

استخدام التعلم القائم على السيناريو في إعداد معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة

ملخص

هدفت الدراسة إلى استكشاف أثر استخدام التعلم القائم على السيناريو في إعداد معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة. و استخدمت الدراسة المنهج شبه التجريبي . و تكونت عينة الدراسة من عدد ستون طالبا (60) من معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة , الملتحقين بالدبلوم العام التربوي , كلية الدراسات العليا للتربية , جامعة القاهرة , تم تقسيم عينة الدراسة إلى مجموعتين , ضابطة (30) و تجريبية (30) . و تضمنت أدوات الدراسة قائمة بمهارات التدريس و بطاقة ملاحظة لمهارات التدريس. و لقد أشارت نتائج الدراسة إلى أثر استخدام التعلم القائم على السيناريو في تنمية مهارات التدريس لدى معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة.

الكلمات المفتاحية

التعلم القائم على السيناريو , إعداد معلمي اللغة الإنجليزية كلغة أجنبية

Using Scenario-Based Learning for Pre-Service EFL Teacher Preparation

Heba Mustafa Abdullah

*TEFL Lecturer at Faculty of Graduate Studies
For Education, Cairo University*

Abstract:

The current study aimed at examining the use of scenario-based learning for developing teaching skills of pre-service EFL teachers. The study adopted a quasi-experimental research design. Participants in this study were sixty (N=60) pre-service EFL teachers enrolled in the General Diploma in Education, Faculty of Graduate Studies for Education, Cairo University. They were randomly assigned into two groups; the control group (N=30) and the experimental group (N=30). Tools of the study were designed by the researcher, namely, teaching skills checklist and teaching skills observation sheet. Results of the study indicated that using scenario-based learning had a large effect on developing teaching skills of pre-service EFL teachers.

Keywords

Scenario-Based Learning, Pre-service EFL Teacher Preparation.

The Use of Scenario-Based Learning for Pre-Service EFL Teacher Preparation

Heba Mustafa Abdullah

TEFL Lecturer at Faculty of Graduate Studies

For Education, Cairo University

The past forty years have witnessed remarkable changes in pre-service teacher preparation frameworks. Major shifts have arisen in accordance with the development of the main epistemological trends in the educational research field, particularly, positivism and interpretative views. Drawing upon these two standpoints, the core of EFL teacher preparation has been challenged and debated within the TEFL field resulting in two contradictory models namely; transmission and socio-constructive models. Under the umbrella of both models, debate continues about the best instructional practices (i.e. mode of delivery) and scope of the base of knowledge (i.e. the essential knowledge that a pre-service teacher should acquire to carry on his profession as a teacher).

Traditionally, it has been argued that knowledge about teaching can be transmitted to student teachers in the form of theories. Teaching Knowledge is assumed to be applicable in any teaching context (Cohran-smith & Villegas, 2015). This view has been grounded in the positivist epistemology leading to the emergence of the transmission model of Pre-service EFL teacher preparation where learning to teach is confined to learning about teaching. Hence, the transmission model had underpinned a large set of instructional practices that were highly theoretical and contextualized. That is, discrete amounts of the disciplinary base of knowledge about teaching are provided to pre-service teachers through lectures and demonstrations. The mode of delivery implemented

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reinforces the passive role of pre-service teachers as knowledge recipients. Bagheri (2014, p. 185) asserts that “such transmission approaches generally end up with teachers more like passive technicians transferring information from one end of the educational spectrum (i.e experts) to the other (i.e, learners), without any significant way manipulating the content of information” .

To illustrate, both content and activities of Pre-service EFL teacher preparation are characterized by a "top-down" teacher learner's relationship (Kumaravadivelu, 2012, p. 8). Which means that, teaching practices are completely designed and implemented in the framework of the teacher-centered pedagogy. As a result, they “develop teachers as technicians who carbon copy the same authoritarian training model in their classroom” (Rizvi, 2015, p. 7). As an attempt to cope with recent teaching demands, Kim (2011) argued for a “bottom-up” framework which promotes teacher-learners to build their own understanding about teaching through learner-centered activities. In other words, instead of translating theories into practices, pre-service teachers learning has been based on formulating theories through practices. Kleyn and Valle (2014) have called “teacher-educators to consider whether or not a traditional approach to teacher preparation truly offers pre-service teachers the tools to serve diverse students”. To date, there has been little concern for the way how teachers may carry out their roles among nowadays diverse students and language classrooms (Hoddicx, 2017).

