longer periods of time.

Teaching and Training of Language Strategies

Cohen (2003) proposed different options for how language learning strategies could be taught to language learners, and how they could be trained to use these strategies. One option Cohen proposed is through awareness. Educators can explain what strategies are, and what their importance is by providing instruction with opportunities to practice. Another way to conduct language strategy training is through modeling. A good language learner who utilizes language strategies regularly can tutor peers who do not. Another useful option Cohen proposed is to imbed the strategies in daily instruction to teach learners the effective strategies. By doing this, learners will be able to see the strategies applied in context (Cohen, 2003). Cohen also provided a list of goals regarding what strategy training should give the learners (2003). The list is as follows:

- "Self-diagnose their strengths and weaknesses in language learning

- Become aware of what helps them to learn the target language most efficiently

- Develop a broad range of problem-solving skills

- Experiment with familiar and unfamiliar learning strategies

- Make decisions about how to approach a language task

- Monitor and self-evaluate their performance

- Transfer successful strategies to new learning context" (Cohen, 2003, p.1).

Another similar training method was proposed by Macaro (2006). He developed a framework for how these strategies must be used. The framework states first that strategies must be explained to learners to ensure accurate understanding of those strategies. Secondly, teachers and peers can be used as example strategy users, to create a model for learners to observe. Thirdly, the teacher can ask the learners to use more than one strategy in tackling an activity while providing enough teacher guidance. As task performance progresses, external guidance can be gradually minimized, and students can be tasked to self-assess. Afterwards, teacher feedback on performance can be provided to the students (Macaro, 2006).

Macaro (2006) and Cohen (2003) also explained that an important point of teaching and training language learning strategies is not what approach to use to teach the strategy, but how to implement those methods within the instruction and curriculum of language learning. Effectively applying methods will help educators to provide enough guidance through the use of language learning strategies, helping learners to be proficient in the language (Macaro, 2006). Also, learners who effectively use different learning strategies in different contexts are more self-aware and self-directed learners (Cohen, 2003). Being a self-directed learner is a lifelong skill that allows for consistent learning (Mills et al., 2007). This is essential in language learning, and learning in general, because it is important for the learning process to continue beyond the

classroom setting (Ehrman & Dornyei, 1998). This is due to the complex nature of language

learning, and the many factors that are involved in learning a new language (Ehrman & Dornyei,

1998).

Conclusion

Major researchers that have focused on LLS since the late 1970s include Rubin, Oxford,

O'malley, Chamot, and Cohen. Each one has provided a different definition and classification of

language learning strategies. These definitions and classifications share some aspects that

overlap. Most of them explain how language learning strategies have proven to be very

important for the acquisition of the language. "Individuals who take more strategic approach

learn more rapidly and effectively than individuals who do not" (O'malley & Chamot, 1990, p.

80). Language learning strategies differ in nature and by the application of the learners. Also,

language learning strategies can be complicated to understand and to apply in everyday contexts.

The reason for their complexity is that there are many different systems for language learning

strategies. There is no one, widely accepted classification to follow (Dornyei, 2005). However,

the focus should not be which classification to use, but how to implement strategies in instruction

in order to enable learners to understand, practice, and experience them. This will help them to

more easily transfer strategies outside of the classroom context (Cohen, 2003).

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Gagne's Nine Events of Instruction

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Theoretical Background

Robert Gagne's theory, for a long time, provided educators and designers with a simple

method for creating effective instruction (Gagne et al., 2005; Richey, 1996). Gagne's Nine

Events of Instruction is an instructional design model that can be applied to a variety of

educational contexts (Gagne, 1985). The model is based on the information processing theory

which help explain the mental process of learning, or how learning occurs in the human mind.

Gagne defines it as, "a set of events external to the learner designed to support the internal

processes of learning" (Gagne et al., 2005, p.194). Gagne's model of instructional design is based

on an information processing model. IPM explains the mental processes that occur when exposed

to stimuli, which learning outcomes are the target of the instruction, and how to arrange the

events of instruction to achieve the desired outcome. Gagne's book *Conditions of Learning*

explains that there are several different types or levels of learning, and that each level requires

different types of instruction (Gagne et al., 2005)

There are three main elements in Gagne's theory. The first step in Gagne's theory is

classifying the type of outcomes to be achieved. The second step is identifying the necessary

internal and external conditions for each classification of outcome. The third step is to organize

appropriate instructional events that explain the external events. (Gagne et al., 2005). The five

learning outcomes are: verbal information, intellectual skills, cognitive strategies, motor skills,

and attitudes (Gagne & Driscoll, 1988).

The Information Process that explains the mental process or internal process consists of

three main parts: sensory memory, working memory, and long-term memory (Driscoll, 2005).

Sensory memory. Sensory memory is where the information starts to flow. It starts with

activating attention from the senses. The learner practices selective attention in which certain

information is selected and processed, and other information is ignored. At the start, lessons

should focus on activating selective attention by using objectives, guiding questions, cues, voice

inflection, environmental manipulation, gestures, novelty, and visual signals (Driscoll, 2005).

Short term memory. Short term memory capacity is limited, and can hold information

for only a short time period. To keep information in short term memory for longer, to prevent

loss, and to ensure that information is transferred to long-term memory (LTM), opportunities for

rehearsal and encoding such as chunking, mnemonics, mediation, visual imagery, and self-

questioning should be provided (Driscoll, 2005).

Long term memory. To help retrieve, recall, or recognize information that is encoded in

long term memory, questions requiring free recall should be asked. Also, to avoid forgetting,

repeated practice, elaboration, and note-taking should be used (Driscoll, 2005).

Gagne's Nine Events Explanation

Gagne's Nine Events (1985) were proposed and designed to help learning to occur

utilizing internal events. They were also designed to help achieve identified objectives, and to be

applied into different contexts with different target learners. The nine events are divided into

three groups of three events each. The first three events relate to the sensory memory and are

preparatory to learning. The second group of three events relate to the working memory, where

all the major processing happens. The final three events relate to the permanent, or long term

memory (Gagne et al., 2005). Gagne's nine events are:

1. Gaining attention.

2. Informing learner of the objective.

3. Stimulating recall of prerequisite learning.

4. Presenting the stimulus material.

5. Providing learning guidance.

6. Eliciting the performance.

7. Providing feedback about performance correctness.

8. Assessing the performance.

9. Enhancing retention and transfer (Gagne et al., 2005).

The events should be designed carefully, and they typically appear in the provided order. However, the events can occur in different order depending on context (Gagne, 1985).

The events begin with Gaining Attention. Gaining attention involves grabbing the attention of the learner by providing stimuli (stimuli activate receptors) and preparing them for the lesson (Gagne, 1985). This can be done through the use of various elements like multimedia, scenarios, and a problem statement. The second event is Informing Learners of the Objective. In this step, the instructor should state the learning objectives. They may explain what learners will be able to do, or what knowledge they will have acquired after the instruction. It basically creates a level of expectation for learning and prepares the learners for what is to come. The explanation of the objectives can be either within the course or within a unit/lesson (Gagne, 1985). It can be done by simply stating the objectives verbally, stating them in bullet points, or through more creative methods such as using a road map or by using visual reinforcement. The third event is Stimulating Recall of Prerequisite Learning. In this event, retrieval and activation of contents in short-term memory occurs (Gagne, 1985). This can be done by reminding learners of experiences outside the classroom, or in another course, or even previous material to allow for connections between what they learned and what they will learn (Gagne, 1985). The instructional designer can use short assignments, discussion questions, surveys/polls, etc. to allow learners to make the connection (Gagne, 1985).

The fourth event is Presenting the Stimulus Material. In this event, the new materials should be explained. Here, selective perception of content occurs when the learner processes the information and distinguishes the relevant from the irrelevant (Gagne, 1985). This event or step

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can be done in different ways. It depends on the creativity of the designer. Some methods include text, audio, video, PowerPoint presentation, guest speakers, case studies, etc.

The fifth event is Providing Learning Guidance. This event is related to semantic encoding for storage in long-term memory. This means the instructor should provide guidance to the learner to make the new materials meaningful, and to provide them with enough confidence to move on to the next step (Gagne, 1985). This can be done through the use of examples and non-examples, case studies, visual aids, and exercises. All this should be combined with opportunities for feedback from the instructor (Gagne, 1985). Eliciting the Performance is the sixth event, and it basically allows the learners to utilize the recently learned skills or knowledge that has been stored in long term memory. The learner in this event reacts to stimuli by doing, stating, or distinguishing based on the new knowledge learned from the previous events. This ensures that learning has occurred (Gagne, 1985). The instructor can create interactive exercises, case studies, tests, quizzes, and projects to give learners opportunities to practice newly learned skills. The seventh event is Providing Feedback about Performance Correctness. It allows for reinforcement and assessment of correct performance. The purpose of this step is to give the learner an idea of how well they performed a certain task, and whether the objectives have been successfully achieved. It will also give them a chance to understand their mistakes, and to avoid them in the future. For these reasons, the feedback should be informative and explain why, or why they did not perform well to promote clear understanding (Gagne, 1985). Feedback can be provided by using interactive tools, providing opportunities for discussion (either face-to-face or online live chats), or giving written comments.

The eighth event is Assessing the Performance. This stage involves the retrieval of knowledge for final assessment. The learners at this step perform certain tasks to be examined

for final assessment by the instructor. The purpose of this event is to make sure that the newly

learned materials are saved in the long term memory, provide more practice, and make sure

objectives have been accomplished (Gagne, 1985). This can be done by assigning papers, exams,

presentations, or projects and providing feedback afterward. The last event of Gagne's Nine

Events of Instruction is Enhancement of Retention and Transfer to New Context. The purpose of

this event is to allow learners to apply the newly learned skills to new situations (Gagne, 1985).

This can be done by reviewing important materials and reviewing different applications for the

recently learned knowledge.

Table 2:

Summary of Gagne's Nine Events (1985)

The Event	Descriptions	Examples
1. **Gaining attention**	Grabbing the attention of the learner by providing stimuli	Multimedia, scenarios, and problem statement
2. **Informing learners of objectives**	Stating the learning objectives or explaining what they are going to be able to do	Stating the objectives verbally, in bullet points, or in a more creative way such as using a road map, or by using visual reinforcement
3. **Stimulating recall of prior learning**	Providing a chance for retrieval and activation of short-term memory	Reminding the learners of an experience that happened previously in class, or in another class
4. **Presenting the stimulus**	Using a variety of elements to present the new content	Some methods include audio, video, PPT presentations, guest speakers, or case studies
5. **Providing learning guidance**	Encoding information in STM to allow for storage in LTM. Instructor should provide guidance to the learner to make the new materials meaningful, and to provide them with enough confidence to move on to the next step	Examples and non-examples, case studies, visual aids, and exercises

6. **Eliciting performance**	Allowing the learners to utilize the recently learned skills or knowledge that has been stored in the long term memory	Interactive exercises, case studies, quizzes/tests projects that require doing, stating, or distinguishing
7. **Provide feedback**	Reinforcement and assessment of correct performance, and providing informative feedback	Interactive tools, discussion opportunities - either face-to-face or online live chats, give written comments
8. **Assessing performance**	Retrieval of knowledge for final assessment	Assigning papers, exams, presentations, or projects
9. **Enhancing retention and transfer**	Review and generalization of learned skills to new situations	Reviewing important materials, reviewing different applications for the recently learned knowledge

Gagne's Nine Events Implications

Having instruction with carefully designed stages that have a beginning, middle, and an

end leads to an effective learning process (Branch & Dousay, 2015). Gagne's Nine Events

(Gagne, 1985) serve as a well-known example of this approach, and they have been adopted in

many different contexts and disciplines. Gagne's approach has the three main stages of an

effective process, and has been implemented in designing both traditional and online classrooms

(Gokdemir, Akdemir, & Vural, 2015; Ilie, 2014; Krull, Oras, & Pikksaar, 2010; Miner, Mallow,

Theeke, & Barnes, 2015; Solanki, 2014). In K-12 school systems, Gagne's Nine Events for

Instruction (Gagne, 1985) have been utilized as a framework for planning and evaluation. In

higher education contexts, Gagne's nine events have also been successfully utilized in the design

and development of instruction. For example, different studies by Ilie (2014) and Krull, Oras,

and Pikksaar (2010) prove the effectiveness of the model. Ilie's (2014) study results show how

the use of Gagne's Nine Events model (1985) is correlated with positive student perceptions

about the effectiveness of the instruction and practice. The study conducted by Krull, Oras, and

Pikksaar (2010) also shows a difference in improvement between control groups and

experimental groups provided with instruction using Gagne's Nine Events.

