

## Innovative Integration: Enhancing Speaking Skills through Assessment for Learning, Scenario Pedagogy, and Online Tools

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### Abstract:

This article delves into the innovative integration of scenario-based pedagogy, Assessment for Learning (AfL) principles, and online tools to enhance speaking skills in language education. It synthesizes existing knowledge on scenario-based learning, emphasizing its conceptual understanding, principles, benefits, and practical applications in language teaching. The article highlights the integration of AfL principles and online applications with scenario-based pedagogy, discussing their collective impact on speaking skill development. It provides theoretical insights into how this integrated approach enhances learners' engagement, motivation, and skill development while offering actionable recommendations and practical guidelines for language educators. By bridging conceptual frameworks with practical applications and integrating assessment methodologies, online tools, and scenario-based pedagogy, this article contributes to innovative teaching methodologies in language education, specifically focusing on speaking skills instruction.

**Key words:** scenario-based pedagogy, Assessment for Learning (EPA), online applications, speaking skills, teaching methodologies

**Résumé :** Cet article explore l'intégration innovante de la pédagogie par scénario, des principes de l'Évaluation pour l'Apprentissage (EPA) et des outils en ligne pour améliorer les compétences en expression orale dans l'enseignement des langues. Il synthétise les connaissances existantes sur l'apprentissage par la pédagogie par scénario, en mettant l'accent sur sa compréhension conceptuelle, ses principes, ses avantages et ses applications pratiques dans l'enseignement des langues. L'article souligne l'intégration des principes de l'AfL et des applications en ligne avec la pédagogie par scénario, en discutant de leur impact collectif sur le développement des compétences en expression orale. Il fournit un cadre théorique sur la manière dont cette approche intégrée renforce l'engagement, la motivation et le développement des compétences des apprenants tout en offrant des recommandations concrètes aux enseignants de langues. En reliant les cadres conceptuels aux applications pratiques et en intégrant les méthodologies d'évaluation, les outils en ligne et la pédagogie par scénario, cet article contribue aux méthodologies d'enseignement innovantes dans l'enseignement des langues, en particulier de l'expression orale.

**Mots-clés :** pédagogie par scénario, Évaluation pour l'Apprentissage (EPA), applications en ligne, compétences en expression orale, méthodologies d'enseignement.

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## 1. Introduction

### Scenario based pedagogy

Scenario-based pedagogy, as proposed by Backlund et al. (2015), is an educational strategy that immerses learners in realistic and contextualized scenarios encountered in real-world situations. These scenarios are designed to engage learners in problem-solving and critical thinking, fostering practical application of knowledge and skills. This approach, not only enhances learners' ability to transfer knowledge, but also boosts motivation and active participation (Zitouniatis, Lazarinis, and Kanellopoulos, 2022).

In the realm of language teaching, Golombek stresses the importance of integrating authentic tasks and scenarios to enrich learning experiences and facilitate language acquisition (Ruíz, Aguilar, & Orozco, 2015). Bygate (2001) and Lei (2021) further emphasize the central role of speaking in second language acquisition, aligning with the view that speaking skills are pivotal in language education. However, mastering speaking skills involves navigating external challenges, such as embarrassment or lack of stimulation (Brown, 2000). Harmer (2010) underscores the need for tailored activities to enhance speaking proficiency.

Markovick in her blog describes scenario-based learning as a simulation-based approach where learners develop skills in a true-to-life environment. This method immerses students in the perspectives of professionals like engineers, doctors, politicians, architects, managers, and scientists, fostering effective problem-solving as they speak and act from their new character's point of view (Harmer, 2010). This engagement with real-world issues reduces anxieties during speaking activities (Brown, 2004).

Scenario-based pedagogy, as advocated by Elouali (2019), addresses these challenges by immersing learners in simulated real-life speaking activities, promoting fluency and effortless language use. Students involved in scenario-based projects experience heightened intrinsic motivation compared to traditional methods that use hypothetical problems or passive learning. Consequently, scenario-based pedagogy effectively teaches speaking by encouraging students to use language meaningfully and develop communication skills for diverse situations.

