

A Scenario-Based Learning Approach for Enhancing Al-Azhar University-Gaza Student-Teachers' TEFL Practices in Inclusive Education Classes

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Abstract—The present study aimed to reveal the role of scenario-based learning (SBL) approach in enhancing elementary stage student- teachers' TEFL practices in inclusive education classes. The researchers followed a quasi-experimental research design and used the SBL approach with a group of 24 elementary stage student-teachers from Al-Azhar University-Gaza who were enrolled in inclusive education for Grades 1_4 course. The experiment was conducted during the second semester of the academic year 2018_2019 and consisted of 8-hr a week of training for 2 weeks. The participants tackled a set of scenarios and related questions delivered to them. Students had to work in groups of three or four to treat the scenarios that focused on the three main TEFL practices of inclusive education classes: organising class environment, organising special needs students and organising teaching evaluation activities. The researchers designed a test for TEFL practices in inclusive education classes and presented it to student-teachers before and after the experiment. The test was divided into two parts. The theoretical part included 30 TEFL practices in inclusive education classes, and each item included five options for students to choose one. The practical part included two classroom situations and invited students to write a scenario for each one. Results indicate that there are some fundamental bases to be considered when using the SBL, which showed a positive effect on enhancing AL-Azhar University-Gaza student-teachers' TEFL practices in inclusive education classes. Moreover, the participants made some suggestions for improving the use of SBL in teaching.

Index Terms—scenario-based learning approach, student-teachers' TEFL practices, inclusive education classes

I. INTRODUCTION

It is vital to work on meeting the needs of special needs groups and integrating them with peers and the rest of the community, activating them by finding appropriate methods and techniques, and creating a suitable educational learning environment for them. Enriching teachers' experiences with inclusive education classroom (IEC) practices has become an urgent need after the international agreements and efforts to ensure education rights to all. An example of these efforts is the international conference on education in Geneva titled "Inclusive Education the Way to the Future" held by United Nations Educational Scientific and Cultural Organization (UNESCO) in November 2008. In addition, the United Nations Organization for Relief and Work Agency (UNRWA) has adopted a policy of inclusive education for all schools in the Near East and has committed to respecting the rights and diversity of all children.

Recently inclusive education has become widely accepted. According to Gilmour (2020) more than 60% of students with disabilities spend more than two-thirds of their school day in regular classrooms. In line with the recent worldwide trends toward IEC, the ministry of education and higher education in Palestine issued a policy of inclusive education in October 2015 and adopted the Education for All policy in 1994, which states that persons with disabilities should not be excluded from primary or secondary education. This educational policy matches the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) (Abu Shaaban & Mosa, 2017). Westwood (1997) stated that emphasis must be placed on the development of reading, writing, dictation, mathematics, and direct teaching skills, and teachers should hold additional sessions and pay special attention to special needs students. Special needs students need special attention which does not mean that they are not smart, talented or capable. It means that they have specific challenges that typical student does not face, so they need remedial programmes and special care (Al-Zaytoon, 2003; Special Needs, n.d.). Moreover, there are different major types of special needs students: gifted, mentally handicapped, hearing impaired, visually impaired, physically disabled, emotionally disabled, autistic, and -those with learning difficulties, speech difficulties, reading difficulties, or Down syndrome.

As each of the aforementioned groups of special needs students has unique abilities and needs that distinguish its members from ordinary children, various educational obstacles are expected. Therefore, it is necessary to provide

teachers with special professional qualifications, which would facilitate their work and enable them to conduct teaching activities using an effective motivating teaching environment to suit the different levels of all the students in inclusive classes. In this context, UNESCO (2014) has emphasised that every child with special needs learns differently and at different speeds from peers. Bryant et al. (2017) agreed with this point of view and stated that special needs students have special educational needs, as they have greater difficulty in learning than the majority of their peers do. Savage and Erten (2015) added that effective teachers need an understanding of best teaching practices, and should have positive attitudes towards inclusive education, which would enable them to adapt instruction according to their students' needs (as quoted in McManis, 2017). Pappas et al. (2018) and The Understood Team (n.d.) stated that IEC effective practices require: (a) adaptations of the learning environment to suit the learners' needs, (b) individual assistive devices to support students' learning and ensure that students can access the curriculum, (c) using effective teaching techniques for engaging special needs students in learning and reducing stigma, and (d) effective use of resources.