The literature also shows that the Nine Events (Gagne, 1985) have been implemented

effectively in online learning contexts. For example, a study by Solanki (2014) showed that

implementing Gagne's Nine Events in combination with different forms of multimedia resulted

in improvements in student content retention. Another study by Gokdemir, Akdemir, and Vural

(2015) showed that students and teachers gave positive feedback after teachers were provided

with an LMS to guide them in designing their instruction (Gokdemir et al., 2015).

Gagne's Nine Events for Instruction are famous in the medical context as well. They

have been utilized to develop medical instruction to teach skills such as general medical

educational processes, medical procedural skills, x-ray interpretation skills, and peritoneal drain

insertion skills (Belfield, 2010; Buscombe, 2013; Condell & Elliott, 1989; Khadjooi, Rostami, &

Ishaq, 2011). Another study by Miner, Mallow, Theeke, and Barnes (2015) showed that it was

effective to utilize Gagne's Nine Events (1985) while designing online instruction. This study

showed that implementing Gagne's Nine Events in designing an online nursing education course

helped the learners to be more motivated and enthusiastic about the course and the learning

outcomes (Miner et al., 2015)

Although Gagne's Nine Events have been implemented in different contexts and

disciplines, very few studies have implemented Gagne's Nine Events (Gagne, 1985) in the

context of second language learning. One study that applied Gagne's Nine Events of instruction

in the design of materials to teach Arabic as a second language occurred in 2015 (Mei, Ramli, &

Alhirtani, 2015). The study was based on the following assumption: if Gagne's Nine Events have

been beneficial for designing effective instructional materials in any subject, teachers and

learners of second languages can also benefit from utilizing Gagne's Nine Events. The study

investigated the effectiveness of applying the events to teaching the Arabic language. However,

the study does not show what tools were used to collect the data, and immediately explains that

applying the Nine Events was helpful for the learners and for the instructor (Mei et al., 2015).

Conclusion

Gagne's Nine Events (1985) have been applied and utilized in different contexts,

disciplines, and for different target learners (Reiser, 2002; Richey, 2000). They have been used

to design traditional face to face instruction and online or distance learning. One reason for the

popularity of this model of instructional design is related to its simplicity and its ability to be

easily adjusted and applied to any context involving instructional design (Branch & Kopcha,

2014).

Summary of Literature Review

In summary, the concept of self-efficacy has been investigated and used in different

contexts and disciplines since the 1970s. It is a primary piece of social cognitive theory, and it

explains the cognitive process in social contexts. Study results show that self-efficacy has the

strongest effect on behaviors such as persistence, achievement, performance, and motivation.

Self-efficacy is therefore a strong predictor for success.

Language learning strategies have proven to be very effective for the acquisition of

language. Researchers in the field including Rubin, Oxford, O'malley, Chamot, and Cohen have

provided different definitions and classifications to understand language learning strategies.

However, the differences between them make them difficult to understand. Language learning

strategies are complex, and the reason for their complexity goes back to the existence of different

systems proposed by different researchers (Dornyei, 2005). Many of the explanations regarding

language learning strategies highlight the importance of LLS on the acquisition of language,

stating that, "Individuals who take more strategic approach learn more rapidly and effectively

than individuals who do not" (O'malley & Chamot, 1990, p. 80). Researchers believe that the

focus should not be limited to which classification to utilize, but also how to implement LLS in

everyday instruction. This will enable learners to understand, practice, and experience LLS, and

to hopefully transfer them outside of the classroom context (Cohen, 2003).

Gagne's Nine Events have been utilized for the design of instruction in several contexts.

They have been valuable to teachers and educators of different disciplines. Appling them has

proven effective in the success of the learning process. Their effectiveness comes from the

systematic and simplistic methods for planning lessons that target specific objectives (Branch &

Kopcha, 2014). Aligning Gagne's Nine Events with self-efficacy factors and LLS teaching may

be an effective way to help language learners in the acquisition of second language speaking

skills. Researchers believe that the focus of LLS teaching should not be on which classification

of LLS to utilize, but how to implement them in everyday instruction (Cohen, 2003).

Chapter Three

Research Methodology

Introduction

Chapter Three outlines the research methodology used for the present study. It includes a discussion of the research study design, study procedure, data sources, and data analysis.

The purpose of this study was to identify combinations of self-efficacy enhancing strategies and language learning strategies, and to align them with Gagne's Nine Events of Instruction (1985). It is hoped these combinations can be used by educators to enhance learners' self-efficacy beliefs while studying the second language skills and that that these approaches will ultimately help educators to design instruction that prepares students pursuing higher education in another country to demonstrate their second language proficiency.

Study Design

This study employed design and development research processes. According to Richey and Klein (2007), design and development research, "is the systematic study of design, development, and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development" (p. 1). "Design and development research is a type of inquiry unique to the Instructional Design and Technology field that is dedicated to the creation of new knowledge and the validation of existing practice" (Richey & Klein, 2014, p.142).

Design and development research addresses two different types of inquiry: product and tool research and model research. This study focused on model research and validation (Richey & Klein, 2014). Richey and Klein (2007) also described model research, stating that it, "pertains to studies of development, validation, and use of design and development models" (p.10).

Study Procedure

The current study included four phases: analysis, design and development, evaluation, and revision. The first phase (analysis) involved a literature review to examine three categories of design principles: self-efficacy enhancing strategies, language learning strategies (speaking skills), and Gagne's Nine Events of Instruction (1985). The second phase (design and development) utilized the three areas of literature analysis to identify combinations of effective strategies such as self-efficacy enhancing strategies, language learning strategies, and Gagne's Nine Events of Instruction (Gagne, 1985). These combinations may help educators enhance learners' self-efficacy beliefs and encourage them to acquire second language skills when studying abroad.

The third phase (evaluation) was focused on obtaining initial validation and suggestions for improvement from experts. The expert selection process was based on their areas of expertise on the three areas of focus of this study, self-efficacy, language learning strategies, and Gagne's Nine Events. Virginia Tech IRB approval was obtained before experts consented to participate in the validation process. A website that included considerations combining language learning strategies, self-efficacy enhancing strategies, and Gagne's Nine Events was submitted to the participating experts for feedback based on their areas of expertise. Also, questions related to each combination were used to collect the feedback from the expert reviewers. The fourth phase (revision) was conducted to revise the proposed considerations based on the data provided by the expert reviewers.

Phase one - analysis phase. The analysis phase concentrated on collecting extensive, relevant data from the literature. The literature review focused on prior research related to self-

efficacy, self-efficacy enhancing strategies, constructs related to self-efficacy, and related studies

conducted to investigate the relationship between self-efficacy and language learning.

A second area included in the literature review dealt with language learning strategies,

language learning strategy classifications, and teaching and training of language learning

strategies for international language learners interested in academic applications.

The last area investigated in the literature involved Gagne's Nine Events including

background information, explanations for each event, and studies that utilized the nine events in

teaching.

Phase two - development phase. The process of development is about bringing together

what has been synthesized from the literature review to make it more meaningful or useful for

the purpose of the study. According to Richey and Seels (1994), "development is the process of

translating the design specifications into physical form" (p. 35). During the analysis phase, data

was collected from three areas of focus: language learning and teaching strategies focused on

speaking skills, self-efficacy factors that help with language acquisition, and Gagne's Nine

Events (1985) for the design and development of everyday instruction. The information

summarized during the analysis phase ultimately informed the development of strategies to

consider when designing instruction for international language learners.

Additional information about Phase Two data sources and details about the manner in

which those sources were used is presented in the Data Sources section.

Phase three - evaluation phase. This phase provided some initial validation for the

study through gathering evaluations from subject matter experts. The experts were provided with

the suggested considerations, along with questions to determine the initial efficacy of the

considerations in addressing their intended purpose. This phase was completed after obtaining

Virginia Tech IRB approval for the study. Emails were sent to recruit potential reviewers and to obtain their consent to participate in the study.

Phase four - revision phase. This phase involved careful consideration of the suggested revisions to the instructional considerations based on the analysis of the feedback provided from the experts. Their feedback was utilized to identify and make revisions and modifications to the considerations to ensure that they addressed the intended purpose.

Data Sources

Data were collected in the analysis phase and the evaluation phase. In the analysis phase, data were collected from the existing literature in the areas of self-efficacy enhancing strategies helpful to language acquisition, language learning and teaching strategies, and Gagne's Nine Events (1985). In the evaluation phase, data were collected from subject matter experts through their responses to questions related to the combinations. These data were analyzed to determine whether they addressed the intended purpose.

Expert reviewers were selected based on specific criteria, and from three areas. Each one contributed feedback towards a certain section of the considerations. The expert from the field of IDT, and who was familiar with Gagne's Nine Events (1985), was asked to give feedback based on the IDT perspective. Three experts from the Language Institute at Virginia Tech were asked to give feedback from the perspective of language learning. Finally, a self-efficacy expert was asked to provide feedback based on her expertise with self-efficacy research. The expert reviewers were recruited mainly via email. The recruitment email explained the purpose of the study and the importance of their involvement. The researcher obtained approval for the study from the Institutional Review Board (IRB) at Virginia Tech prior to collecting data.

Data Analysis

The first step after conducting the literature review was to analyze each one of the three
areas separately to identify their potential contributions when designing instruction for second
language learning acquisition. The three areas of analysis were Gagne's Nine Events (1985),
language learning strategies, and self-efficacy enhancing strategies.

The analysis of Gagne's Nine Events began with the events, their descriptions, and how
to utilize them when designing instruction. The intent was to capitalize on what was known
about the ways in which the Nine Events (Gagne, 1985) guide the design of everyday instruction.
Table 3 provides an example a summarized analysis for one of the events.

Table 3:

Example of G9E Analysis (1985)

The Event	Description	Action	How	Rationale
Gaining Attention	Grabbing the attention of the learner by providing a stimulus (Gagne, 1985).	The lesson should start by grabbing learners' attention and interest through using different, relevant stimuli. (Gagne, 1985).	• Use any type of multimedia to start the lesson such as videos. • Start the lesson by proposing scenarios. • Propose a problem statement that can be interesting for the target learners. • State a surprising fact that can trigger their curiosity.	The stimuli activate receptors and prepare learners for the lesson (Gagne, 1985).

The self-efficacy analysis began with a set of self-efficacy enhancing strategies, their
descriptions, and how they might be considered when designing instruction. The intent was to
capitalize on what was known about the ways in which self-efficacy beliefs influence learners to
succeed. Table 4 presents a single example of an operationalized strategy related to self-efficacy.

Table 4:

Example of SE Analysis

Self-Efficacy Enhancing Strategies	Description	Action	How	Rationale
Mastery experience	Self-efficacy beliefs can increase as a result of successful achievement of a goal or a task (Bandura, 1997).	Provide opportunities for learners to have many successful experiences.	Encourage learners to solve a task or achieve goals that are suitable for their entry level. Provide learners with the chance to redo the unsuccessful tasks or goals until satisfactory. Encourage learners to analyze their success factors after experiencing a successful accomplishment, the challenges they encountered, and how they overcame those challenges. Encourage learners to use strategies to tackle a task.	Success and accomplishments help to establish a strong, "sense of efficacy" (Bandura & Wessels, 1994, p. 2). Making sure that successful experiences are the result will help individuals to get a greater sense of efficacy even if they have faced failure with similar experiences in the past (Bandura, 1997). Allow for modification of their self-efficacy regarding those factors (Bandura, 1997). When learners succeed using strategies that were taught to them in order to accomplish a specific task, their self-efficacy beliefs will be confirmed or proven (Schunk & Rice, 1987).

The language learning strategy analysis began with Oxford's classification of language learning strategies (1990), their descriptions, relevant actions, how they can be utilized, and rationale. The intent was to capitalize on what was known about the ways in which these strategies could help language learners with language acquisition. Table 5 presents an example of the analysis of one of the language learning strategies.

Table 5:

Example of LLS Analysis

The Strategy	Description	Action	How	Rationale
Affective Strategies	Techniques like self-reinforcement and positive self-talk, which help learners gain better control over their emotions, attitudes, and motivations related to language learning (Oxford, 1989).	Encourage learners to practice different techniques to gain better control over their emotions, attitudes, and motivations.	• Encourage learners to practice techniques like self-reinforcement. Encourage learners to practice positive self-talk technique (Oxford 1989). • Encourage learners to practice in private to reduce their anxieties about speaking (Oxford & Cohen, 1992). • Encourage learners to provide personal motivation, and arranging rewards for themselves when experiencing successful language activities (O'Malley, 1990).	Rewards and motivation like self-talk can positively affect intrinsic motivation, which will result in increases of self-efficacy (Schunk, Pintrich, & Meece, 2008). They also help learners to have more control over their emotions and positive attitudes toward themselves (Oxford 1989).