Ultimately, scenario-based pedagogy proves to be a versatile and effective approach applicable across various educational settings, including traditional classrooms, online platforms, and corporate training, offering a coherent pathway for enhancing speaking skills and facilitating meaningful language learning experiences.

## 2. Designing Authentic Scenarios

Gillani, Inayat, and Carvalho (2022) offer practical steps that teachers can follow to design authentic scenarios that reflect real-life situations and contexts, engaging students in meaningful speaking activities.

These steps include:

- **Identify relevant scenarios:** The first step is identifying scenarios relevant to your student's interests and learning objectives. For example, if you teach English to students planning to study abroad, you can use scenarios related to academic discussions, job interviews, and socializing with native speakers.
- **Create materials:** Once you have identified the scenarios, create materials to help your students practice speaking in these situations. You can create role-plays, videos,

or podcasts that simulate the scenarios or use authentic materials such as news articles, advertisements, or brochures.

- **Set the stage:** Before students start practising speaking in the Scenario, set the stage by providing background information about the situation, the characters, and the context. This will help students understand the Scenario and get into character.
- **Practice speaking:** Once the stage is set, students can practice speaking in the Scenario. You can assign roles to students and have them act out the Scenario, or you can have students work in pairs or small groups to practice speaking.
- **Feedback and reflection:** After students have practised speaking in the Scenario, provide Feedback on their performance and encourage them to reflect on what they have learned. This will help students to identify areas where they need to improve and develop strategies for improving their speaking skills.

By following these steps, you can use scenario-based pedagogy to teach speaking engagingly and effectively, which will help your students develop the skills they need to communicate effectively in various situations.

### 3. Combining Assessment for Learning and Scenario Pedagogy in Teaching Speaking

Assessment for learning is a process of gathering and interpreting evidence for the purpose of improving students' learning. It involves using a variety of assessment strategies and techniques to inform and guide instruction, and to provide students with feedback that can help them understand their strengths and areas for improvement (Shute & Rahimi, 2017).

According to Gagne, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005), assessment for learning and scenario-based pedagogy can be effectively combined to teach speaking skills. Here are some steps you can follow

- **Set clear learning objectives:** Before designing any assessment or Scenario, it is essential to identify what you want your students to learn. Set clear learning objectives aligned with your curriculum and target language proficiency level.
- **Develop scenarios:** Develop scenarios that reflect real-life situations that students may encounter when speaking the target language. For example, if you teach business English, you could design a scenario where students must negotiate a deal with a client.
- **Provide Feedback:** Provide students with Feedback throughout the scenario-based activities. This Feedback should focus on the learning objectives and be constructive, specific, and actionable.
- **Encourage self-assessment:** Encourage students to reflect on their performance and progress throughout the scenario-based activities. This will help them to identify their strengths and weaknesses and take ownership of their learning.
- **Assess progress:** Use a range of assessment tools to measure student progress. These could include self-assessments, peer assessments, and teacher assessments. The assessment should align with the learning objectives and provide students with a clear understanding of their progress.

Combining assessment for learning and scenario-based pedagogy can create an engaging and practical learning experience for your students. This approach will help them develop their speaking skills and language proficiency goals.

### 4. A sample task of combining assessment for learning and scenario-based pedagogy in teaching speaking

**Task:** Planning a Trip Abroad

**Level:** Intermediate

**Language Focus:** Speaking

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**Objective:** By the end of this lesson, students can plan a trip abroad using appropriate vocabulary and structures for making travel arrangements and demonstrate their ability to communicate effectively in English.

**Assessment for Learning:** Throughout the lesson, the teacher will use formative assessment strategies such as observation, questioning, and Feedback to assess students' understanding and progress towards the learning objectives.

**Scenario-Based Pedagogy:** The lesson will be delivered through a scenario-based approach where students will be placed as travel agents who need to plan a trip abroad for their clients. This will allow students to practice using the target language in a realistic and meaningful context.

### **Procedure:**

#### **Warm-up (10 minutes)**

The teacher will begin the lesson by asking students about their previous travel experiences and the challenges they faced while planning a trip abroad. This will help activate students' prior knowledge and generate interest in the topic.

