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**Developing EFL Speaking Skills of Secondary
Stage Students and their Engagement through
using a Scenario-Based Learning Strategy**

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Journal of The Faculty of Education- Mansoura University

No. 123 – July . 2023

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Abstract

The present study aimed at investigating the effect of using a scenario-based strategy on developing EFL speaking skills of secondary stage students and on increasing their engagement. The study adopted the quasi-experimental design. Participants were sixty secondary stage students; thirty students represented the control group which received the traditional method, and the other thirty students represented the experimental group which received the treatment, i.e. using scenario-based strategy. Instruments of the study were a pre-post speaking test and a rubric for scoring the speaking skills test and an engagement scale. Results of the statistical analysis showed that there was a significant development in students' EFL speaking skills and in their engagement. Consequently, using a scenario-based strategy proved to be effective in developing the secondary stage students' EFL speaking skills and in increasing their engagement.

Keywords: *Scenario-Based Strategy, EFL Speaking Skills, Engagement, Secondary Stage.*

Introduction

English language is considered an international language that has dominated the context of foreign language learning and teaching in many Arab countries in the 21st century. The basic goal of teaching English is to communicate with other people all over the world. Success of English teachers is built upon helping learners to master the four skills of English language, namely, listening, speaking, reading, and writing.

Speaking is at the heart of second language learning. English speaking should not be devalued but be "developed in its own right" (Goh, 2005, p. 105). Therefore, good speaking competence is essential to English learners. When students speak in a confident and comfortable way, they can interact better in real daily situations. Speaking can "facilitate language acquisition and development" (Goh, 2007, p. 1), and it can be beneficial to learners' academic achievement as well as professional success (Saunders & O'Brien, 2006). EFL students are considered to be successful in language learning when they are able to speak fluently using the target language. It is because

the oral communication known as speaking skills are regarded to be the most crucial skills or abilities in English learning (Bashir, Azeem & Dogar, 2011). Speaking fluently, of course, involves speaking easily and appropriately with others by making students less conscious of their vulnerability in the target language through challenging them to become interested in participation and thus increasing their engagement.

Nowadays, obtaining high levels of speaking proficiency has become a necessity thanks to the unique position that English has occupied as the first language for international communication. In spite of all this, EFL learners still confront certain problems when learning English. For example, Rabab'ah (2003) pointed out that students in Arab countries learn English in their home country where the native language is Arabic, where the only way to learn English is through formal instruction. All teachers in governmental schools are native speakers of Arabic. There is little opportunity to learn English through natural interaction in the target language which is only possible when students encounter native speakers of English who come to the country as tourists. Students still have problems related to limited vocabularies, collocation, structure, and pronunciation and of course fluency.

Gutiérrez (2005) stated that learners have many problems, especially in oral communication. When they try to express themselves orally, they only pronounce words separately and use disconnected sentences making their production poor and meaningless. Teachers believe in the importance of teaching speaking, but they do not spend enough time for that because of the shortage of time resulting from giving more priority to the coverage of the textbook topics. For Al Hosni (2014), there are some main factors that contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations. EFL students also face problems in developing fluency in speaking because of difficulties related to their motivation, low self-esteem, anxiety, first language interference, and the learning environment.

In education, student **engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

According to Gallup (2013), student engagement is “a term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behaviors”. It involves “positive student

behavior, such as attendance, paying attention, and participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment” (Anderson, Christenson, Sinclair & Lehr, 2004, p.97). Increasing students’ motivation and engagement and developing their speaking skills could be achieved through interactive ways of learning and/or teaching; prominent among which is scenario-based learning.

Scenario-based learning (SBL) was developed by Robert Di Pietro (1987) where students are placed in a hypothetical situation which they can act out. Scenarios are used by Blyth (2005) to refer to instruments for future in which people order their perceptions about alternatives and decisions which are made today might play out. Maack (2001) described scenarios as tools to look at the future through the lens of a specific issue, such as the likely outcome of a national election leading to a transfer of power or currency devaluation. Those characters interact via different strategies in order to affect each other”.