The second step of the analysis started with combining Table 3, which focused on

Gagne's Nine Events, and Table 4, which focused on self-efficacy enhancing strategies as

follows:

INTEGRATION OF LANGUAGE LEARNING STRATEGIES AND SELF EFFICACY
ENHANCING STRATEGIES FOR SECOND LANGUAGE ACQUISITION

Table 6:

G9E and SE Aligned

Events	Self-efficacy
1. Gaining attention	Verbal persuasion Vicarious learning
2. Informing learners of objectives	Verbal persuasion
3. Stimulating the recall of prior knowledge	Vicarious learning Mastery experience Verbal persuasion
4. Presenting the stimulus	Verbal persuasion Vicarious learning
5. Providing learning guidance	Emotional arousal Verbal persuasion Vicarious learning
6. Eliciting performance	Mastery experience Vicarious learning
7. Providing feedback	Emotional arousal Mastery experience Verbal persuasion Vicarious learning
8. Assessing performance	Mastery experience Vicarious learning
9. Enhancing retention and transfer	Mastery experience Vicarious learning

Also during step two, Table 3, focused on Gagne's Nine Events (1985) and Table 5, focused on language learning strategies were combined into Table 7:

Table 7:

G9E and LLS Aligned

Events	Language Learning Strategies
1. Gaining attention	Communication strategies Social strategies or socio affective strategies
2. Informing learners of objectives	Communication strategies Metacognitive strategies
3. Stimulate and recall of prior knowledge.	Communication strategies Social or socio affective strategies Memory strategies
4. Presenting the stimulate	Communication strategies Cognitive strategies Memory strategies.
5. Provide learning guidance	Communication strategies Affective strategies Social strategies or socio affective strategies.
6. Eliciting performance	Cognitive strategies Compensation strategies Communication strategies
7. Provide feedback	Communication strategies Affective strategies Social or socio affective strategies
8. Assessing performance	Affective strategies Social strategies or socio affective strategies Compensation strategies. Metacognitive strategies.
9. Enhancing retention and transfer	Metacognitive strategies Affective strategies Social strategies or socio affective strategies Compensation strategies Communication strategies

Ultimately the components of Tables 6 and 7 came together in Table 8 in order to identify

relevant combinations of self-efficacy enhancing strategies and language learning strategies that

could be aligned with Gagne's Nine Events (1985). These combinations were used to develop a

set of considerations that could be utilized when developing instruction and activities for learners

attempting to acquire second language skills abroad for the purpose of academic application.

Table 8:

G9E, SE, and LLS combined

Events	LL Strategies and Self-Efficacy
1. Gaining attention	LLS: Communication strategies Social strategies or socio affective strategies SEES: Verbal persuasion Vicarious learning
2. Informing learners of objectives	LLS: Communication strategies Metacognitive strategies SEES: Verbal persuasion
3. Stimulating and recalling prior knowledge.	LLS: Communication strategies Social or socio affective strategies Memory strategies SEES: Vicarious learning Mastery experience Verbal persuasion
4. Presenting the stimulus	LLS: Communication strategies Cognitive strategies Memory strategies. SEES: Verbal persuasion Vicarious learning

5. Providing learning guidance	LLS: Communication strategies Affective strategies Social strategies or socio affective strategies. SEES: Emotional arousal Verbal persuasion Vicarious learning
6. Eliciting performance	LLS: Cognitive strategies Compensation strategies Communication strategies Social or socio affective strategies SEES: Mastery experience Vicarious learning
7. Providing feedback	LLS: Communication strategies Affective strategies Social or socio affective strategies SEES: Emotional arousal Mastery experience Verbal persuasion Vicarious learning
8. Assessing performance	LLS: Affective strategies Social strategies or socio affective strategies Compensation strategies. Metacognitive strategies. SEES: Mastery experience Vicarious learning
9. Enhancing retention and transfer	LLS: Metacognitive strategies Affective strategies Social strategies or socio affective strategies Compensation strategies Communication strategies SEES: Mastery experience Vicarious learning

As part of the dissertation process, the precise form for each of the considerations was

determined. Table 9 was used to guide the development of the considerations and identify

interactions between strategies that could be applied for each of Gagne's events with enough

cells to represent potential interactions between self-efficacy enhancing strategies and language

learning strategies. The contents of each specific cell in the table identify one or more relevant

actions associated with the particular combination of strategies represented by that cell, along

with one or more sample approaches and rationale.

Table 9:

Example of Tables Used for Considerations Development

Event one: Gaining Attention				
Self-efficacy / Language Learning Strategy	Factor 1	Factor 2	Factor 3	Factor 4
Strategy 1				
Strategy 2	F1&S2 • Action: • Sample Approach: • Rationale:			
Strategy 3				

Once table entries were completed, the initial considerations were developed as text from

the tables. These initial considerations then were submitted to the expert reviewers to determine

if the proposed combinations of self-efficacy enhancing strategies and language learning

strategies, along with their related activities, were appropriate. The data from the expert

reviewers was carefully analyzed, and revisions to the content were attempted in order to bring

the final products into compliance with the reviewers' recommendations.

INTEGRATION OF LANGUAGE LEARNING STRATEGIES AND SELF EFFICACY
ENHANCING STRATEGIES FOR SECOND LANGUAGE ACQUISITION

Chapter Four

Results

Introduction

This chapter discusses the results of the development phase and the result gathered during

the evaluation phase of this DDR study procedure. This data includes the feedback collected

from experts within the realms of IDT, SE, and SLL based on their respective fields. It also

includes a discussion of the recommendations and concerns that the expert reviewers provided to

enhance the efficacy of the considerations. Finally, a summative overview of the evaluation

process is also included.

Results

After conducting an extensive literature review on language learning strategies, self-

efficacy enhancing strategies, and their efficacy when applied in instructional contexts, this study

focused on combining effective strategies and aligning them with Gagne's Nine Events. This

study determined through expert review whether strategies could be combined and aligned with

each one of Gagne's Nine Events. The results of this study found 37 combinations that could be

considered when designing instruction for second language learning. Table 10 shows how the

relevant strategies were combined to apply to Gagne's Nine Events.

Table 10:

Result of Combination Process

Gagne's Nine Events	Combined Strategies of LLS and SE
Event One	1.1 Communication Strategy and Vicarious Learning 1.2 Communication Strategy and Verbal Persuasion 1.3 Social or Socio Affective Strategy and Vicarious Learning 1.4 Social or Socio Affective Strategy and Verbal Persuasion
Event Two	2.1 Communication Strategy and Verbal Persuasion

Event Three	3.1 Communication Strategy and Vicarious Learning 3.2 Vicarious Learning and Verbal Persuasion 3.3 Communication Strategy and Mastery Experience 3.4 Social or Socio Affective Strategy and Vicarious Learning 3.5 Social or Socio Affective Strategy and Verbal Persuasion 3.6 Social or Socio Affective Strategy and Mastery Experience 3.7 Memory Strategy and Vicarious Learning 3.8 Memory Strategy and Mastery Experience
Event Four	4.1 Communication Strategy and Vicarious Learning 4.2 Communication Strategy and Verbal Persuasion
Event Five	5.1 Communication Strategy and Emotional Arousal 5.2 Communication Strategy and Verbal Persuasion 5.3.Social or Socio Strategy and Vicarious Learning 5.4 Social or Socio Strategy and Verbal Persuasion 5.5 Affective Strategy and Emotional Arousal
Event Six	6.1 Cognitive Strategy and Vicarious Learning 6.2 Cognitive Strategy and Mastery Experience 6.3 Communication Strategy and Vicarious Learning 6.4 Communication Strategy and Mastery Experience 6.5 Compensation Strategy and Mastery Experience
Event Seven	7.1 Communication Strategy and Verbal Persuasion 7.2 Communication Strategy and Mastery Experience 7.3 Communication Strategy and Emotional Arousal 7.4 Affective Strategy and Mastery Experience 7.5 Affective Strategy and Emotional Arousal 7.6 Social Strategy and Verbal Persuasion 7.7 Social or Socio Affective Strategy and Vicarious Learning
Event Eight	8.1 Compensation Strategy and Mastery Experience 8.2 Affective Strategy and Mastery Experience 8.3 Social or Socio-affective Strategy Vicarious Learning
Event Nine	9.1 Communication Strategy and Mastery Experience 9.2 Metacognitive Strategy and Mastery Experience 9.3 Social or Socio Affective Strategy and Vicarious Learning

In addition to identifying the combinations, the action, how to implement the action

(along with examples), and rationale for those combinations were provided to make it clear for

potential users when designing instruction. The following table shows an example of the

considerations for Event Three.

Table 11: *Example of Considerations Developed*

Event Three: Informing Learners of Objectives		
LLS \ SEES	**Vicarious Learning**	**Verbal Persuasion**
Communication Strategy	**Action**: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine communication strategies and vicarious learning. **Sample Approach:** The instructor can act as a model by explaining a lesson-related experience that they have had, and the lessons they learned from the experience. This vicarious experience may boost student self-efficacy in communicating personal experiences to a classmate while activating prior knowledge and enhancing communication skills. **Rationale:** Vicarious learning or observing others can positively increase the sense of efficacy in learners as they assess their possibilities for future success through comparison to others' experiences. When instructors use the above approach and provide communication opportunities, it is possible that learning may occur during the exchange - even if the purpose was to simply recall prior knowledge. In addition, the recall of prior knowledge may aid in the activation of long term memory, which can allow learners to make sense of new information.	**Action**: Instructors can inform learners of objectives while combining communication strategies and verbal persuasion. Instructors can persuade learners in an open discussion that they are capable of succeeding, even if they have faced challenges in the past with the same or similar areas. **Sample Approach:** This approach can involve verbal statements in an open discussion, or showing charts of success rates for the class. It can also be done by conducting a pretest as a way to show learners how a lesson is designed specifically to help them accomplish the objectives. Another approach is to discuss learner analysis, which provides information on learner background such as level, education, strengths, weaknesses, attitudes toward learning etc. Finally, learners can be convinced that they are capable of succeeding in accomplishing these objectives by explaining that the lesson is clustered and chunked to avoid cognitive overload, and designed to fit the class time. **Rationale**: This will show and convince learners that they are capable of succeeding, as the lesson is designed based on many considerations. Self-efficacy can increase as a result of verbal persuasion, which is the power of encouragement. This has the potential to convince learners that they are capable even if they have experienced challenges with similar tasks in the past. When the instructor uses the above approach and provides communication opportunities, it is possible that learning may occur during this exchange even if the purpose was to simply state the learning objectives. Also, informing learners of objectives clearly and simply allows learners to be self-aware of the learning process and prepared for the next step.

The combinations were then converted to text to make them easier to review by SMEs. The text combinations can be found in Appendix A.

Expert Review

The expert review process was initiated to validate the potential efficacy of the initial version of the combinations created from a comprehensive review of literature in three areas: Gagne Nine Events (1985), language learning strategies, and self-efficacy enhancing strategies. The initial plan was that one expert from each area would be recruited. However, the expert on the area of self-efficacy was also an expert in the field of Instructional Design and Technology, and familiar with Gagne's Nine Events. This was very helpful because she did not only provide comprehensive and meaningful feedback on the self-efficacy area, but also provided feedback as an instructional designer on Gagne Nine Events (1985). This expert is described as the "SE and IDT Expert" in the next section. Another instructional design expert who was familiar with Gagne's Nine Events (1985), and who is described as the "IDT Expert" in the next section, also agreed to give feedback on the efficacy of the combinations from an IDT perspective. Two expert reviewers from the second language learning field, and who were familiar with language learning strategies, were recruited to give their feedback based on their area of expertise. They gave thoughtful feedback based on their areas of expertise.

Only the language learning experts agreed to be acknowledged by name in this study. The first expert from second language learning was Andrea Todd. She has been in the English as a second language (ESL) profession for 20 years. Andrea earned her doctorate in Education at George Washington University. She holds a Master of Arts degree in English linguistics from George Mason University, and earned her bachelor's degree in languages from Georgetown University. She is described as the "1st ESL Expert" in the next section. The second expert

reviewer who completed the review was Becky Etzler. She teaches English as a second language

from level 200 to 500 at the Language and Cultural Institute at Virginia Tech. Becky earned her

Master's degree in English from Virginia Tech. She is referred to as the "2nd ESL Expert" in the

following section. This expert is described as (ESL Expert) in the following section.