#### **Introducing the Scenario (10 minutes)**

- The teacher will introduce the Scenario by explaining that students will work in pairs to plan a trip abroad for their clients.
- The teacher will provide each pair with a set of travel brochures and a list of requirements from their clients (e.g., budget, preferred destination, type of accommodation, etc.).
- The teacher will also explain that students must use appropriate vocabulary and structures to make travel arrangements.

#### **Planning Phase (20 minutes)**

- Students will work in pairs to plan the trip, using the brochures and requirements provided by the teacher.
- The teacher will circulate the class, observing and providing Feedback on students' language use.

#### **Role-play (15 minutes)**

- Students will take turns presenting their travel plans to the class, acting as travel agents and persuading their classmates to choose their plans.
- The teacher will provide Feedback on students' language use and pronunciation.

#### **Reflection and Feedback (10 minutes)**

- The teacher will lead a class discussion on what students learned during the lesson and provide Feedback on their performance.
- The teacher will also ask students to reflect on their strengths and areas for improvement and set goals for future learning.

#### **Assessment for Learning:**

- The teacher will use observation to assess students' participation and engagement in the lesson.
- The teacher will use questioning to check students' understanding of the vocabulary and structures used in the lesson.
- The teacher will provide Feedback on students' language use during the planning phase and role-play.
- The teacher will ask students to reflect on their performance and set goals for future learning.

By combining assessment for learning and scenario-based pedagogy, this lesson provides students with a meaningful and engaging context to practice their speaking skills while also allowing the teacher to assess their progress towards the learning objectives.

### **5. A sample lecture presentation task that combines assessment for learning and scenario-based pedagogy in teaching speaking:**

#### **Task: Giving a Presentation on a Business Proposal**

**Level:** Advanced

**Language Focus:** Speaking

**Objective:** By the end of this lecture presentation, students will be able to give a persuasive business proposal presentation using appropriate vocabulary and structures and demonstrate their ability to communicate effectively in English.

**Assessment for Learning:** Throughout the presentation, the teacher will use formative assessment strategies such as observation, questioning, and Feedback to assess students' understanding and progress towards the learning objectives.

**Scenario-Based Pedagogy:** The lecture presentation will be delivered through a scenario-based approach where students will be placed in the role of business professionals who must present a business proposal. This will allow students to practice using the target language in a realistic and meaningful context.

#### **Procedure:**

##### **Warm-up (10 minutes)**

The teacher will begin the lecture presentation by asking students about their previous experience giving business presentations and the challenges they faced. This will help activate students' prior knowledge and generate interest in the topic.

##### **Introducing the Scenario (10 minutes)**

- The teacher will introduce the Scenario by explaining that students will be presenting a business proposal to a panel of investors.
- The teacher will provide students with a sample proposal and the evaluation criteria the investors will use to assess the proposal.
- The teacher will also explain that students must use appropriate vocabulary and structures to persuade the investors to invest in their proposal.

##### **Planning and Preparing the Presentation (20 minutes)**

Students will work individually or in pairs to plan and prepare their presentations. The teacher will provide Feedback on students' language use and presentation skills and guidance on effective presentation techniques.

##### **Presentations (30 minutes)**

- Each student or pair will give their presentation, trying to persuade the investors to invest in their proposal.
- The teacher will assess students' language use, delivery, and persuasive skills and provide Feedback.

##### **Reflection and Feedback (10 minutes)**

- The teacher will lead a class discussion on what students learned during the presentation and provide Feedback on their performance.
- The teacher will also ask students to reflect on their strengths and areas for improvement and set goals for future learning.

#### **Assessment for Learning:**

- The teacher will use observation to assess students' participation and engagement in the presentation.
- The teacher will use questioning to check students' understanding of the vocabulary and structures used in the presentation.

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- During the presentation, the teacher will provide Feedback on students' language use, delivery, and persuasive skills.
- The teacher will ask students to reflect on their performance and set goals for future learning.

Combining assessment for learning and scenario-based pedagogy, this lecture presentation gives students a meaningful and engaging context to practice their speaking skills while allowing the teacher to assess their progress towards the learning objectives.