In light of this background, it is clear that teaching IEC is a challenging job, which needs deep thinking to select appropriate teaching methods. This idea highlights the role of faculties of education in supporting future teachers with the needed practices of IEC, which helps teachers understand that inclusive education is about reimagining the ways schools, classrooms, programs and lessons are designed so that all children can participate and learn (Inclusive Education, 2021). Therefore, the current study aims to reveal the role of scenario-based learning (SBL) in enhancing elementary stage students-teachers' TEFL practices in inclusive classes.

II. LITERATURE REVIEW

A. Scenario-based Learning

An SBL method aims to motivate learners to participate in an interactive teaching classroom environment. This method is defined as a way of teaching or helping learners practice a skill using virtual, interactive, problem-based contexts. This strategy usually involves learners working their way through a problem, which they are expected to solve (Scenario-Based Learning, n.d.). Such a learning situation helps learners identify why some of their decisions are wrong and how they can handle the consequences of such decisions in a risk-free environment. In addition, this learning situation helps learners promote critical thinking and present real-world contexts that facilitate good learning.

Livia (2017) stated that in an SBL situation learners are immersed in real-life and situational scenarios that let them gather skills and information. In other words, scenario-based learning is just another face of learning by doing. In addition, "this method of teaching fills the gap between theory and practice in the learning and teaching environment," (Taneri, 2018, p. 57). Mariappan et al. (2004) agreed that scenario-based learning offers effective ways of engaging learners and building competency mastery. Furthermore, the University of New Zealand (2019) argued that SBL uses interactive scenarios to support active learning strategies such as problem-based or case-based learning. It typically involves students working their way through a storyline, usually based around an ill-structured or complex problem, which they are required to solve. Jawaharlal et al. (2004) indicated that SBL is based on the understanding that enables learners to acquire and retain skills and knowledge. In such a learning situation, learners must be placed in a scenario in which their decisions affect or alter subsequent events, which lead to new events of real life-situations.

A body of research has addressed the topic of SBL. For instance, Sjøberg et al. (2019) explored learning for students who act in secondary roles during scenario training in vocational educational settings. Participant observation and a questionnaire were used as tools for gathering data. The findings indicate students who act in secondary roles learn from their scenarios training experiences, and students' learning is controlled by the design of the training activities. In addition, Taneri (2018) conducted a case study to evaluate students' performance on a scenario-based method, and the functionality of the studied section called 'from production to consumption'. Results suggest that using the scenario-based case study method is a positive experience. Students in the sample group were more active in the learning process; they cared more and paid more attention to the lessons. Hursen and Fasli (2017) conducted another study investigating the efficiency of SBL and reflective learning approaches in teacher education. Their findings indicate that SBL is more effective than reflective learning in terms of prospective teachers' academic achievement. Moreover, Mietzner and Reger (2005) shed light on the differences in scenario approaches. They described the origin of scenarios and the development of awareness and purposes for managers. Categories were developed to compare the different ways scenarios are performed. Finally, the advantages and disadvantages of scenario approaches were analyzed. Jawaharlal et al. (2004) implemented a SBL approach to teach major concepts in statics. The findings indicated that SBL approach offers an effective way of engaging learners and building competency mastery.

Despite the differences in the selected sample, the designed tools and the aim of the aforementioned studies, all of them showed positive effects of SBL on enhancing TEFL teachers' practices and engaging students in teaching activities.

B. Inclusive Education

Inclusive education provides opportunities for all students; disabled and non-disabled, to learn in regular classes. It ensures access to quality education for all students by effectively meeting their diverse needs. Students from different background and with different abilities learn together. Such a teaching method enables them to help one another in a

positive and motivating teaching environment in which they are provided with sufficient levels of support (Canada Inclusive Education, 2021).

Pappas et al. (2018) examined teachers' attitudes toward inclusive education and analysed current inclusive policies and practices in the Greek educational system. Their results show that teachers generally have positive attitudes toward this type of education. In addition, Singh (2016) conducted a study to discuss some questions related to inclusive education measures to implement inclusive education and its concept in India: What are the needs and challenges for achieving the goal of inclusive education? How will an inclusive environment meet the needs of children with disabilities? How can quality education be effectively and efficiently delivered to all children? Results suggest that inclusive schools must address the needs of all children in every community, and the central and state governments must manage inclusive classrooms effectively. Moreover, Alquraini and Gut (2012) revealed the components of successful inclusive education for disabled students. The researchers reviewed the literature to identify effective practices for inclusive education. Their results suggest that disabled students should be provided with special accommodations that help them access the core general education curriculum, and teachers should use effective teaching strategies that motivate students to access the general education curriculum. Alquraini and Gut also emphasised that administrators and families should work together to achieve successful inclusive education. In addition, some researchers have concluded that although inclusive education has shown positive effect with mild disabilities, evidence of effectiveness is still required with severely disabled students (Downing & Peckham-Hardin, 2007; Cross et al., 2004).