Questioning the adequacy of the traditional transmission models has raised arguments on how EFL teachers learn to teach and carry out their duties in diverse teaching contexts. According to Macnish (2013, p. 442),

initial EFL teacher preparation should consider and prioritize “the value of providing pre-service teachers with opportunities to discuss and reflect on potential language classroom incidents”. Thus, the teacher preparation’s main focus became on promoting pre-service teachers’ abilities for dealing with the unpredictable nature of language classroom and constantly changing enrolments and communities (Sussbaver, 2013; Yuksel, 2014). On this basis, an argument against the knowledge transmission models for teacher preparation has been raised.

As an alternative, the socio-constructive model of Pre-service EFL teacher preparation has been advocated. According to this model, pre-service teachers are the primary source of knowledge about the teaching process via the engagement in social activities (Wong, 2010). While the transmission model regarded student teachers as recipients, the socio-constructive model emphasized their role as knowledge creators. Fundamentals of the constructive model are rooted in the interpretative epistemology that has been widely recognized in the 1980’s, within the educational field (Farrell, 2015; Hallman, 2015; Ali, 2014; Jadidi & Bagheri, 2014).

In respect to the socio-constructive model, various instructional practices may be used to establish best classroom conditions for collaborative exchange of experiences, such as; problem-based activities (Chick, 2015; Kharade & Peese, 2014), inquiry-based activities (Kraglund-Gauthier, 2014), dialogic activities (Haley, 2012; Arshavskaya, 2014) and video-based program (Stephens, 2014). Hence, the mode of delivery within the socio-constructive model stresses the cognitive and social development of pre-service EFL teachers’ abilities and skills. In their study, Rubrico and Hashim (2012, p. 16) concluded that “the pedagogy of empowerment and collaboration was

effective in empowering participants, non-native pre-service English teachers to take responsibility for their own learning, thereby improving their language learning and teaching skills”.

Furthermore, the socio-constructive model of pre-service EFL preparation has been investigated by a large and growing body of literature shedding the light on varied aspects, particularly; perceptions (Asik & Gonen, 2016; Barahona, 2014; Bensiger, 2012; Busch, 2010; Capan, 2014; Chaklikova & Karabayeva, 2015; Chatouphonexay & Intaraprasent, 2014; Chien, 2012; Cirakli & Kilickaya, 2011; Curb, 2014; Davis, 2016; Debreli, 2013; Deniz et al., 2016; Diccico, 2014; Gomlesiz, 2013; Peterson, 2015; Hartin, 2010, Incecay, 2011; Topkaya, Altan, 2012 and Yuan & Lee, 2014) , attitudes (Cox, 2012; Litzenberg, 2013; McGowan & Kern, 2014), intercultural competence (Baur, 2013; Cui, 2014; Jones, 2013), awareness (Kavanoz, 2016 and McGowan & Kern, 2016), preferences (Guvendir, 2013), thinking (Mattepe, 2016), needs (Zhang & Pelttari, 2014). These studies provided some evidence on the importance of investigating the nature of pre-service EFL teacher preparation with a socio-constructive lens.

In addition, the development of pre-service EFL teachers abilities and skills have been examined through the use of varied instructional practices within the frame of the socio-constructive model, namely; Blogs (Fisher & Kim, 2013; Savas, 2013; Tang, 2013), web quests (Zlatkovaska, 2012), digital games (Alyaz & Genc, 2016) Asynchronous discussions (Ebrahimi et al., 2016), digital storytelling (Green, 2011; Kocaman-karoglu, 2016), individualized (Burlakova, M. & Burlakova ,T., 2014), tablets (Juarez, 2014; Savas, 2014), second life (Cheong et al., 2011), video

recordings (Eroz-Tuga, 2013; Kennedy & Lees, 2016), e-portfolio (Kabilan & Khan, 2012), diaries (Komu & Cepik, 2015). Collectively, these studies emphasized the critical role of cognitive and social interaction in pre-service teacher learning and preparation. In line with these findings, Jadidi and Bagheri (2014, p. 184) claimed that “recent views acknowledge the situated and the social nature of teacher learning and emphasize that learning takes place in context and evolves through interaction and participation of the participants in that context”. It’s noteworthy that, the scenario-based learning approach has been basically developed on the grounds of the situated learning principles, derived from the socio-constructive model, as an attempt to provide a vehicle for preparing pre-service students for professional dilemmas that they may face in their workplace (Bedard-voorhees, 2013; Clark, 2016; Dabbagh & Dass, 2013; Korthagien, 2010; Nasr-ud-Din, 2015).