**Table 1: Student's Performance Assessment Criteria**

Criteria	Description
Content	The presentation should include all the necessary information related to the business proposal and be well-structured and coherent.
Grammar & Syntax	The student should use appropriate and varied vocabulary related to the business field.
Vocabulary	The student should use correct grammar and syntax when presenting the business proposal.
Pronunciation & Intonation	The student should use clear and accurate pronunciation that allows the audience to understand the content.
Nonverbal communication	The student should use appropriate nonverbal communication, such as eye contact, gestures, and posture, to enhance their presentation.
Interaction with the audience	The student should interact confidently and engagingly and respond to questions or Feedback.
Persuasiveness	The student should use persuasive language and techniques to convince the audience of the value of the business proposal.
Time management	The student should manage their time effectively and stay within the allotted time for the presentation.
Self-reflection	The student should reflect on their performance and identify areas for improvement.

It is important to note that the specific criteria for assessment may vary depending on the learning objectives and level of the students, and the criteria should be communicated to the students beforehand to provide clarity and transparency about the expectations for the task.

## 6. Combining online applications, assessment for learning and scenario-based pedagogy in teaching speaking

Combining online applications, assessment for learning and scenario-based pedagogy in teaching speaking can be a powerful way to engage students and help them develop their speaking skills. Here are some ideas for how to do this effectively:

- **Use online applications to provide opportunities for practice and Feedback:** There are many online tools available that can help students practice speaking, such as voice recording apps, video conferencing software, and chatbots. These tools can simulate real-life speaking situations and give students instant performance feedback.
- **Use scenario-based pedagogy to create meaningful contexts for speaking:** Scenario-based learning involves presenting students with realistic situations they may encounter in the real world and asking them to respond appropriately. For example, you could create a scenario where students must negotiate a business deal or order food in a restaurant.

- **Use assessment for learning to monitor progress and provide Feedback:**  
Assessment for learning involves using assessment tools to identify areas where students need support and providing Feedback that helps them improve. This can be done through quizzes, peer assessment, and teacher feedback.
- **Use a blended approach that combines online and face-to-face learning:**  
This can help students benefit from the flexibility of online learning while still having the opportunity to practice speaking in a face-to-face setting.

Overall, combining online applications, assessment for learning and scenario-based pedagogy in teaching speaking can help students develop their speaking skills meaningfully and engagingly.

### 7. Example of a task that combines online applications, assessment for learning, and scenario-based pedagogy for teaching speaking:

**Scenario:** Your students are planning a trip to a foreign country, and they need to practice their speaking skills to communicate effectively during the trip.

**Task:** Students will use an online voice recording app to practice ordering food in a restaurant using the target language. They will then listen to their recording and assess their performance based on a rubric provided by the teacher. Finally, they will receive Feedback from a peer who will listen to their recording and provide Feedback based on the same rubric.

**Table 1: Speaking Assessment Rubric**

Rubric	
Pronunciation	clear and understandable (1-5 points)
Vocabulary	appropriate and varied (1-5 points)
Grammar	accurate and appropriate (1-5 points)
Fluency	smooth and natural (1-5 points).

After completing the task, students will reflect on their performance and the Feedback received from their peers. They will identify areas where they need to improve and develop a plan for further practice.

This task combines online applications (the voice recording app), assessment for learning (self-assessment and peer Feedback), and scenario-based pedagogy (ordering food in a restaurant). It allows students to practice speaking in a meaningful context and receive Feedback that helps them improve their skills.

### 8. Examples of Efficient online tools in improving foreign learners' fluency in English

Online tools can be highly effective in improving foreign learners' fluency in English. Many online tools can help learners improve their English language skills, including grammar, vocabulary, pronunciation, and listening comprehension.

Online language learning platforms, such as Duolingo, Babbel, and Rosetta Stone, effectively improve language proficiency. These platforms use interactive exercises, games, and quizzes to help learners practice their language skills in a fun and engaging way.

Additionally, online resources such as grammar and vocabulary websites, podcasts, and videos can help learners improve their English proficiency. These resources can provide learners with authentic language input and practice, allowing them to develop their language skills more naturally and contextualistically.

Overall, while the effectiveness of online tools in improving language proficiency can vary depending on the learner's individual needs and goals, these tools can be a highly efficient and convenient way for foreign learners to improve their fluency in English.

### 9. Examples of Efficient online tools in improving foreign learners' speaking

Efficient online tools play a crucial role in improving the speaking skills of foreign learners. According to Amiruddin (2022), these tools are instrumental in addressing the barriers faced by foreign learners in speaking English. By providing interactive platforms and resources, online tools facilitate language practice and skill development.

These tools can effectively improve foreign learners' English speaking skills. However, the extent of the improvement may depend on various factors, such as the learners' initial proficiency level, motivation, and the quality of the tool they are using. Here are a few examples of how online tools can help improve speaking skills:

- **Language exchange websites:** Online language exchange platforms, such as Italki, MyLanguageExchange, and Tandem, allow learners to practice speaking with native speakers of English. Learners can engage in one-on-one conversations with native speakers, receive Feedback on their pronunciation and grammar, and learn about the culture of English-speaking countries.
- **Speech recognition software:** Some online tools, such as Pronunciation Power and Speechling, use speech recognition technology to analyze learners' pronunciation and provide Feedback on their accuracy. These tools can help learners identify and correct pronunciation errors and improve their speaking fluency.
- **Online conversation classes:** Many online language schools, such as VIPKID, Lingoda, and Cambly, offer one-on-one or small group classes with native-speaking teachers. These classes provide learners with personalized instruction and Feedback on their speaking skills.
- **Interactive speaking exercises:** Some online tools, such as EnglishCentral and FluentU, offer interactive speaking exercises that simulate real-life speaking situations. These exercises allow learners to practice speaking in various contexts, such as ordering food at a restaurant, giving a presentation, or participating in a job interview.

In summary, online tools can effectively improve foreign learners' English speaking skills by providing opportunities for practice, Feedback, and personalized instruction. However, choosing high-quality tools appropriate for the learners' needs and goals is essential.

### 10. A sample task using the online tool "italki" for advanced learners:

#### Task: Debate practice

**Objective:** To help advanced learners improve their speaking and critical thinking skills by engaging in a debate with a native speaker of English.

#### Steps:

- Introduce the concept of debate and explain how it can help learners improve their critical thinking and speaking skills.
- Assign a topic for the debate, such as "Should college education be free?", "Is social media harmful to society?" or "Should the voting age be lowered to 16?"
- Have learners prepare arguments and evidence for their position on the topic.
- Schedule a one-on-one debate session on Italki with a native English speaker. Italki offers a variety of tutors and teachers who specialize in debate practice.

Learners should present their arguments during the debate session and respond to the native speaker's arguments in real-time. The native speaker can provide Feedback on the learners' pronunciation, grammar, and overall speaking skills.

After the debate session, learners should review the Feedback and reflect on their performance. They can also watch the recording of the session, if available, to identify areas for improvement.

Finally, have learners write a reflection paper on the debate experience, discussing what they learned and how to apply their speaking and critical thinking skills in real-life situations.

By engaging in a debate with a native English speaker on italki, advanced learners can improve their ability to express complex ideas, think critically, and engage in meaningful conversations in English.

## 11. Conclusion

In conclusion, the integration of scenario-based pedagogy, Assessment for Learning (AfL) principles, and online tools presents a dynamic and effective approach to enhancing speaking skills in language education. Through the exploration of authentic scenarios, the creation of engaging materials, and the implementation of structured activities, educators can create meaningful learning experiences that promote fluency, communication skills, and motivation among learners. By combining AfL strategies such as clear learning objectives, continuous feedback, and self-assessment with scenario-based learning, students can actively engage with language in real-life contexts, leading to improved speaking proficiency. Furthermore, leveraging online applications offers opportunities for interactive practice, instant feedback, and personalized learning experiences, augmenting the effectiveness of speaking skill development. Overall, this integrated approach offers a comprehensive framework for language educators to foster speaking skills effectively and empower learners to communicate confidently in diverse situations.

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