The review was conducted in one phase. The experts were asked to evaluate and give

feedback for every combination under Gagne's Nine Events. Appendix A includes the revised

combinations based upon the experts' feedback and recommendations.

All of the expert reviewers agreed that the majority of the combinations provided clear

descriptions of how to implement the approach, through the proposed sample approach, and the

rationale behind combining the three areas. Experts also agreed that most of the combinations

could be effective when utilized with each of Gagne's Nine Events.

SE and IDT Expert:	"Your sample seems clear and a simple approach."
	"This strategy seems clear to me and you have provided some solid examples.
IDT Expert:	"Good use of verbal feedback to help build confidence."
	"I especially like the rephrasing approach to encourage personalization. This will help them as they transfer skills to real world practice."
	"Good use of variety, especially the group work and flipped classroom."
ESL Expert:	"I have used this strategy, and learners often exhibit more comprehension when watching a peer."

"This strategy allows students to see that prior hard work paid off,

but that the process is ongoing."

"Yes, scaffolding is generally accepted as very useful in learning

new concepts. I agree with the strategy and rationale."

There were some concerns however, that were common among the experts' feedback.

One of these concerns was.

SE and IDT Expert: "I would also provide some examples for your readers … to

enhance the self- the need for more solid examples, or more

guidance to allow potential readers to understand how these

combinations might be applied efficacy of the instructors you are

hoping will adopt this strategy."

"I think it could, but I would provide more guidance."

"Yes, with a couple of clarifications. When you mention '…when

reminding learners of previous materials…' do you mean previous

lessons? I might clarify that for the reader."

"It's mostly clear, but I want to add if the student is always having

to ask for more help, this may not enhance their self-efficacy. I

would make clear to my reader that this portion of 'Provide

learning guidance' is more than just positive words and

encouraging students to seek help."

IDT Expert: "Yes, but another method could be to weave real world stories

when communicating the objectives. This could increase the

learner's motivation to fully engage in the upcoming lesson."

"Yes. Also, consider ways that you can encourage students to ask for help. It is possible that some may not speak up even when they need help."

"I would ask the students how they would like to be offered these opportunities."

1ST ESL Expert: "I don't feel that this is as clear as other sections in Combination 3. After clarification, this could be useful."

"I would additionally tell students that approaching others becomes easier over time. Their language skills will improve more quickly, and as that occurs, they will have less hesitation speaking to native speakers."

2nd ESL Expert: "It was not made clear enough in the sample approach that the vicarious learning is, 'observing learners communicating with an instructor positively,' so the result of efficacy and feeling of hopeful belief is confusing."

"In the Sample Approach, should more detail be mentioned about how the multimedia is delivered to learners?"

"Approach should be 'while allowing repetition' not 'while allow redo.'"

Other feedback points were not as common between the experts. A suggestion was made by the SE and IDT Expert to add more explanation for some general terms that might be vague to the potential readers. Terms that are known within the instructional design field, such as "learner

analysis" or "performance objectives," need more explanation for potential readers who do not

have instructional design knowledge.

SE and IDT Expert: "This strategy seems clear to me and you have provided some solid

examples. I might explain 'learner analysis' for your readers who

may not use this term."

"I would explain what 'Social interactions' will be provided for

your readers."

Another concern that was highlighted by the SE and IDT Expert was the wording for

some of the explanations of sample approaches and rationale. The Self Efficacy Expert

recommended that the wording be changed from definite to less definite. She suggested that

phrases such as, "will have an effect," or, "will allow," be changed to something like, "may have

an effect," "can help," and "has the potential."

SE and IDT Expert: "I recommend adjusting the phrasing here '...This will show and

convince learners...' I might say 'has the potential to....' or

something similar."

"I say 'Yes' with a couple of suggested modifications. In

Approach 1 I would adjust the phrasing here or maybe add to it."

Experts made other recommendations within their areas of expertise for improvements

within each combination.

SE and IDT Expert: "It's mostly clear, but I want to add if the student is always having

to ask for more help, this may not enhance their self-efficacy. I

would make clear to my reader that this portion of 'Provide

learning guidance' is more than just positive words and

encouraging students to seek help."

"I say yes, but with some reservations - In your 'action' I would

clarify that the instructor is attempting to 'stimulate prior

knowledge' but the students are trying to 'recall prior knowledge'

…you may need to clarify this."

"Some clarity on if the fear/stress/tension are task specific. Self-

efficacy is task specific so although general instructions to students

on how to deal with stress will be beneficial, it may not help them

if they are having a physiological response to the lesson. I would

make this clear."

1st ESL Expert: **"**I prefer to have students figure out how to explain the missing

word themselves. It is valuable for them to learn how to step back

and rephrase, using terms they do know. I don't agree with

providing synonyms (sample approach), but I agree with the

strategy and the rationale."

"Yes. Easier said than done; it's not always possible or palatable to

students to approach native speakers."

2nd ESL Expert: "Yes. However, if the encouragement and positive feedback is

constant and insincere, it will not have a great effect."

"Yes, however, obviously an instructor would have to use this only

if the entire class was successful previously or if speaking in

private to successful individuals."

The Following table is an example of the type of modifications that were made to the

considerations based on Expert reviewers feedback and suggestions.

Table 12:

Example of Modifications Applied to the Considerations

Original Consideration	**Modified Consideration based on SMEs Feedback**
Action: The instructor can gain learners' attention by combining communication strategies and verbal persuasion. **Sample Approach:** The instructor can encourage learners to ask any questions they have about the previous lesson or about the current lesson. They should encourage them verbally to do so and not to be afraid of questions. **Rationale:** Communication opportunities will be provided and learning will occur even if the purpose of the communication was not learning. Also, communicating with verbal persuasion will allow learners to boost their belief in themselves and their ability to do it. People who are convinced verbally that they possess the capabilities to master given activities are likely to mobilize and sustain greater effort.	**Action:** The instructor can gain learners' attention while combining communication strategies and verbal persuasion. **Sample Approach:** The instructor can gain learners' attention by providing communication opportunities. This can be done by allowing learners to ask questions, talk about problems that they (or a peer) may face, or discuss a current language-speaking trend that should be avoided. Learners can also be encouraged verbally, and told that they have the necessary skills to ask questions using the second language they are learning. Encouragement can be integrated both in the context of the whole class or between peers. **Rationale:** When providing communication opportunities, it is possible that learning could occur during this exchange even if the purpose was to simply gain the learner's attention. Integrating verbal persuasion along with having the required skills would allow learners to have a boost of confidence in themselves. People who are convinced verbally, and that have the required skill to master a given activity are likely to utilize greater effort to master that activity. Finally, all of the above would engage learners' attention through using techniques such as asking questions and proposing problems or trends.

Summative Overview

Seeking the opinions of experts from the three areas was invaluable in this study, and

their feedback was very influential in the revisions to the considerations. Overall, there was a

positive response to the presented instructional considerations for English Language Learning.

Each area was exhibited based on the perspective of the SMEs. Two IDT Experts reviewed the

application of Gagne's Nine Events, and the efficacy of each event when combined with the

other two areas. They mostly agreed that the descriptions for each action, sample approach, and

rationale were clear and helpful. The experts have also provided comprehensive

recommendations to improve the combinations for the potential readers. The Self-Efficacy

Expert also reviewed the combinations based on her expertise within self-efficacy research. She

was able to provide many recommendations for how to best utilize self-efficacy enhancing

strategies in combination with the other areas to improve the efficacy of the proposed

considerations. The Second Language Learning Experts also provided helpful recommendations

for improvement based on their area of expertise. They also found the considerations valuable

for second language learning, and agreed that the descriptions for each action, sample approach,

and rationale were clear and helpful. The insightful feedback provided by the SMEs was

incorporated into the revised version of the considerations. This revised version can be found in

Appendix A.

Chapter Five

Discussion

Introduction

This chapter restates the purpose of the study, discusses the results, and provides a summary of this design and development study. The implications and contributions associated with this study are also discussed in addition to suggested next steps.

Purpose of the Study

The purpose of this study was to identify combinations of self-efficacy enhancing strategies and language learning strategies that were proven to be helpful in second language acquisition. The combinations were then applied to everyday instruction for language learning using Gagne's Nine Events (1985). An evaluation of these strategies when combined and applied to each of Gagne's Nine Events (1985) was conducted by expert reviewers. The proposed combinations may be useful for second language instructors and educators as a way to enhance learners' self-efficacy beliefs and encourage students studying abroad to acquire second language skills. It is the researcher's hope that using these combinations will help educators to better prepare students pursuing higher education in another country to demonstrate their second language proficiency.

Discussion

Many studies in the literature have shown that second language learning and learners' self-efficacy beliefs are strongly correlated. This means that higher self-efficacy beliefs among learners is linked to more learner proficiency in the second language. However, these studies do not include how self-efficacy beliefs among second language learners can be enhanced or

improved (Cinkara & Tilfarlioglu, 2009; Magogwe & Oliver, 2007; Mills, Pajares, & Herron,

2007; Mizumoto, 2011; Nasrollahi & Barjasteh, 2013; Nosratinia, Saveiy, & Zaker, 2014;

Rahimi & Abedini, 2009; Shi, 2016; Tabrizi & Saeidi, 2015; Wang & Pape, 2007; Yang & Xin

Yang, 2017; Zhang, Smith, & McDowell, 2009). The literature also shows that language learning

strategies are important for the acquisition of a second language (O'Malley & Chamot, 1990).

Language learning strategies can help learners acquire the language more rapidly and effectively.

Moreover, the literature also shows that these strategies help learners the best when they are

applied in everyday instruction (Macaro, 2006 & Cohen, 2003).

Over the years, researchers have identified these individual strategies and determined

their effects on second language acquisition. Combining these strategies and applying them in

every day instruction using Gagne's Nine Events could contribute to the successful learning of a

second language. Gagne's Nine Events, for many years, have been used by educators and

designers to design and plan daily instruction. This approach to planning everyday instruction

has proven to be effective and efficient in many contexts (Branch & Kopcha, 2014). Therefore,

Gagne's Nine Events of Instruction can be helpful in guiding design aimed at implementing

language learning strategies and self-efficacy enhancing strategies in daily language learning

instruction.

The purpose of this study was to identify combinations of self-efficacy enhancing

strategies and language learning strategies, that could be aligned with Gagne's Nine Events of

Instruction (Gagne, 1985). The combinations were then evaluated by expert reviewers. The

evaluation of the proposed combinations was conducted to investigate whether they could be

applied to, and reflect each one of, Gagne's events.

For each one of Gagne's Nine Events (1985), it was possible to find at least one combination of self-efficacy enhancing strategies and language learning strategies that could be applied. In some cases, it was possible to find a maximum of eight combinations that could be applied to a particular event. It was also possible to find more than one example of how to operationalize the combination when aligned with one of Gagne's Events of Instruction. Expert reviewers were comfortable with most of the combinations of self-efficacy enhancing strategies and language learning strategies when applied to Gagne's Nine Events. They also found that most of the examples provided were clear and good examples that reflected the combinations. However, in some cases, more clarification for the operationalized examples was needed for possible readers. The highlighted issues with those examples should be addressed when dealing with a particular event. To conclude, based upon the expert reviewers' feedback on the provided combinations, the combinations can be aligned with Gagne's Nine Events of Instruction. In addition, the three areas that were combined were clear to all of the expert reviewers. For example, the second language expert understood not only the language learning strategies part of the combination, but also the other areas of self-efficacy and Gagne's Nine events. Another point of interest from this study is that Gagne's Nine Events (1985) can be helpful to guide design aimed at implementing the combinations of language learning strategies and self-efficacy enhancing strategies in everyday instruction for language learning.

Summary of the Study

Second language learning is complex, and to achieve fluency, learners need consistent and dedicated effort over a long period of time. Self-efficacy beliefs influence confidence in our abilities, and we use this confidence to push ourselves forward using the appropriate strategies and remaining persistent when facing difficulties.