Scenario-based learning

As the term suggests, scenario-based learning “refers to any educational approach that involves an intentional use of scenarios to bring about desired learning intentions” (Errinton, 2005, p. 12). The broad use of the term ‘scenarios’ in the learning and teaching field is sometimes equated with ‘dilemmas’, ‘critical incidents’ or ‘triggers’ (Wilkie, 2000). The common thread among these equivalents is the presence of varied dramatic aspects, which explore dimensions found in real-life settings within classroom learning environments. According to Ireland et al. (2013, p. 249), “scenario-based learning uses the act of creating a scenario as a teaching/learning mechanism to resemble authentic situation”. In other words, through the manipulation of the scenarios, students can be within a set of circumstances as an outline of events that “simulate real-world practice, providing opportunities which may be difficult for students

to experience within the confines of a course” (Stewart, 2016, p. 1). Key aspects of learning scenarios have been identified by many researchers (Dadd, 2009; Rukmini, 2012, Stewart, 2016; Tupe, 2013). This can be listed briefly as follows:

- 1- Learning scenarios are likely to comprise a storyline, conflict, plot or dilemmas. However, “unlike most stories, scenarios are usually offered incomplete. Indeed their very incompleteness can be cognitively motivating for students” (Errington, 2009, p.2).
- 2- Learning scenarios should be oriented on snapshots of real-life experiences. According to Stewart (2003, p. 83), scenarios embodies “essential slices of reality” which can be modified, duplicated, reconstructed or deconstructed to assume a specific real-world situation.
- 3- Learning scenarios can take place at any time (the past, present, or future) and anywhere. Thus, students can travel in time or move from a time zone to another. Similarly, they can be located anywhere providing unlimited opportunities for students to work across space and time simultaneously.
- 4- Learning scenarios invite students’ participation within situations taking on different perspectives or even opposing ones. Moreover, or issues can be explored and negotiated in details or on a broad sense.

Pedagogically speaking, scenario-based learning approach stresses the importance of learning in a context where knowledge is acquired situationally and fully understood within its social context (Errington, 2003; Ireland, 2010; Naidu, 2008). Hence, “scenario-based learning promotes the view that learning and teaching activities are

optimized when they are closely embedded in the context, culture and the community within which learners live and work” (Naidu, 2008, p. 6).

One main merit of scenario-based learning is that, pre-service teachers are able to face potential challenges and make critical choices freely without “ever having to suffer the consequences and implications that real-world can engender” (Errington, 2009, p. 3). In addition, the dramatic qualities that learning scenarios inherent allow pre-service teachers to explore an indefinite range of potentialities in a workplace setting, challenges, and problems. Hence, the "scenario-based learning approach aims to help students become more skillful in dealing with uncertainty" (Van der Heijden, 2002, p. 123).

Taken all together, it can be said that scenario-based learning approach enables students to explore practical issues that are more resemble professional workplace and are much far beyond learning experiences provided by conventional lectures. This view is supported by Ireland (2010, 181) who states “by using scenarios, students may become engaged and energized in their own learning. There is an opportunity for stronger, relevant linkages to be forged between the theorized versions of the university context to that of the external world of work”. In other words, scenario-based learning approach may promote pre-service teachers’ engagement in a set of authentic activities that much resembles workplace world, aiming at filling the gap between theory and practice in higher education.

As far as pre-service EFL teacher preparation is concerned, it has been argued that scenario-based learning can be used to bridge the gap between university theory and school practice. According to Adam (2010, p.99), “scenario based learning can provide a bridging strategy between ‘top-

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down” theorizing in pre-service teacher preparation programs and ‘bottom-up realities of school-based teaching”. In the same vein, Sorin (2013, p. 72) mentions that scenario-based learning can permit pre-service teachers to "safely explore situations that they may face in their classrooms”. Drawing on the used type of the learning scenario, they may be triggered to practice criticism, problem-solving, interpretation, reflection and/ or speculation.

