


Chapter 5

Use of Scenario-Based Language Learning to Develop English Language Speaking Skills in Online Classrooms

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ABSTRACT

Developing EFL/ESL learners' speaking skills plays a crucial role to make them capable communicators of target language in a real- life situation. As a recently developing frame or approach, scenario-based language learning may be utilized to foster English language speaking skills of language learners. In this respect the current study contains sections to discuss scenario- based language learning, to present how to use this approach to develop language learners' speaking skills development, to present implementation of scenario-based language learning in online classrooms and propose a sample scenario based speaking task series for EFL learners.

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INTRODUCTION

We live in a constantly changing and evolving world with the help of developing technologies which expose unlimited information. In such a world, utilizing the new technologies to achieve educational aims especially in the field of foreign language learning is inescapable (Şeker, 2016). Scenario based education is a recently developed approach to use situations with educational purposes by creating scenarios through various digital tools (Misfeldt, 2015). Scenario- based interactive videos promote self-regulated learning, collaboration among language learners and can solve common problems in foreign language education such as lack of motivation, anxiety, affective filters, and negative attitudes towards language learning (Taşlıbeyaz, 2020). Scenario based learning can foster language learners' sense of responsibility by working on a problem in the scenario (Zhuang, 2014). Another positive contribution of scenario-based learning is that it may increase language learners' motivation by enabling them to actively participate in scenarios. Thus, motivation is one the key factors to promote language learning (Choi, 2014; Eitan & Harel, 2011). Similarly, Pernice (2003) states that engaging learners in authentic situations simulating real life can lead them to empathize with others in the scenarios, support their thinking skills by providing different perspectives and increase their motivation towards learning. Within this frame, scenario-based language learning has numerous positive effects on both language learners and learning environments. However, some points must be considered in preparation of a well-prepared scenario. The scenario should be appropriate for the subject and objectives of the course. The scenario should assign a key role to the students to solve the problem or conflict presented in the scenario which reflects the real-life situations so that students participate in the scenario actively and eagerly (Naidu et al., 2007). Additionally, scenarios should present useful information, pose problems that can be solvable, and present tips or clues to support learners (Naidu et al., 2007). Scenario based learning is also applicable in digital learning environments (Avci & Bayrak, 2013). Digital scenarios generally “use complex simulations and other interactive performance tasks that replicate important features of real environments” (p. 372). Language learners are engaged in goal- oriented activities through which the learners should link their previous knowledge with the new information, and they should produce a product to complete the given task (Benarjee, 2019). Scenario based tasks enable language learners to interact with simulated peers, using background information and digital literacy in a real-life alike setting (Benarjee, 2019). Thus, “people are natural scenario planners; it is how we make sense of the world and how we decide upon which source of action to take in everyday life” (Van der Heijden, 2002, p. 117). In this perspective scenario- based tasks should contain some necessary features such as a) individual goal orientation with purposeful multi-stage activities, (b) integration and synthesis

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