A problem faced by many second language learners who study abroad is the struggle with time. Second language learners have limited time to study the language abroad. Language learners face many struggles with the complexity of the language, limited time, and the ways in which the language affects their degree seeking. Since providing extra time is not an option, educators and instructors should be more aware of how effective strategies might be combined and applied in daily instructions to better prepare students achieve the desired outcomes. One possible approach is to combine factors that, when applied singly, have been shown to have an effect on second language acquisition. With this approach, researchers would benefit from knowing how and what approaches and strategies might be combined when attempting to achieve the desired effects.

In order to follow this approach, design and development research methodology was utilized. Design and development research addresses two different types of inquiry: product and tool research, and model research. This study focused on model research (Richey & Klein, 2014). Richey and Klein (2007) also described model research, stating that it, "pertains to studies of development, validation, and use of design and development models" (p.10). This study included four phases: analysis, development, evaluation, and revision. The first phase (analysis) employed a literature review to examine three categories: self-efficacy enhancing strategies, language learning strategies, and Gagne's Nine Events of Instruction. The second phase (development) utilized what had been analyzed from the three areas of the literature to identify combinations of self-efficacy enhancing strategies, language learning strategies, and Gagne's Nine Events of Instruction (Gagne, 1985). These combinations may help educators to enhance learners' self-efficacy beliefs and encourage them to acquire second language skills when studying abroad. The third phase (evaluation) was focused on obtaining validation and

suggestions for improvement from experts. The selection of the experts was based on their area

of expertise. A website that included considerations and questions related to each combination

was used to collect feedback from the expert reviewers. Each reviewer analyzed the set of

considerations created from the comprehensive literature review, and identified areas for

improvement. Reviewer feedback was based on research, practice, and represented the field of

expertise for each reviewer. Through this research study, a set of considerations were formed by

combining analyses from three areas within the literature and incorporating recommendations

through an expert review process. The fourth phase (revision) was conducted based on the expert

review, and the helpful feedback provided from the SMEs was incorporated into the revised

version of the considerations. The revised version can be found in Appendix A.

Contributions of the Study

This study established a set of considerations for educators and designers in the field of

second language learning. Information gathered from this study has both theoretical and practical

implications.

Theoretical implications. This study utilizes an instructional design model through

design and development research. Richey and Klein (2014) state that, "Design and development

research is a type of inquiry unique to the Instructional Design and Technology field that is

dedicated to the creation of new knowledge and the validation of existing practice." A literature

review informed the analysis and development of considerations, and an expert review was used

to validate and revise the considerations. The instructional design model that was utilized along

with language learning strategies and self-efficacy enhancing strategies, and validated through

expert reviewers, is Gagne's Nine Events (1985). Gagne's Nine Events provide a systematic

approach to designing instruction for learners in different contexts. If these events are properly

utilized and modified for a specific context and combined with effective instructional strategies,

they can increase the efficacy of the learning process. These events, with the evidence provided

in this study, have the potential to be effectively utilized in the Second Language Context.

Practical implications. The considerations identified as a result of this study may be

applicable to different contexts and languages, but especially to language institutes with

international students. Specifically, they may be helpful in contexts where institutes are

attempting to build strong self-efficacy beliefs in learners studying the English language abroad

for the purpose of academic application. The identified considerations will be important, as they

could lead to more success and achievement. Moreover, these results contribute to the field of

IDT by adding research on another context that can benefit from effective systematic instruction.

Instructional designers can use these factors to guide them through the design and development

process for instructional materials aimed at teaching second language for academic application.

The Next Step

Implementation of these combined factors or considerations is the appropriate next step.

The next phase of this study would be to have the considerations applied in second language

learning instruction. Implementing these considerations, testing their effectiveness, and making

further revisions would further enhance the proposed considerations, contributing to their value

and feasibility. Implementation will also contribute to the knowledge base for both the fields of

Second Language Learning and Instructional Design and Technology.

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Appendix A

Revised Combinations of Language Learning Strategies, Self-efficacy Enhancing

Strategies, and Gagne's Nine Events (1985) to Consider When Designing Instructions for

Second Language Acquisition

Event One: Gaining Attention

Combination 1.1

Gagne's First Event: Gaining Attention

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor can gain learners' attention by combining communication strategies and

vicarious learning between learners and peers, or between learners and the instructor.

Sample Approach: Instructors can provide opportunities for learners to communicate, and allow

for discussion to grab learners' attention while providing opportunities for vicarious learning.

The instructor can ask preemptive questions related to the lesson and let students have open

discussion either with instructor or with peers. The instructor may explain that learners will be

asked the same questions after the lesson presented to see if the answers will change. The

instructor can propose a lesson-related problem that students face while practicing second

language skills, or current trends people use while speaking. They may then allow for a brief

discussion about why trends happen, or how problems can be fixed before introducing the lesson

focused on that topic.

Rationale: Vicarious learning, or observing learners communicate and participate in discussion

with an instructor, would increase the sense of efficacy in learners as they assess their

possibilities for success in the future in comparison to the experiences of students with similar

characteristics. Moreover, when providing communication opportunities, it is possible that

learning may occur during this exchange - even if the purpose was to simply gain the learner's

attention. All of the above would be effective in capturing learners' attention because people

have a natural desire to answer questions, know the answer, seek out solutions to problems they

are facing or that they might face, and to know about current trends.

Combination 1.2

Gagne's First Event: Gaining Attention

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor can grab learners' attention while combining communication

strategies and verbal persuasion.

Sample Approach: The instructor can grab learners' attention by providing communication

opportunities. This can be done by allowing learners to ask questions, talk about problems that

they (or a peer) may face, or discuss a current language-speaking trend that should be avoided.

Learners can also be encouraged verbally, and told that they have the necessary skills to ask

questions using the second language they are learning. Encouragement can be integrated both in

the context of the whole class or between peers.

Rationale: When providing communication opportunities, it is possible that learning could occur

during this exchange even if the purpose was to simply gain the learner's attention. Integrating

verbal persuasion along with having the required skills would allow learners to have a boost of

confidence in themselves. People who are convinced verbally, and that have the required skill to

master a given activity are likely to utilize greater effort to master that activity. Finally, all of the

above would engage learners' attention through using techniques such as asking questions and proposing problems or trends.

Combination 1.3

Gagne's First Event: Gaining Attention

Language Learning Strategy: Social or Socio Affective Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor can grab learners' attention by combining social strategy with vicarious learning.

Sample Approach: It can be done by using any type of multimedia to simulate real-life situations in which speakers who have the same characteristics as the target learners communicate with native speakers. One example is when an instructor presents a video of second language learners using the language incorrectly. The instructor can then explain the error to learners, and let them know that the lesson is going to be related to the example problem.

Rationale: When social strategies are implemented, learners have a better understanding of the culture behind the language in question. Observing and understanding the feelings and emotions of native speakers can improve the motivation to speak with native speakers more often, and promote feelings of involvement in the culture. Also, observing others similar to one-self speaking the language with native speakers can increase the sense of efficacy by vicarious experience as learners make connections between behaviors and results. Using the techniques from the previous example would gain learners' attention through the use of multimedia tools.

Combination 1.4

Gagne's First Event: Gaining Attention

Language Learning Strategy: Social or Socio Affective Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor can gain learners' attention by incorporating social or socio-affective strategies while verbally persuading learners they are capable of success.

Sample Approach: This can be done through posing questions and allowing for discussion which can help with social interaction. It should happen in combination with encouraging each student to participate, and convincing them that they are capable of participating and succeeding in these discussions. This has the strongest impact on students who have some reason to believe that they can achieve the desired skill set. One example is asking a question and assigning groups to discuss that question. Groups are then encouraged to discuss whether they understood each other, and could explain their points effectively. If they are capable of discussing with peers in a way that their peers understand, they can use the language in the same way inside and outside of the classroom.

Rationale: Verbal persuasion can boost learner beliefs in their capability to succeed. Showing learners that they can succeed if they have the required skills can help them to perform with greater effort than if they have the required skills but have doubts about their personal capabilities. Also, allowing learners to have group discussions helps in creating social interaction, which is an important strategy in second language learning. In the previous example, learner attention is captured through asking questions that inspire curiosity about a problem.

Event Two: Inform Learners of Objectives

Combination 2.1

Gagne's Second Event: Informing Learners of Objectives

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: Instructors can inform learners of objectives while combining communication

strategies and verbal persuasion.

Sample Approach: The instructor can state the objectives by any preferable method. They can

be presented as simply as stating them verbally, or written as bullet points. They also can be

presented in a more creative way, such as with a road map or other visual imagery. The

important point is that the objectives are explained using specific and measurable terms that

describe what the learner will know or be able to do as a result of engaging in a learning activity.

It is also important that the instructor explain how these objectives are specifically designed

according to level, and what tasks can be successfully accomplished with a combination of skills

and learner effort**.**

Rationale: When the instructor uses the above approach and provides communication

opportunities, it is possible that learning may occur during this exchange even if the purpose was

to simply state the learning objectives. Integrating verbal persuasion through explaining that

lessons are designed according to level, and that learners will be able to successfully accomplish

the tasks, will give learners confidence in their abilities. Learners with the required skills, and

that are persuaded verbally that they possess the capabilities to master given activities are likely

to work harder. In addition, informing learners of objectives clearly and simply allows learners to

be self-aware of the learning process and prepared for the next steps.

Combination 2.2

Gagne's Second Event: Informing Learners of Objectives

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: Instructors can inform learners of objectives while combining communication

strategies and verbal persuasion. Instructors can persuade learners in an open discussion that they

are capable of succeeding, even if they have faced challenges in the past with the same or similar

areas.

Sample Approach: This approach can involve verbal statements in an open discussion, or

showing charts of success rates for the class. It can also be done by conducting a pretest as a way

to show learners how a lesson is designed specifically to help them accomplish the objectives.

Another approach is to discuss learner analysis, which provides information on learner

background such as level, education, strengths, weaknesses, attitudes toward learning etc.

Finally, learners can be convinced that they are capable of succeeding in accomplishing these

objectives by explaining that the lesson is clustered and chunked to avoid cognitive overload,

and designed to fit the class time.

Rationale: This will show and convince learners that they are capable of succeeding, as the

lesson is designed based on many considerations. Self-efficacy can increase as a result of verbal

persuasion, which is the power of encouragement. This has the potential to convince learners that

they are capable even if they have experienced challenges with similar tasks in the past. When

the instructor uses the above approach and provides communication opportunities, it is possible

that learning may occur during this exchange even if the purpose was to simply state the learning

objectives. Also, informing learners of objectives clearly and simply allows learners to be self-

aware of the learning process and prepared for the next step.

Event Three: Stimulate and Recall of Prior Knowledge

Combination 3.1

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine communication strategies and vicarious learning.

Sample Approach: The instructor can act as a model by explaining a lesson-related experience that they have had, and the lessons they learned from the experience. This vicarious experience may boost student self-efficacy in communicating personal experiences to a classmate while activating prior knowledge and enhancing communication skills.

Rationale: Vicarious learning or observing others can positively increase the sense of efficacy in learners as they assess their possibilities for future success through comparison to others' experiences. When instructors use the above approach and provide communication opportunities, it is possible that learning may occur during the exchange - even if the purpose was to simply recall prior knowledge. In addition, the recall of prior knowledge may aid in the activation of long term memory, which can allow learners to make sense of new information.

Combination 3.2

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor, when recalling prior knowledge related to the lesson, can combine communication strategies and verbal persuasion.

Sample Approach: The instructor, while reminding learners of previous lessons, can communicate with learners and encourage them verbally. For example, they may tell learners that they will be able to complete the current lesson successfully - just as the previous one.

Rationale: When the instructor uses the above approach and provides communication

opportunities, it is possible that learning may occur during this exchange - even if the purpose
was to recall prior knowledge. Doing this in combination with verbal persuasion can help
learners to have more confidence in their abilities. Also, through recalling prior knowledge, the
activation of long term memory can allow learners to make sense of new information.

Combination 3.3

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can
combine communication strategies and mastery experience.

Sample Approach: Remind learners through communication how successful they were in
previous experiences related to the lesson. This can be done by showing learners previous
grades, a recorded performance, or allowing them to repeat successful experiences in front of
peers.

Rationale: Reminding learners of mastery experiences, which are positive learning experiences
or the achievement of goals or tasks, can increase self-efficacy and their capability to succeed.
When the instructor uses the above approach and provides communication opportunities, it is
possible that learning may occur during this exchange, even if the purpose was to recall prior
knowledge. Also, through recalling prior knowledge, the activation of long term memory may
allow learners to make sense of new information.

Combination 3.4

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Social or Socio affective Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine social strategies and vicarious learning.