Kindley (2002) stated that SBL is learning that occurs in a context, situation or social work. This type of learning requires actors (teachers and learners) to go beyond the classroom walls ignoring traditional rules which govern students' interactions. It is based on the principles of the situated-learning theory. To situate means to involve other learners, the environment, and the activities.

For Cautreels (2003), a scenario represents the experience of a learning community which increases student's motivation and fosters their engagement in and outside the classroom. In addition, a scenario has several elements to it which include learning objectives, settings, and characters. The materials for the scenario can be drawn directly from the workplace, once the participants are engaged in the story, they will fill in any gaps that may exist (Benammar et al., 2006).

Errington (2008) stated that learning scenarios are based on authentic and realistic situations that students are likely to meet in real life. Authentic learning allows students to explore, discover, and construct concepts and relationships in contexts that involve real world problems that are relevant and interesting to the learner. Both scenario and authentic learning share common grounds: learning is centered on authentic tasks that are of interest to learners, students are engaged in exploration and inquiry; and students are involved in complex and higher order thinking tasks like analyzing, synthesizing, manipulating and evaluating in order to produce a product that can be shared with audience outside the classroom.

According to Balasooriya (2012), SBL encourages students to take an active and integrated approach to learning, by using realistic scenarios to contextualize learning. It also promotes learners' communication, self-directed learning, teamwork, reflective practice, and the appreciation of social and cultural needs of professional practice.

Dalziel (2012) suggests that one of SBL advantages is that it enhances the learning process as it includes very less text and more of conversational-based learning. Scenarios help learners "perform" rather than "inform". It motivates learners to involve themselves in the learning as they can relate to specific situation and identify themselves with the characters in the scenario.

Kovi and Spiro (2013) reported that SBL increases the motivation of students especially the intrinsic motivation which enhances students' retention of information. In SBL context, learners hear a storyline accompanied by videos, in which actors use emotion and they have an opportunity to use their knowledge to analyze and evaluate, and finally to find or create a solution. According to Bloom's Taxonomy, the lowest level objective is to remember and the highest-level objective is to create with what is learned, SBL design uses all these levels. The balance between the skill level and the challenge motivates learners.

Whybrow (2015) mentioned that one of the main goals of using scenarios is to make learners work for information not just pushes it to them. This will not only test their problem-solving skills but also increases learners' engagement. Learners need to face a challenge so that they feel some kind of satisfaction when they achieve it. Ghosh (2016) suggested that this style of learning broadens learners' engagement and knowledge retention. Students learn better through a story or a scenario that they can participate in, than from lectures. Stories inspire us and motivate us.

Related Studies

Some studies attempted to link SBL to some different aspects of language learning. EL-Attar (2019), for example, attempted to employ an effective way to improve students' speaking ability through Scenario-Based Learning. She concluded that Scenario-Based Learning confronted students with a meaningful context-based real life circumstances which required them to participate in an imagined sequence of events.

In his study which addressed the use of scenario writing in education (TEFL), Al-Hadi (2008) concluded that scenario-based instruction was effective in developing creative writing which is one of the purposes of an EFL teacher education program.

Tupe (2015) employed a Multimedia Scenario Based-Learning Program (MSBLP) for developing Primary School Children English language learning in India. It was reported that Multimedia Scenario-Based Learning Program (MSBL) practices were more effective in comparison with the traditional methods of teaching English. It was concluded that the MSBLP was more effective in achieving skills of listening, speaking, reading and writing.

Adamidie et al. (2017) conducted a research in Greece on the implementation of an educational scenario based on the principles of a PBL model combined with the Jigsaw II collaborative strategy. They used this strategy in a computer supported collaborative learning environment. Participants of the study were 20 students in a secondary school in Athens taking part in a program on Human Rights. They developed a unit on language learning. PBL scenarios were implemented through a series of 6 sessions. The study results revealed that students had an increased tendency to engage in active participation in the learning activities. This, also, developed their creative thinking skills using technology as well as an ability to make judgments and reach decisions in order to interact and to organize their thoughts which led to improvement of their learning skills.