Much of the current literature on scenario-based learning has identified four main kinds of learning scenarios, which can be listed as follows (Errington, 2011; Gonda et al., 2015; Gutierrez, 2015; Paige & Lloyd, 2016; Roberts, 2011):

- 1- Skills-based scenarios: students are required to practically demonstrate their knowledge by producing or acting a set of procedures.
- 2- Issue-based scenarios: students are asked to explore, debate, discuss and negotiate various concerns surrounding a real-world issue.
- 3- Speculative-based scenarios: students are allowed to deliberate on a range of past, present or future events.
- 4- Problem-based scenarios: students are asked to find alternatives, check possibilities, evaluate consequences to arrive at a solution.

Furthermore, “these kinds of scenarios may be used singularly or in combination to achieve a range of learning intentions” (Errington, 2009, p. 5). In addition, scenario-based learning approach may involve the use of activities that foster social interaction and establish a collaborative learning environment. To exemplify, Naidu (2008, p. 3) noted that “these activities may include discussions, visualizations, focus groups, games etc.....”

In sum, a large and growing body of literature has investigated the implementation of scenario-based learning with respect to the development of pre-service students' skills and cognitive abilities. These studies provided an evidence for its positive effect on the learning process in general and the identified abilities, in particular. According to Marshall and Roache (2016) "moving towards scenario-based learning education provides an authentic learning experience that deepens student learning, sharpens their critical thinking skills and leads to mastery in relevant skills and standards" (p.11).

To conclude, pre-service EFL teacher preparation has received considerable attention within the field (Gabrys-Baker, 2013; Garcia, 2014; Sancer-Tokmak, Yanpar-Yeken, 2015 & Wu, 2013). However, research has indicated the need to explore various aspects of pre-service EFL teacher preparation within the Arabian educational settings (Abdoh, 2015; Al Baiz, 2013; Beleulmi, 2014; Bouazid, 2013), in general, and the Egyptian TEFL contexts (Al Bassuony, 2016; El Bilawi, 2013; Al Sherif, 2014; Elghotmy, 2012; Mohammed, 2011; Mohammed, 2014; Rammadan, 2009), in particular.

Context of the Problem:

The current study aimed at investigating the usage of scenario-based learning approach for pre-service EFL teacher preparation. Since 2012, the researcher has been working as a TEFL lecturer at the Faculty of Graduate Studies for Education, Cairo University. During this time, the researcher observed pre-service teachers' poor mastery of teaching skills. This observation has been supported by the findings of some studies (Ibrahim, 2006; Khodary, 2010; Abdelhafez, 2010; Al Bassuony, 2011). The researcher administered a questionnaire to eight (8) faculty who taught

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to pre-service EFL teachers enrolled in the General Diploma of Education in the previous years. The questionnaire consisted of two sections; items concerning pre-service EFL teachers' mastery of teaching skills, and items related to the deployed instructional practices (Appendix A). Results indicated the pre-service EFL teachers' poor mastery of teaching skills. It also shed light on the need for implementing new practices rather than the traditional way of teaching.

Statement of the Problem:

Pre-service EFL teachers enrolled in the General Diploma in Education, Faculty of Graduate Studies for Education are weak in teaching skills, which can be ascribed to the traditional way of teaching. Hence, the researcher introduces the use of a suggested scenario-based learning program as an attempt to develop their teaching skills.

The current study attempts to answer the following main question:

What is the effect of using the scenario-based learning on developing the overall teaching skill of pre-service EFL teachers?

A set of subsidiary questions branch from this main question as follows:

1. What are the features of the proposed scenario-based learning program?
2. What is the effect of using the proposed scenario-based learning program on developing the teaching sub-skills of pre-service EFL teachers?

The hypothesis of the study

- 1- There are statistically significant differences between the mean scores of the experimental and control groups on the administration of the pre-post teaching skills observation sheet in favor of the experimental group.
- 2- There are statistically significant differences between the mean scores of the experimental group students on the pre-post administrations of the pre-post teaching skills observation sheet in favor of the post-administration.

Method

Participants

Participants of the study were sixty (N=60) pre-service EFL teachers enrolled in the General Diploma in Education, Faculty of Graduate Studies for Education, Cairo University. They were randomly assigned into two groups; the control group (N=30) and the experimental group (N=30). Participants' age ranged from 23 to 27 years old.

Instruments

For the purpose of the study, the researcher developed a teaching skills checklist. The aim of the checklist was to determine the most important teaching sub-skills for pre-service EFL teachers. The initial version of the checklist was judged by a panel of three jury members of TEFL specialists. The final version included fourteen (14) teaching sub-skills (Appendix (B)).

In addition, the researcher designed a pre-post observation sheet in light of the teaching skills checklist. It included the same fourteen (14) teaching sub-skills where each sub-skill was assigned five (5) marks with total score seventy(70) marks (Appendix (C)).

Procedures

For the purpose of the study, the researcher designed a scenario-based learning program. It consisted of fourteen (14) units that comprise twenty-eight (28) learning scenarios (for program description, see Appendix (D)). Teaching procedures for each scenario included three main steps, respectively; scene setting, focus questions, activities. In the first step, the researcher used the scenario descriptors and illustrations to set the scenario's scene including time, characters, event and place. Then, one or more questions was presented to the students as triggers, in the second step. These questions aimed at triggering towards the intended outcomes of the learning scenarios. Within the third step, students were engaged in some social activities, based on the scenario's type, aiming at demonstrating a skill or solving a problem or exploring an issue or speculate an event.

The implementation of the program took over a period of two running semesters of the scholastic year 2016-2017. It started in 4th September 2016 and ended on 8th May 2017. The researcher met students once per week (one lecture- 3 hours) for a total of twenty (20) lectures (60 hours). Both the control and the experimental groups were enrolled in the same methodology course and were taught by the research simultaneously. The control group was taught in the traditional way. On the other hand, the experimental group was taught via the proposed scenario-based learning program. It is noteworthy, that semi-structured interviews had been undertaken by the end of the program for collecting experimental group students' feedback (Appendix (E)).

Results

All data were statistically treated using statistical package for social science (SPSS), in particular, t-test and Eta square formula of effect size. First of all, it was necessary to examine if there were any statistically significant differences between the control group and the experimental group in terms of the teaching skills prior to the experimentation. Hence, results of the pre-administration of the teaching skills observation sheet were subjected to a statistical treatment using t-tests for independent variables.

Table (1)

T-test results of the pre-administration of the teaching skills' observation sheet comparing the control group with the experimental group in the teaching skills.

Group	N	Mean	S.D.	t-value	Sig.
Control	30	13.9000	4.55124	0.398	0.000 (not-significant 0.01 level)
Experimental	30	13.2667	7.43678		

As shown in the table (1), the estimated t-value is (0.398) which is not statistically significant at 0.01 level because it is less than (1). Therefore, it can be assumed that both groups were approximately at the same level of mastery of the teaching skills.

To verify the first hypothesis, the mean scores of the control and experimental groups on the post-administration of the teaching skills' observation sheet were compared using the t-test for independent variables.

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Table (2)

T-test results of the post-administration of the teaching skills observation sheet comparing the control and experimental groups mean scores in the teaching skills.

Group	N	Mean	S.D.	t-value	Sig.	Eta
Control	30	46.5333	3.68345	20.923	0.000	0.940
Experimental	30	68.9000	4.55124			

Table (2) above shows that the estimated t-value (20.923) was statistically significant at 0.01 level. Hence, it can be safely said that there were statistically significant differences between the experimental and the control groups mean scores on the post-administration of the teaching skills observation sheet in favor of the experimental group. Thus, hypothesis one was verified.

With regard to the second hypothesis, mean scores of the experimental group participants on the pre and post administration of the teaching skills observation sheet were compared using paired sample t-test.

Table (3)

T-test results of the pre-post administration of the teaching skills observation sheet comparing the experimental group students mean scores in the teaching sub-skills.

Teaching sub-skills		N	Mean	S.D.	DF	t-value	Sig.	Eta
1	Pre	30	1.0000	0.78784	29	21.671	0.000	0.846
	Post	30	4.23 33	0.72793				
2	Pre	30	1.0000	0.78784	29	15.515	0.000	0.958
	Post	30	4.3667	0.76489				
3	Pre	30	0.9000	0.80301	29	14.809	0.000	0.740
	Post	30	4.2667	0.82768				