Sample Approach: Allow learners to participate in a discussion explaining experiences related to the lesson, and the lessons learned from those experiences.

The instructor may also use a video of the learners' previous performance, or allow them to perform previously learned material.

Rationale: Doing so can allow learners to have more understanding of different cultures and the feelings and emotions of others. This can improve the motivation to speak more often, and also promote feelings of involvement. Observing others speaking the language can increase learners' sense of efficacy through vicarious learning, as learners can make connections between behaviors and results when watching others.

Combination 3.5

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Social or Socio affective Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine social strategies and verbal persuasion.

Sample Approach: The instructor can assign groups to review what has been studied before, and encourage them to support each other through using encouraging words before presenting to other groups.

Rationale: Doing so can encourage learners to have more understanding of different cultures as well as the feelings and emotions of others. It can also improve the motivation to speak more

often and promote feelings of involvement. Using verbal persuasion can help learners to have more confidence in their abilities. Also, through recalling prior knowledge, the activation of long term memory can allow learners to make sense of new information.

Combination 3.6

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Social or Socio affective Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine social strategies and mastery experience.

Sample Approach: The instructor can encourage learners to participate in a discussion explaining their previous and related positive experiences, as well as the lessons learned.

Rationale: Reminding learners of mastery experiences, which are positive learning experiences or the achievement of goals or tasks, can increase self-efficacy beliefs and the capability to succeed. Doing this can also help learners to have more understanding of different cultures, and the feelings and emotions of others. This can improve the motivation to speak more often and promote feelings of involvement. Finally, through recalling prior knowledge, the activation of long term memory may allow learners to make sense of new information.

Combination 3.7

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Memory Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine memory strategies and vicarious learning.

Sample Approach: The instructor can encourage learners to participate in discussions, either as a group of peers, or between learners and instructors in front of the class. Learners would rephrase and explain their notes from the previous lesson as a method of memory strategy and recall of new materials. Other learners can watch and learn, which allows for vicarious learning.

Rationale: Observing others speaking the language can increase the sense of efficacy through vicarious learning as learners make connections between behaviors and results. Vicarious learning, or observing learners similar to oneself, can positively increase the sense of efficacy in learners as they assess their possibilities for future success in comparison to others' experiences. Also, through recalling prior knowledge, activation of long term memory can allow learners to make sense of new information. Doing so may help learners to encode what they've learned into long-term memory.

Combination 3.8

Gagne's Third Event: Stimulating and Recalling of Prior Knowledge

Language Learning Strategy: Memory Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when stimulating and recalling prior knowledge related to the lesson, can combine memory strategies and mastery experience.

Sample Approach: The instructor can encourage learners to participate in repeating, rephrasing, or referring to their previous notes to remind themselves of how much they accomplished during previous experiences.

Rationale: Repeating, rephrasing, or referring to previous notes can create positive experiences or mastery experiences for learners. Learners are likely to succeed in doing this task because they have seen these materials before. At the same time, prior knowledge is recalled. Mastery

experiences can increase the sense of efficacy and make learners ready for what is to come. Also,

through recalling prior knowledge, activation of long term memory allows learners to make

sense of new information.

Event Four: Presenting the Stimulus

Combination 4.1:

Gagne's Fourth Event: Presenting the stimulus

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: When presenting new knowledge within the lesson, the instructor can

combine communication strategies and vicarious learning.

Sample Approach: The instructor should encourage learners to ask questions or to ask for

clarification at any time during the presentation. The instructor can pause between ideas and ask

if something needs more clarification to give learners opportunities to ask when needed.

Another way that may be effective in presenting the stimulus while providing communication

strategies and vicarious learning is using Think-Pair-Share. The instructor can encourage learners

to think about something related to the lesson, discuss it with peers in groups, and then share it

with the class. Instructors can also assign learners, from the beginning of semester, to present the

information themselves as a type of flipped classroom, assigned presentation, or as group work

after reading the materials.

Rationale: Vicarious learning, or observing learners communicating with an instructor

positively when asking for clarification or presenting information, can increase the sense of

efficacy in learners as they assess the possibility for future success in comparison to others'

experiences. Using the Think-Pair-Share strategy as a way of presenting a stimulus can utilize

the communication strategy. It is possible that students who don't have the confidence to share

will gain confidence through watching other students share. Moreover, when the instructor uses

the above approach and provides communication opportunities, it is possible that additional

relevant learning may occur, even if the purpose was to simply present the new information.

Combination 4.2

Gagne's Fourth Event: Presenting the Stimulus

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor, when presenting new knowledge of the lesson, can

combine communication strategies and verbal persuasion.

Sample Approach: The instructor, when presenting new information or materials, can

communicate with learners and encourage them verbally. For example, they may tell learners

that they will be able to complete the lesson successfully, just as they have in the past.

Rationale: When the instructor uses the above approach and provides communication

opportunities, it is possible that additional relevant learning may occur even if the purpose was to

simply present the new information. Also, incorporating verbal persuasion may allow learners to

become more confident in their abilities.

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Event Five: Provide Learning Guidance

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Combination 5.1

Gagne's Fifth Event: Providing Guidance for Learners

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Emotional Arousal

Action: Instructors, when guiding learners, can combine communication strategies and

emotional arousal.

Sample Approach: The instructor may schedule one-on-one meetings to communicate with learners about their feelings toward the course, their plans for the lesson, and their fears. The instructor may also ask learners how they usually deal with feelings such as stress, tension, and anxiety to understand their perspectives. If learners have negative perspectives towards these feelings and consider them to be weaknesses, the instructor may direct them to tools that can effectively help them to see the positive aspects associated with those feelings. Also, instructors can explain these positive aspects to learners and how these feelings can be strong motivators for success. Instructors may also provide guidance to learners whenever they need it, and throughout the learning process. Instructors can also provide guidance when they notice that learners struggle with feelings such as anxiety, stress, and tension.

Rationale: Guiding learners on how to deal with their emotions, and how they should consider them strengths instead of weaknesses, can increase the self-efficacy levels in learners. This is because self-efficacy can increase or decrease depending on how individuals respond to levels of anxiety, stress, and tension. People tend to think of emotions such as stress, tension, and anxiety as weak personality characteristics, which can lead to low self-efficacy. Moreover, using these approaches through communication can provide more learning opportunities. This is because learning can occur through communication even if the purpose of the communication was not specifically learning.

Combination 5.2

Gagne's Fifth Event: Providing Guidance for Learners

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: Instructors, when providing guidance to learners, can combine communication strategies and verbal persuasion.

Sample Approach: Instructors can communicate with learners often to encourage them to seek help, either in person or through other forms of communication such as email, whenever there is a need for more guidance. While giving guidance to learners, instructors should always choose positive words to guide learners to good performance while verbally motivating and convincing learners that they are capable of success.

Rationale: Using this approach through communication can provide more learning opportunities. This is because learning occurs through communication even if the purpose of the communication was not specifically learning. Also, communicating with verbal persuasion can allow learners to have increased self-efficacy in their capability to succeed. Guidance, on the other hand, can help learners to be more confident in their ability to proceed to the next step. It can also make the new materials meaningful and give them enough confidence to move forward.

Combination 5.3

Gagne's Fifth Event: Providing Guidance for Learners

Language Learning Strategy: Social or socio Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: When providing guidance to learners, instructors can combine social strategies with vicarious learning.

Sample Approach: Instructors can show many examples, non-examples, and exercises involving learners similar to oneself to allow for vicarious learning. This can be done by encouraging successful learners to speak about a certain topic or tell a story. This can be used as a good example, and the teacher can then explain why the example is considered to be a good

one.

Rationale: Guidance helps learners to be confident in their ability to move forward. It also makes the new materials meaningful and gives them enough confidence to proceed to the next step. This approach can also provide vicarious learning experiences. Vicarious learning, or observing learners communicating with an instructor positively when asking for clarification or presenting information, can increase the sense of efficacy in learners as they assess their possibilities for future success in comparison to others' experiences. The social interaction that occurs when learners participate in this process is important for second language learners in that it promotes feelings of involvement. This can motivate learners to speak more often.

Combination 5.4

Gagne's Fifth Event: Providing Guidance for Learners

Language Learning Strategy: Social or socio Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: When providing guidance to learners, instructors can combine social strategies with verbal persuasion.

Sample Approach: Instructors can incorporate social interactions between learners and volunteer non-native speakers who study the same language at higher levels. The volunteers may also be second language learners who finished studying the language and succeeded in pursuing a degree in higher education. These volunteers can help to provide tips and strategies that helped them to succeed in learning the language.

Rationale: This approach can enhance learning through vicarious experience, which can increase the sense of efficacy in learners as they assess their possibilities for future success in comparison to others' experiences. It can also help with social interaction and the feeling of involvement,

which can motivate learners to speak more often. Finally, guidance will be provided, which can encourage learners to become confident in their abilities. It can also make the new materials meaningful and give learners the confidence to proceed to the next step.

Combination 5.5

Gagne's Fifth Event: Providing Guidance for Learners

Language Learning Strategy: Social or socio Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: When providing guidance to learners, instructors can combine social strategies with verbal persuasion.

Sample Approach: Instructors can incorporate social interactions between learners and volunteer non-native speakers who study the same language at higher levels. These volunteers may also be second language learners who finished studying the language and succeeded in pursuing a degree in higher education. They can help to explain tips and strategies that helped them succeed in learning the language. Instructors might ask learners how they would like to be offered these social opportunities. For example, would they prefer personal invitations, or would they feel pressured to attend and perform? Would they prefer an announcement for social gatherings instead?

Rationale: This approach can increase the sense of self-efficacy in learners by using verbal persuasion while guiding them. Verbal persuasion can provide learners with increased confidence in their ability to succeed. This can also help with social interaction and the feeling of involvement, which can motivate learners to speak more often. Meanwhile, guidance helps learners to become more confident in their ability to proceed to the next step. It also makes the new materials meaningful and gives learners more confidence moving forward.

Combination 5.6

Gagne's Fifth Event: Providing Guidance for Learners

Language Learning Strategy: Affective strategy

Self-Efficacy Enhancing Strategy: Emotional Arousal

Action: When providing guidance to learners, instructors can combine affective strategies with emotional arousal.

Sample Approach: Instructors, in addition to providing guidance throughout the lesson, may teach learners who have feelings such as fear, stress, and tension to consider these feelings to be strengths. They may teach students to allow these feelings to push and motivate them toward success. The instructor can encourage learners to use specific methods to reduce stress and to turn it to something positive. They may also provide them with learning materials focused on dealing with these feelings for use outside the classroom. Instructors can also teach learners to practice positive affirmation, self-rewarding, and speaking the language in private.

Rationale: Providing guidance on how to deal with emotions and feelings can help to increase self-efficacy in learners. This is because self-efficacy can increase or decrease depending on how individuals respond to levels of anxiety, stress, and tension. People tend to think of emotions such as stress, tension, and anxiety as weak personality characteristics, which can lead to low self-efficacy. This approach can help learners to have more control over their emotions, and to have a positive attitude toward learning and self. This is only effective if learners are not having a physiological response to the lesson. Guidance can also help learners to become more confident in their ability to proceed to the next step. It can also make new materials meaningful and encourage them to move forward.

Event Six: Eliciting Performance

Combination 6.1

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Cognitive Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor, when eliciting performance, can combine cognitive

strategies and vicarious learning.

Sample Approach: The instructor may encourage learners to solve tasks and practice recently

learned materials. They can encourage learners to have formal practice with structures and

sounds in front of peers in class. The instructor can also ask learners to summarize the main

points explained in the lesson, or to read and present the notes taken during class to their peers.

The instructor can then encourage learners to practice the newly learned materials in natural

settings such as a supermarket or restaurant, or ask them to conduct an interview with native

speakers to practice using new words.

Rationale: Practicing while using cognitive strategies can help to transfer the newly learned

materials to long term memory. It can give the learners an idea of how well they performed on a

certain task, and whether the objectives have been successfully achieved. This approach can also

give learners a chance to understand their mistakes, and to avoid repeating them in the future.

Allowing this to happen in front of peers can help peers to assess the possibility for future

success in comparison to others' experiences. The observer can make associations between

mistakes and consequences, and determine which behaviors are acceptable or not acceptable.

Combination 6.2

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Cognitive Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when eliciting performance, can combine cognitive

strategies and mastery experience.