It is clear that a body of research has investigated SBL topic in different environment. To the best of the researchers' knowledge, none of the studies conducted in the Gaza Strip has investigated the effect of SBL on enhancing student-teachers' TEFL practices in an IEC.

C. Research Questions

Based on the literature review, the following questions were probed:

- What are the bases of the scenario?
- What is the effect of SBL on enhancing elementary stage student- teachers' TEFL practices in inclusive education classes?
- What are the participants' suggestions for improving the use of SBL approach?

D. Hypothesis of the Study

- There are statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of elementary stage EFL student- teachers' pre and post responses on the TEFL practices test.

E. Aims of the Study

The study aims to:

- present the bases of teaching scenarios,
- explore the effect of an SBL approach on enhancing elementary stage TEFL student-teachers' practices in inclusive education classes in Grades 1-4, and
- suggest various ways for activating the use of scenario-based approach.

F. Research Significance

The current study is necessary for student-teachers and university professors. It seeks to determine the scientific steps for using SBL in teaching skills, especially TEFL, to young learners. In addition, the experience of this research may encourage professors of various specialisations to adopt a scenario-based approach to design motivating teaching activities for their students.

G. Delimitations of the Study

The present study was conducted during the second semester of the academic year 2020-2021 on (24) first year female elementary student-teachers from the faculty of education at AL-Azhar University-Gaza. It focuses on three TEFL practices in inclusive education classes: organising class environment, organising special needs students, and organising teaching evaluation activities.

III. METHODS

The following procedures were carried out to achieve the aims of the study.

A. Research Design

The researchers adopted the quasi-experimental approach to determine the effect of the scenario-based approach on enhancing elementary stage student-teachers' TEFL practices. A group of (24) elementary stage female first-year student-teachers from the faculty of education at Al-Azhar University-Gaza participated in TEFL practice sessions using an SBL approach. The total number of sessions was eight which lasted for 2 weeks, and the duration of each session was 2 hours. The scenarios focused on enhancing the following TEFL practices in inclusive education for 1-4

graders: (a) organising class environment, (b) organising special needs students, and (c) organising teaching evaluation activities.

A set of scenarios was presented to the study participants during each session to answer several critical questions. For example: What was the teacher’s aim in the scenario? What was_(were) the special case-(s) among students? What were the strong practices in the scenario? why? What were the weak practices in the scenario and why? If you were the teacher, what changes would you do and why? The student-teachers had to read the scenarios and answer questions in groups of three or four. They had sufficient time to complete reading and answering the questions in each scenario. Groups' answers were discussed and followed by feedback that aimed at enhancing student-teachers’ TEFL practices. The study participants were engaged in a study sample group and attempted a test before and after TEFL practices.

B. Instrumentation

For the purpose of the study, the researchers designed a test concerning TEFL practices for inclusive education classes and presented it to student-teachers before and after the experiment. The test included two sections. The first section included self-assessment, which aimed at assessing the student-teachers’ TEFL practices in inclusive education classes in Grade 1-4. The student-teachers had to determine the degree of their knowledge in each practices by ticking one of the five options of a Likert-scale (strongly agree, agree, neutral, disagree, and strongly disagree). The three domains of this self-assessment were 10 ten statements for organising class environment, 13 statements for organising special needs students and 7 statements for organising teaching evaluation activities. The second section of the test was a practical implication of the theoretical practices of class scenarios. It included two teaching situations, which invited the examinees to design a complete scenario for each situation. In designing the scenarios of the two teaching situations, the student-teachers had to consider the criteria of special needs students’ needs in each activity, which would help them write systematic and realistic scenarios and consider the effective and required theoretical TEFL practices.

C. Validity of the Test

The juries' validity and internal consistency techniques were used to ensure the validity of the questionnaire as follows.

1. Juries' Validity

A panel of experts in TEFL for Grades 1-4 and inclusive education modified the test. Some of the experts asked for rewording specific statements and some others recommended clarifying the first part, the self-assessment. The researchers benefited from the experts' remarks in finalising the test. Appendix (A) includes the final version of the TEFL practices test.

2. Internal Consistency

The Pearson correlation coefficient was measured between the score of each item of the domain and the total score of the domain. The results of this statistical technique are stated in Table 1 and 2 below.

TABLE 1
PEARSON CORRELATION COEFFICIENT OF EACH ITEM

No.	Pearson’s Correlation Coefficient	Significant Level	No.	Pearson’s Correlation Coefficient	Significant Level
1	0.570	0.004	16	0.562	0.004
2	0.429	0.037	17	0.636	0.001
3	0.570	0.004	18	0.421	0.040
4	0.850	0.000	19	0.478	0.018
5	0.439	0.032	20	0.545	0.006
6	0.448	0.028	21	0.648	0.001
7	0.784	0.000	22	0.563	0.004
8	0.654	0.000	23	0.489	0.015
9	0.555	0.005	24	0.658	0.001
10	0.798	0.000	25	0.493	0.014
11	0.695	0.000	26	0.455	0.025
12	0.691	0.000	27	0.653	0.000
13	0.733	0.000	28	0.710	0.000
14	0.730	0.000	29	0.489	0.015
15	0.732	0.000	30	0.572	0.000

As it is clear from Table 1 all correlation coefficient values are significant at 0.01 and 0.05 proving that the tool is of high internal validity.

TABLE 2
PEARSON CORRELATION COEFFICIENT OF EACH ITEM

Domains	Pearson's Correlation Coefficient	Significant Level
Organising class environment	0.811	0.000
Organising special needs students	0.561	0.004
Organising teaching evaluation activities	0.439	0.000
Total	0.521	0.000
Practical part	0.542	0.002

According to Table 2, the coefficient correlation of each domain is significant at levels 0.01 and 0.05, meaning that the test is valid to be used for the purpose of this study.

D. Reliability of the Test

Cronbach's alpha and the spilt-half technique were used to measure the reliability of the test. Cronbach's alpha for the first part of the test was 0.72, and the reliability for the second part was 0.71. It is evident that all Cronbach's alpha coefficients were accepted to be applied in this study. The spilt-half technique for the first part of the test (self-assessment) was measured using the Spearman-Brown formula, and the value was 0.70.

IV. FINDINGS

To Reveal the Bases of Scenarios, the Researchers Reviewed the Literature. They Found The Following Bases for Effective Scenarios as Mentioned by TANERT (2018), Mietzner and Reger (2005), and Jawaharlal et al. (2004).

- The scenario content should be suitable for the students' knowledge levels.
- The scenario content should be in line with the teaching objectives and provide concepts that are integrated with students' knowledge to make them act.
- The scenario context should imitate a realistic situation in which a sequence of teaching events is presented.
- The scenarios should develop decision-making skills by providing students with the opportunity to produce new decisions by forcing fresh considerations to surface.

While conducting SBL, teachers should:

- provide questions that develop students' critical competencies,
- present alternative images instead of extrapolating trends from the present,
- embrace qualitative perspectives as well as quantitative data,
- allow for sharp discontinuities to be evaluated,
- create options for decision making,
- construct a primary purpose of scenarios which helps create a holistic comprehension of the whole teaching situation,
- integrate images of how the future might evolve and stimulate new idea,
- augment understanding by helping to see what possible futures might look like, how they might come about, and why this might happen,
- foster strategic thinking and learning and
- create frameworks for a shared vision of the future.

To Determine the Effectiveness of the SBL Approach in Enhancing the TEFL Practices in IEC of the Student-teachers at Al-Azhar University-Gaza, the Researchers Tested the Alternative Hypothesis, Which Compares the Participants' Performance Before and After the SBL Sessions Using Paired Sample t-Test. The Results of This Test Are Stated in Table 3 below.

TABLE 3
T-TEST VALUES AND SIGNIFICANCE T LEVELS BETWEEN PRETEST AND POST TEST RESPONSES

TEFL Practices	Pre-Post	No.	Means	Standard Deviation	df	T-test	Sig (2-tiled)
Organising class environment	Pre	24	39.542	6.852	23	-3.955	.001
	Post	24	44.625	1.974			
Organising special needs students	Pre	24	52.333	4.797	23	-6.615	.000
	Post	24	56.458	5.485			
Organising teaching evaluation activities	Pre	24	26.042	2.612	23	-9.328	.000
	Post	24	31.208	1.719			
Total	Pre	24	117.917	9.136	23	-8.519	.000
	Post	24	132.292	6.307			
Total for the practical part	Pre	24	12.625	1.173	23	-8.809	.000
	Post	24	15.792	1.668			

Table 3 shows that the mean scores of the study participants in the post-test were higher than their mean scores in the pre-test for all practices and for the total score of the first and second parts of the test. The *T* value is significant at 0.01. Hence, it can be concluded that there are statistically significant differences in student-teachers' TEFL practices in the

pre_ and post_ TEFL_ practices tests in favour of the post test. This finding indicates that the scenario-based approach is effective in enhancing student- teachers’ TEFL practices.

To Observe the Participants’ Suggestions for Improving the SBL Approach, the Researchers Analysed Their Answers to the Open-Ended Question, Computed the Percentage of Their Suggestions, and Considered the Students’ Suggestions, which Had A Percentage of More Than 60%. The Results of This Statistical Analysis Are Presented in Table 4 Below.

TABLE 4
THE PERCENTAGE OF THE PARTICIPANTS’ SUGGESTIONS FOR IMPROVING SCENARIO-BASED LEARNING

N.	Main suggestions	N.	%
1-	Send scenarios via social media techniques at least a day before the session.	22	91.6
2-	Expand the use of this approach for other practical courses.	20	83.3
3	Provide more scenarios, which tackle classroom situations to student- teachers.	20	83.3
4	Ask the student- teachers to write scenarios for different situations in groups.	17	70.8
5	Increase the integration of different media, such as: pictures, videos, diagrams_ and simulations -with scenarios.	16	66.6

Going through the above table, a reader can conclude that students' suggestions for improving the SBL vary in types and amounts. The highest level suggestion, which gained 91.6% support (22 students), states that a scenario should be sent to them via social media at least a day before the section. In their view, this helps them be ready and better organised for such scenarios.

The students’ second suggestion, which gained 83.3% support (20 students), emphasises that the use of SBL activates their role in the learning process and they are eager to see such scenarios applications in other courses. Moreover, in their third suggestion, which also gained 83.3% support, 20 students asked to provide more scenarios, which would tackle classroom situations to the student-teachers. This finding indicates that the study participants highly admired SBL. Furthermore, 70.8% of the participants (17 students) mentioned that university instructors should motivate student-teachers to write scenarios for different situations in groups, which would enhance their autonomy and self-efficacy, which would positively affect their TEFL, practices. Moreover, 66.6% (16 students) hope to see an increase in the integration of different media, such as; pictures, videos, diagrams and simulations, with SBL.

The analysis of the aforementioned answers indicates that students admired this method of teaching, which enhances their autonomy to the degree that makes them provide such workable tips that help enhance the use of SBL in the teaching-learning process. This finding was also indicated by Pappas et al. (2018) who also showed that teachers have positive attitudes toward inclusive education.

A. Discussion

The results of the student-teachers’ responses on the TEFL practices test showed that there is a positive effect of using SBL on enhancing their TEFL practices in an IEC for Grades 1-4. The results of this study are in agreement with those of Taneri (2018), Hursen and Fasli (2017), and Mietzner and Reger (2005), who all indicated the positive effects of SBL in the teaching process and stated its various advantages.

The success of SBL in developing the TEFL practices of the study participants in an IEC may be attributed to various factors. SBL provides students with a full image of the class situations, and it caters to the different needs of special needs students and presents different teaching techniques that help match students’ learning styles. The clear, practical procedures for using the learning material and conducting the teaching activities that involve comprehensive instruction and positive feedback fulfill students’ needs. Mariappan et al. (2004) also agreed that SBL offers an effective way of engaging learners and building competency mastery. This type of learning helps create real-life situations that help motivate student-teachers to participate in the learning activities (Livia, 2017).

SBL transfers the focus of the teaching process to students, who are at the centre of each of its activities. Students were motivated to work in groups by engaging them in problem-solving situations, which made them think deeply to create a mental class picture that helped them suggest workable solutions, which, in turn, helped enhance their autonomy in the teaching process. Scenario-based Learning (n.d.) also indicated that this strategy usually involves learners working their way through a problem that they are expected to solve.

The analytical questions, which were presented to the study participants through the effective use of SBL, helped develop students’ critical thinking skills. These skills play a vital role in enhancing the teaching competencies of the study participants. This justification is in agreement with Paul and Elder (2005), who showed that critical thinking competency serves as a resource for teachers, curriculum designers, administrators and accrediting bodies.

Using scenarios for IEC built positive attitudes toward IEC among student-teachers and convened to them that teaching and integrating special needs students is not impossible. Teachers only need to find a suitable way to deal with special needs students, integrating them with other students in the classroom and creating suitable learning environments for them (Inclusive Education, n.d.).

B. Recommendations

In the light of the study results, the researchers recommend that:

- 1- Faculty members should use SBL to tackle the practical part of teaching different educational courses.

- 2- Faculty members and teachers at schools should pay more attention to creating and motivating teaching and learning environments for special needs students.
- 3- Faculties of education should enrich student-teachers' knowledge of the characteristics of special needs students and the methods and techniques that help fulfill those needs.
- 4- Faculties of education should provide student-teachers with successful experiences of teaching in an IEC which help create positive attitudes toward special needs students and enhance student-teachers' practices in such classes.

APPENDIX. TEFL PRACTICES FOR INCLUSIVE EDUCATION CLASSES QUESTIONNAIRE

This is a TEFL practices for inclusive education classes test. It includes two parts:

Part 1

This part includes self-assessment items, which assess students' TEFL practices in Grades 1-4 inclusive education classes. Please put (+) in the box that matches your TEFL practices level. You can choose one from the five provided choices; strongly agree, agree, no opinion, disagree and strongly disagree.

5= Strongly Agree 4= Agree 3= No Opinion 2= Disagree 1= Strongly Disagree

	Scenario-based learning enhances my skills in TEFL in inclusive classes in:	The Level				
		5	4	3	2	1
A	Organising Class Environment					
1	Adopting various teaching techniques that cater for the needs of special needs students.					
2	Using audiovisual tangible teaching aids that help special need students to learn English.					
3	Organising contents of English language corner to suit students' needs.					
4	Benefiting from teaching videos to present the language learning experiences.					
5	Employing traditional teaching games to facilitate using the language in real life situations.					
6	Employing electronic teaching games to facilitate using the language in real life situations.					
7	Benefiting from raw material in local society in conducting English curriculum activities.					
8	Cooperating with students to conduct discussion sessions, which facilitate English language learning for special need students.					
9	Utilising field trips to acquire and practice the language skills.					
10	Employing models and solid figures to achieve the aims of English curriculum of special need students.					
B	Organising Special Needs Students					
11	Organising various mechanisms of teaching the English language to special need students.					
12	Designing individual educational plans, which are commensurate with the situation of special need students, for teaching English skills.					
13	Using the different kinds of organising teaching group to support special need students' English learning.					
14	Considering the students' prerequisites before tackling the teaching activities.					
15	Performing the teacher's duties in organising learning during the implementation of the teaching and learning activities.					
16	Performing the learning tasks, which follow the teaching activities to enrich language use.					
17	Discovering the learning requirements of special need students via adopting active learning activities.					
18	Supporting the students' self-efficacy and self-autonomy techniques in learning the language.					
19	Possessing the ability to predict and solve English language learning problems of special need students					
20	Creating positive competitiveness and participation roles among all students levels and kinds.					
21	Employing techniques of attracting and motivating all students.					
22	Organising students' sitting; according to their needs, during the different stages of the lesson.					
23	Activating behavior modification mechanisms during the procedures of the lesson.					
C	Organising Teaching Evaluation Activities					
24	Organising students' learning roles in performing the English language activities.					
25	Using individual teaching methods, which cater special need students' needs.					
26	Using active learning techniques that suit special need students.					
27	Providing opportunities for special needs students to express themselves.					
28	Engaging students in English language activities according to the characteristics and needs of each category of students.					
29	Employing remedial language activities for all categories of special needs students.					
30	Activating various evaluation techniques for employing language use in real life situations that suit special needs students.					

What are your suggestions for improving the scenario-based learning approach?

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Part 2

This part includes practical implications of the theoretical practices of class scenarios and two teaching situations, which invite the examinees to design a complete scenario for each situation. In designing the scenarios of the two teaching situations, you should consider the criteria of the special needs students' needs in each activity.

In this section, you should write one teaching scenarios about each real class teaching situations. Consider the following tips while writing the two scenarios.

- A realistic description, which includes an exact detailed description of the steps that help readers construct a mental picture of the teaching situation, should be included.
- Considering the special need students' needs is necessary.
- Using accurate terms while writing the teaching scenarios is a must.
- Write complete instructions for any activity.
- Write the steps for using any activity.
- Show the administrative method for organizing students' work.

The First Activity

Nada; the teacher, wants to teach the word "cat" for the first graders who include an auditory impaired student and an autism student.

The Second Activity

Ahmed, the teacher, prepares an activity of making a conversation about introducing your country to a British tourist for fourth graders, who include a Down syndrome student, three slow learners, and a high achieving student.

End of the Questions

Thank You

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