Although scenarios have received researchers' attention in different fields, little attention has been given to scenario-based instruction in which scenario is used as a strategy to develop learners' language skills and their engagement.

Consequently, there is a need for foreign language learners to use effective strategies in which they could impart their information and thoughts effectively to others. This could be done through promoting learners' communicative competence by using communication strategies like scenario-based learning. Therefore, the purpose of this study was to investigate the possible effectiveness of a Scenario-Based Learning strategy in developing the EFL speaking skills of secondary stage students and their engagement.

Statement of the problem

Based on the previous review of literature and related studies and the researcher's teaching experience, it is clear that secondary stage students need more enhancements in their speaking skills; they need to be able to speak more fluently which may positively impact their language proficiency and academic performance as well. Therefore, the current study aims to investigate the possible effectiveness of using a Scenario-based learning

strategy to develop secondary students' speaking skills and their engagement.

Questions

The present study attempted to answer the following main question:

"To what extent can using a scenario-based learning strategy help develop EFL speaking skills of secondary stage students and their engagement?"

Consequently, the following sub-questions derived from this main question were addressed:

- 1- What are the features of the scenario-based learning strategy that can be used to develop secondary stage students' EFL speaking skills and their engagement?
- 2- What is the effect of using the scenario-based learning strategy on developing secondary stage students' EFL speaking skills?
- 3- What is the effect of using the scenario-based learning strategy on developing secondary stage students' engagement?

Hypotheses

The current study attempted to verify the following hypotheses:

- 1- There is a statistically significant difference at the 0.05 level between the mean scores of both the control and experimental group students on the EFL Speaking post-test in favor of the experimental group.
- 2- There is a statistically significant difference at the 0.05 level between the mean score of the experimental group students on the EFL Speaking pre and post-tests in favor of the post one.
- 3- There is a statistically significant difference at the 0.05 level between the mean scores of both the control and experimental group students on the post administration of the Engagement Scale favoring the experimental group.
- 4- There is a statistically significant difference at the 0.05 level between the mean score of the experimental group students on the pre and post administrations of the Engagement Scale favoring the post one.

Purpose

The current study aimed at:

1. Identifying the features of using the scenario-based learning strategy in developing secondary stage students' EFL speaking skills?
2. Investigating the effect of using the scenario-based learning strategy on developing EFL speaking skills of the secondary school students.
3. Investigating the effect of using the scenario-based learning strategy on developing the secondary stage students' engagement.

Delimitations

The present study was delimited to:

1. Two classes from the first year secondary stage students (n=60) at El-Balamoon Secondary School; one class as an experimental group and another one as a control one.
2. The second term of the 2021-2022 academic year.
3. Some EFL speaking skills required from the primary stage pupils namely grammar, comprehension, vocabulary, fluency and pronunciation.

Design of the Study:

The study adopted the quasi-experimental approach with two groups of students; an experimental group and a control one. While the experimental group was taught through using the scenario-based learning strategy, the control group was taught through regular instruction.

Participants of the Study:

The participants of the study were sixty (N= 60) first year secondary stage students from El-Balamoon Secondary School, Sinbillawin, Dakahlia. All students are sixteen years old. They had the same language experience and belonged to the same economic status. The researcher chose two classes: one class as an experimental group which included (30) students and the other as a control group which included (30) students. The experiment took place during the second semester of the academic year (2021-2022). A pre-test was used to check the equivalence of the two groups.

Setting of the study

The treatment was conducted using scenarios in 10 sessions from 3 units. The experiment took place during the second semester of the (2021-2022) academic year.