Sample Approach: The instructor can encourage learners to solve tasks and practice recently

learned materials. They may encourage learners to have formal practice with structures and

sounds in front of their peers. The instructor can also ask learners to summarize the main lesson

points, or to read the notes taken during the class and present them to peers. The instructor can

then encourage learners to practice the newly learned materials in natural settings such as a

supermarket or a restaurant, or to conduct an interview with native speakers to practice using

new words. All of these tasks can be repeated until the learners are satisfied.

Rationale: Practicing with cognitive strategies can help to transfer the newly learned materials

to long-term memory. It also gives learners an idea of how well they performed on a certain task,

and whether the objectives have been successfully achieved. It can also give them a chance to

understand their mistakes and to avoid repeating them in the future. Ensuring a successful

experience through allowing repetition can help individuals to have a greater sense of efficacy,

even if they faced failure with similar experiences in the past.

Combination 6.3

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing : Vicarious Learning

Action: The instructor, when eliciting performance, can combine communication

strategies and vicarious learning.

Sample Approach: The tasks should be carefully designed to allow for communication between

peers, instructors, or native speakers. For example, group activities can be designed where learners can engage in two-way communication with peers or native speakers. Also, tasks can be designed with time for questions and clarifications either with peers, volunteer native speakers, or instructors.

Rationale: Practice gives the learner an idea of how well they did on a certain task, and whether the objectives have been successfully achieved. It can also give them a chance to understand mistakes and to avoid them in the future. Also, interaction and communication between peers, native speakers, or instructors can help to create vicarious experiences that can help learners to assess the possibility of future success in comparison to others' experiences. The observer can make an association between a mistake and consequences, and determine which behaviors are acceptable or unacceptable. Moreover, learning may occur from any sort of communication, even if the purpose of the communication was not primarily learning.

Combination 6.4

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor when eliciting performance, can combine communication strategies and mastery experience.

Sample Approach: The tasks should be carefully designed to allow for communication between peers, instructors, or native speakers. For example, group activities can be designed where learners engage in two-way communication with peers or native speakers. Also, tasks can be designed with time for questions and clarification either with peers, volunteer native speakers, or instructors.

Rationale: Practice gives the learner an idea of how well they performed on a certain task, and whether the objectives have been successfully achieved. It also gives them a chance to understand and avoid their mistakes when the instructor provides performance feedback during the next event. Also, more positive experiences from in-class communication and activities lead to more increases in self-efficacy. Individuals will have a greater sense of efficacy even if they faced failure with similar experiences in the past. Modification of their self-efficacy regarding past experiences will happen as a result of the new, successful experiences. Moreover, learning occurs from any sort of communication, even if the purpose of the communication was not primarily learning.

Combination 6.5

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Compensation Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when eliciting performance, can combine compensation strategy and mastery experience.

Sample Approach: Learners should be encouraged to solve tasks to practice the recently learned materials in front of other learners. They should have access to a list of synonyms that they can use when practicing speaking, to compensate for unknown or missing words.

Rationale: Practice gives the learners an idea of how well they performed on a certain task, and whether the objectives have been successfully achieved. It will also give them a chance to understand and avoid mistakes in future when the instructor provides them with performance feedback during the next event. Also, using the list of aid to compensate for unknown or missing words is likely help them get used to this strategy. This may help them to use it in daily life

situations without the aid of the list. Compensation strategies can help learners to have longer

conversations and to get sustained practice over time. Moreover, by completing tasks in front of

peers, learners may assess their possibility for future success in comparison to others'

experiences. The observer can make an association between mistakes and consequences, and

determine which behaviors are acceptable or unacceptable.

Combination 6.6

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Compensation Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action:

Sample Approach: Learners should be encouraged to solve tasks to practice new materials with

the aid of a list of synonyms. This list can be used when practicing speaking to compensate for

unknown or missing words.

Rationale: Practice gives learners an idea of how well they performed on a certain task, and

whether the objectives have been successfully achieved. It will also give them a chance to

understand and avoid future mistakes when the instructor provides them with performance

feedback during the next event. Also, by using the list of aid to compensate for unknown or

missing words, students may become familiar with using the strategy. They may then use it more

frequently in daily life situations without the aid of the list. Moreover, compensation strategies

can help learners to engage in longer conversations and to get sustained practice over

time. Mastery experiences can occur as a result of providing the learners with a list of synonyms,

and these successful experiences can help individuals to achieve a greater sense of efficacy.

When learners experience success through using the strategies that were taught to accomplish a specific task, their self-efficacy beliefs are likely to be confirmed or proven.

Combination 6.7

Gagne's Sixth Event: Eliciting Performance

Language Learning Strategy: Compensation Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when eliciting performance, can combine compensation strategies and mastery experience.

Sample Approach: The tasks should be carefully designed to allow for communication between peers, instructors, or native speakers. For example, group activities can be designed where learners can engage in two-way communication with peers or native speakers. Native speakers can be asked to volunteer to help learners practice speaking the language in class, and to finish the task. Also, tasks can be designed with time for questions and clarification either with peers, volunteer native speakers, or instructors. Games and game-like activities can be incorporated as well to help with social interaction and vicarious learning.

Rationale: Practice gives the learners an idea of how well they performed on a certain task, and whether the objectives have been successfully achieved. It will also give them a chance to understand and avoid mistakes when the instructor provides them with performance feedback during the next event. Interaction and communication between peers, native speakers, or instructors can create more observable and interactive experiences for learners. These experiences, if successful, can help learners to assess the possibility for future success in comparison to others' experiences. The observer can also make an association between mistakes and consequences, and determine which behaviors are acceptable or not acceptable. Moreover,

social interaction can encourage more understanding of the culture, of feelings and emotions, and

feelings of involvement which can improve the motivation to speak more often. Social

interaction helps to increase empathy and the appreciation of others as well as the community the

language is spoken in.

Event Seven: Providing Feedback

Combination 7.1

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor, when providing feedback, can combine communication

strategies and verbal persuasion.

Sample Approach: The instructor should allow learners to have time for immediate informative

feedback with encouraging words. This can be done through one-on-one meetings with learners.

The instructor should avoid negative words such as "wrong" and "mistake," and instead use

positive phrases such as "this can be better if..."

Rationale: By encouraging learners verbally to believe that the quality of their performance and

the effort they invest will lead to achievement, will usually result in increased confidence. When

the instructor uses the above approach and provides communication opportunities, it is possible

that additional related learning may occur during this exchange, even if the purpose was

originally to provide feedback. Giving feedback to learners can also help to make the new

materials meaningful to learners, and to give them enough confidence to go to the next step.

Combination 7.2

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when providing feedback, can combine communication

strategies and mastery experience.

Sample Approach: The instructor should give informative feedback and explain to learners how

they need to make changes, where exactly they need to improve, and how to be ready for a redo.

Rationale: Communicating this type of feedback can help learners to have successful retries

which can result in having successful experiences at the end. Success and accomplishments can

help to establish a strong sense of efficacy. Ensuring that successful experiences are the end

result may help individuals to get a greater sense of efficacy, even if they have faced some

failures with similar experiences in the past. Also, when the instructor uses the above approach

and provides communication opportunities, it is possible that additional related learning may

occur, even if the purpose was to simply provide feedback.

Combination 7.3

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Emotional Arousal

Action: The instructor, when providing feedback, can combine communication

strategies and emotional arousal.

Sample Approach: The instructor should give informative feedback, and explain to learners

how they can make changes, where exactly they need to improve, and how they can improve it.

This can be done while encouraging them to speak about how they feel toward the learning

process and performance. If there are feelings of stress and tension, the instructor should explain

how these feelings are normal, how they can be dealt with, and how they can be perceived as

positive and motivational feelings that lead to success.

Rationale: Providing learners with feedback and encouragement, and giving tips and techniques

to control stress and emotions can help learners to have better self-efficacy beliefs as their

negative perspectives towards those feelings change. When the instructor uses the above

approach and provides communication opportunities, it is possible that additional and related

learning may occur, even if the purpose was to simply provide feedback.

Combination 7.4

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Affective Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor when providing feedback, can combine affective strategies and mastery

experience.

Sample Approach: The instructor can encourage learners, when they finish a task, to practice

different techniques and affective strategies such as self-reinforcement, positive self-talk,

personal motivation, and self-rewarding even if the learning experience was not a successful one.

For example, learners should reward themselves even if they did not get the desired score on an

exam.

Rationale: Making sure that learners have successful experiences such as simple regard or

positive self-talk can help learners to avoid believing that they are set for failure. When the result

is a positive one, it can help individuals to get a greater sense of efficacy, even if they have faced

failure with similar experiences in the past. Rewards and motivation like self-talk can positively

affect learners and increase their sense of self-efficacy. They can also help learners to have more

control over their emotions and positive attitudes toward the learning process. Finally, giving

feedback can help in making the new materials meaningful to learners, giving them enough

confidence to go to the next step.

Combination 7.5

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Affective Strategy

Self-Efficacy Enhancing Strategy: Emotional Arousal

Action: The instructor when providing feedback, can combine affective strategies and emotional

arousal.

Sample Approach: The instructor should encourage learners, when they finish a task, to

practice different techniques and affective strategies such as self-reinforcement, positive self-

talk, personal motivation, and self-rewarding even if the learning experience was not a successful

one. For example, learners should reward themselves even if they did not get the desired score on

an exam. The instructor can also allow learners to choose a reward when their work does not

need modifications.

Rationale: This approach can help learners to gain better control over their emotions, attitudes,

and motivations. Changing negative perspectives toward these feelings can help learners to

enhance their self-efficacy level and their beliefs about themselves. Finally, giving feedback can

help to make the new materials meaningful to learners, giving them enough confidence to go to

the next step.

Combination 7.6

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Social Strategy

Self-Efficacy Enhancing Strategy: Verbal Persuasion

Action: The instructor when providing feedback, can combine social strategies and verbal

persuasion.

Sample Approach: The instructor can allow former successful language learners to participate

in giving current learners feedback on specific skills that helped them to succeed on their journey

of learning a second language. They may also encourage current learners, telling them that they

are also capable of achieving the same goals.

Rationale: The above approach can result in higher self-efficacy and the belief that the learner

can succeed. People who are verbally persuaded that they have the required skills, and that they

can succeed, are likely to stop doubting themselves and utilize greater effort. Giving feedback

can also help to make new materials meaningful to learners, and give them enough confidence to

move toward the next step. Finally, social interaction and feedback provided by former language

learners can also help learners to understand the culture the language is spoken in, and the

feelings and emotions of others. This can motivate learners to speak more often and feel

involved. Social interaction helps to increase empathy and appreciation of others as well as the

community the language is spoken in.

Combination 7.7

Gagne's Seventh Event: Providing feedback

Language Learning Strategy: Social or socio affective Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor when providing feedback, can combine social strategies and vicarious

learning.

Sample Approach: The instructor can encourage learners to give feedback to their peers.

However, the instructor should check the quality of that feedback before allowing this to happen.

This can be done by giving the learners assigned to provide feedback a list of acceptable words

to use and words that should be avoided. Learners can then present and explain to other learners

why they would consider something correct or incorrect, and allow the rest to give their input

about the explanation.

Rationale: Vicarious learning can happen when the observer makes an association between

mistakes and consequences when presenting to other learners. Learners can then determine

which behaviors are acceptable and which are not. Social interaction can also happen, allowing

learners to understand the culture the language is spoken in and the feelings and emotions of

others. This can motivate learners to speak more often and feel involved. Social interaction can

also help to increase empathy and appreciation of others and the community the language is

spoken in. Finally, giving feedback can help learners to make new materials meaningful and give

them enough confidence to go to the next step.

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Event Eight: Assessing Performance

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Combination 8.1

Gagne's Eighth Event: Assessing Performance

Language Learning Strategy: Compensation Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor when assessing performance, can combine compensation

strategies and mastery experience.

Sample Approach: Learners should be allowed to solve tasks that are related to the lesson for

final assessment. This can be done by assigning speaking skill activities to learners while using compensation strategies to compensate for unknown or missing words. The activity can be designed to encourage learners to speak about a certain topic, tell a story, or conduct an interview.

Rationale: Compensation strategies allow learners to stay in conversation longer. Mastery experiences may occur as success is often the result at the end. This can help individuals to get a greater sense of efficacy, even if they have faced failure with similar experiences in the past. It can also help learners to make modifications to their self-efficacy surrounding those experiences. When success is experienced through using strategies that were taught to learners in order to accomplish a specific task, their self-efficacy beliefs will be confirmed or proven. The results can also help instructors to assess whether learning objectives have been achieved and learning has occurred.

Combination 8.2

Gagne's Eighth Event: Assessing Performance

Language Learning Strategy: Affective Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor when assessing performance, can combine affective strategies and mastery experience.