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Teaching sub-skills		N	Mean	S.D.	DF	t-value	Sig.	Eta
4	Pre	30	0.7667	0.72793	29	13.055	0.000	0.984
	Post	30	4.0000	1.01710				
5	Pre	30	0.7333	0.69149	29	18.451	0.000	0.993
	Post	30	4.1000	0.88474				
6	Pre	30	0.8667	0.89955	29	16.037	0.000	0.984
	Post	30	4.1000	1.09387				
7	Pre	30	0.7000	0.70221	29	21.238	0.000	0.746
	Post	30	4.4667	0.73030				
8	Pre	30	1.0690	0.84223	29	17.838	0.000	0.944
	Post	30	4.4138	0.77998				
9	Pre	30	1.1000	0.84486	29	21.514	0.000	0.910
	Post	30	4.6333	0.49013				
10	Pre	30	1.0000	0.90972	29	17.631	0.000	0.981
	Post	30	4.2667	0.94443				
11	Pre	30	1.0667	0.82768	29	13.128	0.000	0.952
	Post	30	4.3333	0.84418				
12	Pre	30	1.0333	0.80872	29	15.908	0.000	0.920
	Post	30	4.4000	0.72397				
13	Pre	30	1.1667	0.79148	29	24.108	0.000	0.934
	Post	30	4.5333	0.57135				
14	Pre	30	0.8333	0.83391	29	15.378	0.000	0.992
	Post	30	4.2667	1.04826				
Overall teaching skill	Pre	30	13.2667	7.436	29	32.734	0.000	0.986
	Post	30	60.2333	3.597				

Table (3) above shows that there were statistically significant differences between the mean scores of the experimental group on the pre and post administrations of the teaching skills observation sheet in the teaching sub-skills in favor of the post-administration. Hence, the second hypothesis is verified.

Discussion

In the light of the previously presented statistical analysis, it can be concluded that using scenario-based learning had a large effect on developing the experimental group students' teaching skills, since the effect size value

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was (32.734) for the overall teaching skill and for the teaching sub-skills were (0.846), (0.958), (0.740), (0.984), (0.993), (0.984), (0.746), (0.944), (0.910), (0.981), (0.952), (0.920), (0.934) and (0.992) respectively. These effect size values were more than the large value effect (0.8). That is, the experimental student's tangible progress in their overall teaching skill, as well as its sub-skills, can be basically ascribed to the implementation of scenario-based learning approach.

This is consistent with the results of other studies, which have proved the effective role of scenario-based learning practices on enhancing language skills for EFL students (Al Hadi, 2008; Chilton & Ehrlic, 2015; Al-Srouf et al., 2016; Kim, 2015; Kim, 2016; Romero & Manjarres, 2016; Sabatini et al., 2014; Tube, 2015) in general, and for pre-service EFL teachers (Seker, 2016; Abdullah, 2013), in particular.

Taking into account the semi-structured interviews, this progress might be explained with respect to the general aspects the learning scenarios, types of implemented learning scenarios (skill-based , problem -solving , issue-based , speculative), and the suggested teaching procedures, i.e. scene setting , focus questions, activities.

Generally, learning scenarios imply a set of circumstances that provide students with chances to explore and interact with the subject matter towards achieving the desired learning intentions, as specified by the researcher. So, instead of providing students with knowledge about teaching skills assuming that students will be able to put it into practice, students were faced with classroom dilemmas or events that they should examine and interpret. Such classroom contexts were very appealing for students. They

were highly motivated to unfold the potential classroom complexities and experience its challenges. Indeed, they were interested in imaging themselves while undertaking their daily teaching roles and tasks.

Most of the students said that scenarios were not only meaningful but also highly experimented and immersive. Students could figure out how to carry on their prospected teaching responsibilities without being anxious about consequences of failure. In turn, they were able to think creatively (i.e, out of the box) and explore a wide range of non-conventional teaching practices. As a result, students experienced taking control over a classroom challenge reasonably, through being determined to figure out what works best, rather than being confined by replicating role models of ideal teaching practices.

The dramatic qualities that learning scenarios also may have provoked vital feelings and personal thoughts. Most of the students declared that the scenarios were highly attractive to their attention and appealing to their interest. The learning scenarios' scenes fostered students' imagination and cognitive rehearsal processes allowing them to be fully engaged in higher-order thinking. Furthermore, there were other dramatic qualities that enriched the learning environment such as flexibility of time and space. Numerous students declared that moving around time and space had fostered envisioning classroom's potentialities and possibilities. They were allowed to face new classroom situations, expected threatens, unfavorable options, risks or even crisis.

Other factors that contributed to the experimental group students' progress were specifically related to types of the implemented learning scenarios. As for the skill-based scenario, students were allowed to immediately demonstrate

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their understanding of the teaching knowledge practically in a risk-taking learning environment. At the same time, immediate feedback was provided step by step. Thus, practical teaching knowledge was identified and assessed, and in turn, theoretical teaching principles were fully understood. Within problem-solving learning scenarios, students were required to explore numerous solutions ranging from the simplest to most ambiguous. Moreover, students were exposed to a wide range of classroom problems; simple, complex and even 'wicked problems' (Bradfield et al., 2015, p. 44). Accordingly, varied teaching practices have been explored, defined, examined and evaluated.

Considering the issue-based scenario learning, students were triggered not only to demonstrate their personal perspectives about teaching and classroom practices but also "to assume other perspectives via role-reversal" (Errington, 2011, p.8). Students were given chances to explore same teaching issues via different or even opposing points of view. As a result, they become more aware of their own standpoints and more comprehensible for others. They were able to defend their own positions with valid shreds of evidence. Interestingly, they interpreted others positions as well. In respect to the speculative-based scenarios, students were induced to contemplate a wide range of past, present and future factors that affect contemporary classroom environments. Students had to pursue into past and future events adopting a skeptical view about reasons and consequences. Within speculative-based scenarios, students were engaged in gathering evidence, formulating hypotheses, evaluating consequences and interpreting causes of a current educational, i.e. classroom, status.

Regarding the suggested teaching procedures, students were engaged in three main steps. In the ‘scene setting’ step, students were exposed to a vivid scene where characters (i.e teachers, students, parents, headmasters, supervisors) act in a realistic way. Scenes were obvious enough to direct students’ attention towards a certain issue, problem, concept or an act. Such vividness and clearness allowed scenarios to smoothly bring up students' engagement and curiosity in the explored teaching contexts. In the ‘focus questions’ step, students were asked to answer one or more questions that trigger them to fulfill some requirements of the targeted sub-skills. Thus, students were promoted to learn about a wide range of teaching sub-skills, without being distracted or out of track. In this step, students were promoted to explore issues directly in a non-judgmental learning environment. One main advantage of this step was that it gave students ability to experience potential consequences of actions or choices without any risks involved. In addition, most of the students acknowledged that they will not make the same mistakes of the characters if they were faced with such problems in their classrooms.

In the ‘activities’ step, students were given chance to interact trough varied social activities such as dialogue, games, group discussion, think-pair share, debate, and role play. Exploring the previously learned teaching knowledge and putting sub-skills into practice, helped the learning process to be more memorable and transferable. Moreover, students participated in actual practices of self-realization through testing out one’s own ideas, thinking, and decisions about teaching. An outstanding advantage of this step was the development of students' self-confidence as a result of fostering students to act freely.

However, it is noteworthy that some students’ responses in the semi-structured interviews shed light on

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their need for extra scenarios as home assignment activities, especially regarding the ‘second’ and the ‘third’ sub-skills. In addition, some students noted that they needed more time to participate actively in the ‘activities’ step, with respect to some skill-based scenarios.

Conclusion

The study was conducted to examine the use of scenario-based learning approach in pre-service EFL preparation. A proposed scenario-based learning program has been implemented on a group of 30 EFL prospected teachers enrolled in the General Diploma in Education, Faculty of Graduate Studies for Education, Cairo University. Based on the study results, there is an evidence that scenario-based learning can enhance pre-service EFL teachers’ teaching skills. Study’s results have also revealed that scenario-based learning provides pre-service EFL teachers with opportunities to understand teaching knowledge and demonstrate teaching practices via a contextualized learning environment. Throughout learning scenarios, pre-service EFL teachers figured out what they need to know about teaching and what they would do when they teach. Therefore, it seems that there is a possibility to consider scenario-based learning as a vehicle for applying the socio-constructive framework in pre-service teacher EFL preparation. One big advantage of adopting scenario-based learning is that there would be no need to fill the conventional gap between theoretical knowledge taught in university settings and real classroom, i.e. Workplace, practices. Because, pre-service EFL teachers would be able to formulate theories out of classroom-oriented learning scenarios, rather than the traditional learning practices, which provide experiences far beyond traditional classroom

lectures. Taken together, these results recommend adopting scenario-based learning approach for pre-service EFL teacher preparation in general, and for developing their teaching sub-skills in particular.

Recommendations

In light of the present study results, it is recommended that a further study could examine more closely the estimated classroom time devoted to each type of the learning scenarios with respect to the participants' age and level. Moreover, there is a need to assess the long-term effects of using learning scenarios in other educational settings. Finally, further research may investigate the use of learning scenarios in developing the in-service EFL teachers, i.e. professional development.

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