• Instruments

The following instruments were prepared and used by the researcher to achieve the aims of the study:

1. An EFL speaking skills checklist to determine the important speaking skills necessary for those students.
2. An EFL Speaking Skills Test to assess student' level in speaking before and after the treatment.
3. An EFL Speaking Skills Scoring Rubric to measure students' performance on the pre and post EFL Speaking Skills Test.
4. An Engagement Scale to assess the level of students' engagement in speaking before and after applying the scenario-based activities.

• **Results and Discussions**

The results were discussed in terms of the hypotheses. They were discussed in the light of the theoretical background and related studies.

Results were reported as follows:

1-Verifying the first hypothesis

1. The first hypothesis stated that: *"There is a statistically significant difference at the 0.05 level between the mean scores of both the control and experimental groups on the EFL Speaking post-test in favor of the experimental group"*.

An independent samples t-test was utilized to verify this hypothesis which addressed the difference between the mean scores of the control and experimental groups on the post administration of the Speaking Skills test. Also Cohen's formula was used to measure the effect size of this treatment on students' speaking skills. Table (1) reports the results:

Table (1): t-test results for comparing the scores of both the experimental and the control groups in post administration of speaking skill test

Speaking Sub-skill	Measures	N	Mean	Std	t-value	Df	p-value	Cohen ES
Fluency	Control	30	2.27	.87	3.54	28	<.005	.84 High
	Experimental	30	3.03	.81				
	Measures	N	Mean	Std	t-value	Df	p-value	Cohen ES
Pronunciation	Control	30	1.97	1.03	4.65	28	<.005	.94 High
	Experimental	30	3.10	.84				
	Measures	N	Mean	Std	t-value	Df	p-value	Cohen ES
Grammar	Control	30	2.47	.97	3.78	28	<.005	1.04 High
	Experimental	30	3.47	1.07				
	Measures	N	Mean	Std	t-value	Df	p-value	Cohen ES
Vocabulary	Control	30	2.60	.72	2.67	28	<.005	.77 Moderate
	Experimental	30	3.13	.82				
	Measures	N	Mean	Std	t-value	Df	p-value	Cohen ES
Comprehension	Control	30	2.37	1.27	3.14	28	<.005	1.06 High
	Experimental	30	3.23	.82				
	Measures	N	Mean	Std	t-value	Df	p-value	Cohen ES
Total Score	Control	30	11.67	4.33	4.32	28	<.001	3.90 high
	Experiment	30	15.97	3.32				

Results in table (1) showed that there is a statistically significant difference between the mean scores of the experimental group students and the control group in the post- administration of the speaking skills test in favor of the experimental group. All t-values were significant in favor of the experimental group;

t- values were significant at (≤ 0.05) level in all skills.

Table (1) also reports that the effect size of this treatment on the speaking skills based on the difference between the experimental and control group total test scores was high.

Based on the previous results, the validity of the first hypothesis had been verified and it was accepted.

2-Verifying the Second Hypothesis: The second hypothesis stated that:

“There is a statistically significant difference at the 0.05 level between the mean scores of the experimental group students on the EFL Speaking pre and post-tests in favor of the post one.” In order to verify the second hypothesis, a paired samples t- test was used to find out the significant difference between the mean scores of the experimental group in pre and post speaking test administrations. Also, Cohen’s D formula was used to measure the effect size of this treatment on developing students’ speaking skills. Table (2) reports the results:

Table (2) Results of t- test of the experimental group on the pre and post administrations of the speaking skills test

Experimental group	Measures	N	mean	Std	t-value	df	p-value	Cohen’s ES
Fluency	Pretest	30	2.07	.78	10.80	29	<.001	.49 Moderate
	Posttest	30	3.03	.81				
Pronunciation	Pretest	30	2.03	.85	7.44	29	<.001	.78 Moderate
	Posttest	30	3.10	.84				
Grammar	Pretest	30	2.60	1.04	8.31	29	<.001	.57 Moderate
	Posttest	30	3.47	1.07				
vocab.	Pretest	30	2.20	.76	5.22	29	<.001	.98 high
	Posttest	30	3.13	.82				
Comprehension	Pretest	30	2.03	.76	9.20	29	<.001	.71 Moderate
	Posttest	30	3.23	.92				

As illustrated in table (2), there was a statistically significant difference between the mean scores of the pre and post administrations of SST in **fluency** sub-skill in favor of the post-administration; the value of ES was (.49) and the t-value was (10.80) which indicates a moderate effect on pupils’ oral fluency, also the mean score of the pretest was 2.07 and in the posttest 3.03. This can be attributed to the experimental treatment.

♣ **For Pronunciation:**

Table (2) shows the values of ES and their statistical significance of the difference between the mean score of the experimental group in the pre-post administration of the pronunciation skill; the value of ES was (.78) which indicates a moderate effect. The mean score of the pronunciation in

the pretest was (2, 03), and (3.10) in the posttest which is remarkably higher. This variance in pupils' pronunciation can be attributed to the experimental treatment.

The result is that there is a statistically significant difference between the mean score of the pre and post administrations of SST in favor of the post-administration in pronunciation skill. In addition, the treatment was effective in developing the pronunciation skill as the effect value of the difference between pre and post administrations was (.78) which is moderate or high. As a result, there is a statistically significant difference between the mean rank of the pre and post administrations of SST in favor of the post-administration; the treatment was effective in developing pronunciation skill.

♣ ***For Grammar,***

Table (2) shows the d values and their statistical significance of the difference between the mean score of the experimental group in the pre-post administration of the grammar skill; the value of ES was (0.57) which indicates a moderate effect. The mean score of the experimental group in the pretest was (2.60) and (3.47) in the posttest which is remarkably higher. This variance in pupils' grammar can be attributed to the experimental treatment.

The results in this table showed that there is a statistically significant difference between the mean score of the pre and post administrations of SST in favor of the post-administration; The t- value was (8.31). Thus, there are significant differences at (0.01) level. In addition, the treatment was effective in developing the grammar skill as the effect value of the difference between pre and post administrations was (0.57), which is moderate or strong; this means that 57% of the difference in the experimental group students' performance in the grammar skill can be attributed to the proposed treatment, scenario-based approach.

♣ ***For Vocabulary:***

Table (2) showed the t- values and their statistical significance of the difference between the mean score of the experimental group in the pre-post administration of the vocabulary skill; the value of ES was (0.98) which indicates a large effect. The mean score of the experimental group in the pretest was (2.20) and that of the posttest was (3,13) which is remarkably higher. This variance in pupils' vocabulary can be attributed to the experimental treatment.

The results in the previous table showed that: there is a statistically significant difference between the mean scores of the pre and post

administrations of SST in favor of the post-administration. In addition, the treatment was effective in developing the vocabulary skill as the effect value of the difference between pre and post administrations was (0.98), which is very strong, as it is more than (0.5). This means that 98% of the difference in the experimental group students' performance in the vocabulary skill can be attributed to the proposed treatment scenario-based learning strategy.

♣ **For Comprehension:**

The value of ES was (0.71) which indicates a moderate effect. The mean score of the experimental group in the pretest was 2, 03 and in the post test was 3,23 which is remarkably higher. This variance in pupils' overall comprehension of speaking can be attributed to the experimental treatment.

The results in the previous table showed that: there is a statistically significant difference between the mean scores of the pre and post administrations of SST in favor of the post-administration. In addition, the treatment was effective in developing the comprehension skill as the effect value of the difference between pre and post administrations was (0.71), which is, as it is more than (0.5). This means that 71% of the difference in the experimental group students' performance in the comprehension skill can be attributed to the proposed treatment scenario-based learning strategy. Table (2) also reports that the effect size of this treatment on speaking skills based on the difference between the pre- test and post- test administrations of the experimental group scores was high or moderate.

Verifying the Third Hypothesis: The third hypothesis stated that:

” There is a statistically significant difference at the 0.05 level between the mean scores of both the control and experimental group students on the post administration of the Engagement Scale favoring the experimental group.” To test this hypothesis an independent samples t-test was used to compare the mean scores of the control group and the experimental one in pre and post administrations of the engagement scale. Also, Cohen's D formula was used to measure the effect size of the treatment. Table (3) reports the results:

Table (3): Comparing the experimental and control groups on the Engagement Scale

Type	Groups	N	mean	Std	t-value	df	p-value	Cohen's ES
Cognitive Engagement	Control	30	27.70	3.29	16.61	28	<.005	7.01
	Experiment	30	57.73	9.34				High
Emotional Engagement	Control	30	26.53	6.95	18.03	28	<.005	7.63
	Experiment	30	62.07	8.28				High

1- For Cognitive Engagement:

The statistical analysis of the table above shows that the t-value equals (16, 61) and this value is significant at the 0.05 level. The mean score of the control group was (27, 70) and that of the experimental group was (57, 73) which is a remarkably higher difference. The ES value was 7, 01 which indicates a high effect in favor of the experimental group. So this table indicates the significant difference between the control and experimental groups in cognitive engagement favoring the experimental group. This can be attributed to applying the scenario-based learning strategy.

2- For Emotional Engagement:

As it is clear, there is a great difference between the mean scores of the control group (26.53) and the experimental one (62.07) which is a remarkably higher difference in emotional engagement. The t-value equals (18.08) which is significant at the 0,01level. This can be attributed to the experimental treatment. In addition there is a statistically significant difference at the 0.05 level between the mean score of both the control and experimental group students on the post administration of the Engagement Scale favoring the experimental group. As a result, the treatment was effective in increasing student's engagement.

Verifying the Fourth Hypothesis:

The fourth hypothesis stated that:” *There is a statistically significant difference at the 0.05 level between the mean score of the experimental group students on the pre and post administrations of the Engagement Scale favoring the post one.*” To test this hypothesis a paired samples t-test was used to compare the mean scores of the experimental group students on the pre and post administrations. Also, Cohen's D formula was used to measure the effect size of the treatment. Table (4) reports the results.

Table (4): Comparing between pre and post administrations of Engagement scale to the experimental group

Type	Measures	N	mean	Std	t-value	df	p-value	Cohen's ES
Cognitive Engagement	Pretest	30	27,70	3,29	16,6	28	<.005	7.1 High
	Posttest	30	57,73	9,34				
Emotional Engagement	Pretest	30	26,53	6,95	18,03	28	<.005	7.63 High
	Posttest	30	62,07	8,28				

1- For Cognitive Engagement: The statistical analysis of the table above shows that the t-value equals (16.61) and this value is significant at the 0.05 level. The mean score of the pretest administration was (27.70) and that of the posttest administration was (57.73) which is a remarkably

higher difference. The ES value was 7.1 which indicates a high effect in favor of the posttest administration. So this table indicates the significant difference between the pre and post administrations in cognitive engagement favoring the post one. This can be attributed to applying the scenario-based learning strategy.

For Emotional Engagement: there is a great difference between the mean scores of the pretest administration (26.53) and the posttest one (62.07) which is a remarkably higher difference in emotional engagement. The t-value equals (18.08) which is significant at the 0,05 level. This can be attributed to the experimental treatment. In addition, there is a statistically significant difference at the 0.05 level between the mean score of both the pre and post administrations of the experimental group of the Engagement Scale favoring the posttest administration. As a result, the treatment was effective in increasing student's engagement.

Discussion of Results

Generally, results reported above revealed that there is a significant statistical difference between the two groups favoring the experimental one and indicated an obvious improvement in the experimental group students' speaking skills on the post administration of the speaking test in addition to increasing students' engagement. So, the results of the present study proved that the program was effective in developing the first year EFL speaking skills and in increasing their engagement.

After administering the SBP for the participants, the researcher found that they have developed their speaking skills effectively. They seem to have been involved well in the learning process as the activities based on scenarios helped them communicate effectively with each other. Being involved in a task to express their ideas orally, the participants worked together in small groups and discussed the issues presented in the videos or stories. Besides, the participants practiced different activities and strategies of scenario-based learning, by practicing role-plays, students became more confident in expressing their thoughts and feelings and in communicating as whole. Also, immersing the participants in real life situations and problems had a great effect on their performance.

This agrees with the results of the study conducted by Yen et al. (2015) in which learners improved their speaking and writing skills through the learning tools and role-playing activities. Also, they could improve those skills via peer-to-peer and self-correction behaviors. This study participant used strategic interaction referred to by R. Di Pietro (1987), this improved

their abilities to think and talk. Scenarios also helped improve their fluency, both oral and written.

The t-test results showed that the mean score of each speaking sub-skill was significant at 0.05 level in favor of the post administration of the speaking test. A significant note was that the participants of the study were motivated by the administration of the scenario program. It was realized that the constant practice of scenarios activities helped them improve their communication skills in diverse contexts and helped to increase different kinds of their engagement in speaking classes. In addition to this, students after practicing oral activities using role play and other activities, the researcher noticed that the students have gained confidence in themselves while working in groups; this result agreed with the results of the study conducted by Liu, (2013) on Chinese college students.

The development of speaking skills and students' engagement might be attributed to the nature of using scenarios; using scenarios helped students develop the co-operative spirit in the classroom when worked in groups and interacted with other members in the group and with other groups. Management of materials was another reason behind developing speaking skills and student's engagement where the teacher selected the different real-life scenarios and visual aids which helped students increase their comprehension and creativity inside the class. In addition, the guided practice of the teacher was worth noting during the implementation of the strategy because the teacher guided the work of the groups, lead discussions and reflect on their performance. The teacher used various activities, and select scenarios which were related to students' lives as they were all authentic. This enabled students to have the ability to expect different point of views and accept or refute them.

SBL strategy integrated the theoretical part of speaking skills with its practical one, which suited the dual nature of enhancing their mastery. SBL strategy also maximized EFL learners' capability of good production and perception of the different stress and intonation patterns within different contexts. In addition to this, SBL strategy supported EFL learners' in differentiating between British and American accents (regarding vowels' pronunciation). Finally, SBL increased the student's motivation towards learning English language; they became highly cognitively and emotionally engaged. This study proved that Scenario- based learning developed student's speaking skills (fluency, pronunciation, grammar, vocabulary and comprehension) and increased their engagement in English classes; this can be attributed to SBL activities.

Recommendations

Considering the conclusions reached, the following recommendations seem pertinent:

1. It is recommended that a scenario-based program become a component of the prescribed curriculum of speaking and writing classes at the secondary stage level.
2. EFL teachers need to be trained on how to introduce and model scenarios for students in order for this type of learning approach to be successful.
3. Since the ultimate aim of teaching is to help develop independent learners, scenario-based learning appears to provide a tool for improvement of meta-cognitive skills.
4. Scenario-based activities should be task-oriented, topic-oriented and engaging. When students are given specific directions to fulfill a specific and understandable purpose by working on a task to resolve a problem or to take a decision, they are more actively involved. Active involvement is important for effective teaching and learning.

Conclusion

The recent study concluded that developing speaking skills and engagement for the secondary stage students are possible through the proposed SBL Strategy. It presented empirical evidence that secondary stage students can improve their speaking skills and develop their engagement through using scenario as a learning teaching tool. According to the current results, it is clear that Scenario-Based Learning is an effective and attractive tool for improving EFL secondary stage student's speaking skills and their engagement.

Suggestions for further studies

The present study suggests the following topics for conducting further research:

- 1- Investigating the effect of using scenario-based learning on improving EFL learners' other language skills such as listening, reading and writing.
- 2- Exploring the effect of scenario-based learning on developing EFL learners' oral comprehension skills.
- 3- Investigating the effect of using scenario-based learning on other school levels such as the primary, preparatory or even university levels.
- 4- Exploring the effectiveness of dramatized scenarios on teaching other EFL academic courses such as; poetry, drama, and novel.

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