Sample Approach: The instructor may ask learners to assess their learning. Learners can be asked to choose a task or a project that is related to the lesson, to grade their own work, and to reward themselves. The instructor should encourage learners to pick a challenging task.

Rationale: This approach can help learners to have positive experiences with doing something that they chose, and that is also encouraging and challenging. It can also help them to practice

affective strategies, which are important for second language. Making sure that success is the end

result, and that the student has made the choice to perform the grading task, can help individuals

to gain a greater sense of efficacy even if they have faced failure with similar experiences in the

past. It can also help learners to assess their own learning to see if they understood the lesson or

if the objectives have been achieved.

Combination 8.3

Gagne's Eighth Event: Assessing Performance

Language Learning Strategy: Social or Socio-affective Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning **Action**: The instructor when **assessing**

performance, can **combine social strategies** and **vicarious learning.**

Sample Approach: The tasks should be carefully designed to encourage social interaction

between peers, instructors, or native speakers. One example is assigning group activities between

peers themselves or between learners and native speakers. The task can be designed to encourage

learners as a group or individually to go outside the classroom and record a conversation or

interview of a specific topic for the teacher to assess later. Games and game-like activities can be

incorporated as well to help with social interaction and vicarious learning.

Rationale: Interactions between peers, native speakers, or with the instructor can help learners to

assess their possibilities for future success in comparison to others' experiences. Also, the

observer can make an association between mistakes and consequences, and determine which

behaviors are acceptable and which are not. Social interaction is likely to happen through shared

activities such as group work, which can promote understanding of the culture, feelings, and

emotions of others. This can all motivate learners to speak more often, and increase feelings of

involvement.

Event Nine: Enhancing Retention and Transfer

Combination 9.1

Gagne's Ninth Event: Enhancing Retention and Transfer

Language Learning Strategy: Communication Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor when enhancing retention and transfer, can combine communication strategies and mastery experience.

Sample Approach: Encourage learners to have many communication opportunities with native speakers outside of the classroom, and to apply the same techniques taught in the classroom. The instructor can also encourage learners to reflect on this type of practice as an assignment to encourage mastery experiences.

Rationale: This approach can help learners to communicate freely without the pressure of peers' judgments or grades. Communicating without pressure will also allow learners to speak more often and stay in conversations longer. It can allow learners to have more positive experiences. The more positive experiences learners have with in-class communication and activities. The more likely it is that an increase in self-efficacy will occur. Individuals get a greater sense of efficacy after successful experiences even if they have faced failure with similar experiences in the past. Learning is likely to occur from any sort of communication, even if the purpose of the communication was not primarily learning.

Combination 9.2

Gagne's Ninth Event: Enhancing Retention and Transfer

Language Learning Strategy: Metacognitive Strategy

Self-Efficacy Enhancing Strategy: Mastery Experience

Action: The instructor, when **enhancing retention and transfer,** can combine **metacognitive strategies** and **mastery experience.**

Sample Approach: Instructors, when enhancing retention and transfer, should encourage learners to assess, guide, and control their own learning outside the classroom by analyzing, monitoring, evaluating, planning, and organizing self-progress.

Rationale: When analyzing and monitoring their own learning, progress, and learning experiences, learners' self-efficacy beliefs about their capabilities get confirmed or proven. Mastery experiences can occur when experiences result in successful outcomes. Mastery experiences can help individuals get a greater sense of efficacy even if they have faced failure with similar experiences in the past. This can also help learners to make modifications to their self-efficacy beliefs surrounding those experiences. Moreover, when learners experience success using strategies that were taught to them, their self-efficacy beliefs are likely to get confirmed or proven. It can also help learners to benefit from the lessons learned both inside and outside the classroom.

Combination 9.3

Gagne's Ninth Event: Enhancing Retention and Transfer

Language Learning Strategy: Social or Socio-affective Strategy

Self-Efficacy Enhancing Strategy: Vicarious Learning

Action: The instructor when enhancing retention and transfer, can combine social strategies and vicarious learning.

Sample Approach: Instructors can incorporate social interactions while enhancing retention and transfer by encouraging learners to review important strategies or skills with the help of other

learners, and reviewing different applications for the new knowledge. Group homework, creating

graphic organizers, or functional practice can be useful.

Rationale: Interaction and communication between peers, native speakers, or with the instructor

can help learners to assess their possibilities for future success in comparison to others'

experiences. The observer can make an association between mistakes and consequences and

determine which behaviors are acceptable and which are not. Social interaction can help learners

to have more understanding of the culture, feelings, and emotions of native speakers. It can

improve the motivation to speak more often and promote feelings of involvement. Social

interaction can also help to increase empathy and appreciation for others as well as the

community the language is spoken in.

Appendix B

Expert Review Survey Instrument

The following are the questions included within the website submitted to the Expert reviewers.

Sample Website Link: https://eslexpert.weebly.com

Each event includes different Combinations. The following questions were asked after each combination of each event.

1. **Event One Question:**

Does combination (1.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

    Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help gain a learner's attention?

- Yes
- No
    Comments/Feedback

2. **Event Two Question:**

Does the above combination (2.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

    Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help inform learners of objectives?

- Yes
- No

Comments/Feedback

3. **Event Three Question:**

Does the above combination (3.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

    Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors stimulate the recall of prior knowledge?

- Yes
- No

    Comments/Feedback

4. **Event Four Question:**

Does the above combination (4.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

    Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help present the stimulus?

- Yes
- No
    Comments/Feedback

5. **Event Five Question:**

Does the above combination (5.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes

- No

Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help provide learning guidance?

- Yes
- No
Comments/Feedback

6. **Event Six Question:**

Does the above combination (6.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help elicit performance?

- Yes
- No
Comments/Feedback

7. **Event Seven Question:**

Does the above combination (7.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help provide feedback?

- Yes

- No

Comments/Feedback

8. **Event Eight Question:**

Does the above combination (8.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help assess performance?

- Yes
- No

    Comments/Feedback

9. **Event Nine Question:**

Does the above combination (9.1) provide clear descriptions of the Action, Sample Approach, and Rationale?

- Yes
- No

    Comments/Feedback

Could the above combination of language learning strategies and self-efficacy factors help enhance retention and transfer?

- Yes
- No

    Comments/Feedback

Appendix C

Sample Participants' Invitation Letter

Dear Expert,
This is an Invitation to provide feedback on Instructional considerations to improve speaking skills proficiency in second language learners: a design and development study.

My name is Nouf Binthabit and I am a doctoral student in the Instructional Design and Technology program at Virginia Tech. As a recognized expert in ……….. , I would like to invite you to evaluate considerations that I have designed and developed as part of my dissertation work under the supervision of my advisor, Dr. Ken Potter(kpotter).
Your participation in this study is voluntary. The only risk is the effort involved in answering questions related to the considerations developed. There are no benefits to you from taking part in this research. Others may benefit from the information gained during this research.

The purpose of this study is to identify combinations of factors associated with self-efficacy, language learning strategies, and Gagne's Nine Events of Instruction (1985) that might be used to encourage students studying abroad to acquire second language skills in a shorter amount of time. It is hoped that educators employ these combinations when designing lessons for second language proficiency to prepare students pursuing higher education in another country. The purpose of this study is to identify combinations of factors associated with self-efficacy, language learning strategies, and Gagne's Nine Events of Instruction (1985) that might be used to encourage students studying abroad to acquire second language skills in a shorter amount of time.

It is hoped that educators approach these combinations when designing lessons for second language proficiency to prepare students pursuing higher education in another country. The study employed a design and development research approach with the following four phases: analysis, development, evaluation, and revision. In the analysis phase, I conducted a comprehensive literature review on self-efficacy factors, second language strategies, and Gagne's Nine Events of Instruction (1985). The development phase involves developing considerations based on an analysis of relevant literature. The evaluation phase requires that the considerations be evaluated by experts for recommendations. In the revision phase, improvements and revisions will be made based on the experts' recommendations. Additional study details will be provided on another email if you accept this invitation.
For more information about this study, please respond to this email and you will be provided a website which has all the information you will need. I estimate that your participation would take approximately one hour of your time over a two week review period begins from receiving resources email.

Your expertise will enable me to improve the considerations even further prior to its dissemination for designers of second language instructions and educators.
I hope that you are able to participate.
Thank you in advance for your valuable time and expertise.

Sincerely
Nouf Binthabit
PhD Candidate, Instructional Design & Technology, Virginia Tech.
nouf8 @vt.edu

Appendix D

Participants' Sample Resources Email

School of Education,
Virginia Tech
Blacksburg, VA 24060
USA

Title of study: (Instructional Considerations to Improve Speaking Skills Proficiency in Second
Language Learners: a Design and Development Study.)
Principal Investigator: (Ken Potter, kpotter@vt.edu, 540-231-7039)

Dear Expert,
I would like to thank you for your response and willingness to serve as an expert reviewer for my
study.
The purpose of this study is to identify combinations of factors associated with self-efficacy,
language learning strategies, and Gagne's Nine Events of Instruction (1985) that might be used
to encourage students studying abroad to acquire second language skills in a shorter amount of
time. It is hoped that educators approach these combinations when designing lessons.
I organized the elements of the research into one place on a website for easy access. If you
choose to be in the study, you will go through the flowing website https://dissertation-
noufbinthabit.weebly.com/ and answer the questions embedded in it.
The website was organized into four main sections: **website overview, study overview,
analysis, and considerations.**

1. The website overview provides an overview of the website and what to expect.
2. The study overview provides an overview of the study.
3. The analysis procedure page explains the process that has been taken to come up with
   the final product (the considerations).
4. The considerations tab includes nine links. Each page is for one of Gagne's nine events
   (1985). Under each subpage, a few questions were added to evaluate that event. It also
   includes an option for your contribution as an expert reviewer in this study. You will
   be able to choose whether you want to be acknowledged by name or identity kept
   confidential.

You will need to read the website overview to give you an overview of the website. Then, you
might read the study overview page to get general information about the study and data analysis
and the process conducted to come up with the considerations.

To be able to give your evaluation, you will need to read each event page and answer the
questions that follow each combination and provide feedback. Estimate that your participation

would take approximately one hour of your time over a two week review period, beginning with receipt of this email.

No signature is required, rather, by going through the website, you consent to voluntarily participate as an expert reviewer on this study.
Thank you again for your invaluable time and looking forward to your recommendation.
If you have any questions at any phase of the process please contact me (nouf8@vt.edu)
Or my Advisor Dr. Ken Potter (kpotter@vt.edu)

Sincerely
Nouf Binthabit
Ph.D. candidate, Instructional Design & Technology, School of Education,
Virginia Tech.
nouf8@vt.ed

Appendix E

Institutional Review Board Approval

VIRGINIA TECH

Division of Scholarly Integrity and
Research Compliance
Institutional Review Board
North End Center, Suite 4120 (MC 0497)
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-3732
irb@vt.edu
http://www.research.vt.edu/sirc/hrpp

MEMORANDUM

DATE:	October 25, 2019
TO:	Ken Potter, Nouf Mohammed Binthabit
FROM:	Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)
PROTOCOL TITLE:	"Instructional Considerations to Improve Speaking Skills Proficiency in Second Language Learners: a Design and Development Study"
IRB NUMBER:	19-1009

Based on the submitted project description and items listed in the Special Instructions section found on Page 2, the Virginia Tech IRB has determined that the proposed activity is not research involving human subjects as defined by HHS and FDA regulations.

Further review and approval by the Virginia Tech HRPP is not required because this is not human research. This determination applies only to the activities described in the submitted project description and does not apply should any changes be made. If changes are made you must immediately submit an Amendment to the HRPP for a new determination. Your amendment must include a description of the changes and you must upload all revised documents. At that time, the HRPP will review the submission activities to confirm the original "Not Research" decision or to advise if a new application must be made.

If there are additional undisclosed components that you feel merit a change in this initial determination, please contact our office for a consultation.

Please be aware that receiving a "Not Research" Determination is not the same as IRB review and approval of the activity. You are NOT to use IRB consent forms or templates for these activities. If you have any questions, please contact the Virginia Tech HRPP office at 540-231-3732 or irb@vt.edu.

PROTOCOL INFORMATION:

Determined As:	**Not Research**
Protocol Determination Date:	**October 25, 2019**

ASSOCIATED FUNDING:

The table on the following page indicates whether grant proposals are related to this protocol, and which of the listed proposals, if any, have been compared to this protocol, if required.

— Invent the Future —

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution