Aplicación del Aprendizaje Basado en Escenarios para Mejorar la Fluidez Escrita en Estudiantes del Nivel A2

Applying the Scenario-based Learning (sbl) to Improve Writing Fluency in A2 Learners

Angelli Natali Soria Naranjo[1] · *Rodrigo Antonio Guerrero Segura*[2]
Josué Reinaldo Bonilla Tenesaca[3] · *Diana Carolia Egas Herrera*[4]

INFORMACIÓN DEL ARTÍCULO

Fecha de recepción: 13 de diciembre de 2025.
Fecha de aceptación: 08 de marzo de 2026.

[1] Angelli Natali Soria Naranjo
https://orcid.org/0009-0007-3150-2918
ansorian@ube.edu.ec

[2] Rodrigo Antonio Guerrero Segura
https://orcid.org/0000-0002-2698-5659
Universidad Bolivariana del Ecuador
raguerreros@ube.edu.ec

[3] Josué Reinaldo Bonilla Tenesaca
https://orcid.org/0000-0002-6748-2345
Universidad Bolivariana del Ecuador
jrbonillat@ube.edu.ec

[4] Diana Carolia Egas Herrera
https://orcid.org/0000-0003-2878-0689
Universidad Bolivariana del Ecuador
dcegash@ube.edu.ec

RESUMEN

El presente estudio examina la efectividad del Aprendizaje Basado en Escenarios (ABS) como estrategia pedagógica orientada a mejorar la fluidez escrita en estudiantes de inglés con nivel A2 de una institución educativa pública en Riobamba, Ecuador. Se aplicó un enfoque mixto que integró instrumentos cuantitativos y cualitativos para lograr un análisis integral de la intervención. El diseño cuasiexperimental de pretest y postest incluyó a 35 estudiantes de séptimo grado que participaron en 12 sesiones durante tres semanas. La fluidez escrita se evaluó mediante rúbricas y una encuesta Likert sobre la percepción del SBL. Asimismo, las notas de campo y la triangulación metodológica fortalecieron la validez de los resultados, evidenciando mejoras en coherencia, variedad léxica y actitud positiva hacia el aprendizaje basado en escenarios.

Palabras clave: aprendizaje basado en escenarios, escritura, enseñanza de una segunda lengua, métodos de aprendizaje, gestión del conocimiento

ABSTRACT

This study examines the effectiveness of Scenario-Based Learning (SBL) as a pedagogical strategy to enhance writing fluency among A2-level English learners at a public school in Riobamba, Ecuador. A mixed-methods approach was used, combining quantitative and qualitative instruments for comprehensive analysis. A quasi-experimental pretest-posttest design involved 35 seventh graders attending 12 sessions over three weeks. Writing fluency was measured through rubric-based pre- and post-tests. A Likert-scale survey gathered learners' perceptions of SBL, while qualitative field notes documented participation, engagement, and progress. Methodological triangulation validated findings by comparing quantitative and qualitative data. Learners are expected to improve in writing fluency, especially in coherence and lexical diversity, and to express positive attitudes toward SBL.

Keywords: Scenario-Based Learning, writing, second language instruction, learning methods, knowledge management

ISSN-e: 2550-6749

INTRODUCTION

In recent years, the emphasis in English language teaching has increasingly shifted towards enhancing communication skills, particularly writing fluency. A2-level learners, especially those who have found it difficult due to their restricted vocabulary, grammatical knowledge, and insufficient exposure to practical language use, are encountering a significant challenge. Traditional methods tend to fall in supporting learners with the appropriate contexts that engage learners and foster real-world language application. Teachers 'self-competence perception is directly related to students achieving their educational goals and how qualified teachers see themselves in the teaching process (Kleinsasser, 2014). Therefore, a new approach, Scenario-Based Learning (SBL), that is very conducive to learners, particularly about being more skillful when they are indecisive about certain details, bridges the gap between theory and practice (Errington, 2011; Meldrum, 2011).

The name 'scenario-based learning' (SBL) emerged in the late 1980s and early 1990s to refer to computer-generated scenarios utilized for educational purposes (Tiffin & Klassen, 2024). According to the author, SBL typically employs shorter scenarios that may concentrate on a specific element of interpersonal interaction or the management of a specific situation. Approaches resembling SBL are currently being widely implemented in clinical training. This is an effective approach that allows learners to learn English in the real world by using meaningful situations. As Baharudin et al. (2023) note that "writing fluency in English is considered a challenging task for students who learn English as a second language" (p. 32). Therefore, they do not feel confident applying that to real-world interactions.

Scenarios typically involve situations where students face different challenges, circumstances, or occurrences and are expected to create solutions within that framework (Bayrak, 2010; Guler, 2024b; Mariappan et al., 2004). Also, Scenario-based learning not only triggers the student to participate in the process actively but ensures that the student enjoys the process, as well (Guler, 2024b; Flynn & Klein, 2001; Razzouk, 2011). A scenario-based approach is dynamic and non-linear (Akins & Crichton, 2003).

The contribution of this research is centered on the lack of writing fluency among A2 learners, especially in the context of public education in Ecuador, where educational resources and teaching methods may be limited. Using Scenario-Based Learning in the writing classroom, learners are exposed to interactive, task-based situations that reflect real-life communication needs, helping them to write with greater purpose and clarity. Although the scenarios are presented as stories about people and their activities, scenario-based learning is a type of expression created with everyday and real-life problems related to the target theme or acquisition, in which the desired skills are presented to learners in a planned manner as a whole (Temur & Turan, 2018).

The theoretical framework of SBL is connected to constructivist and communicative language education theories, which prioritize learner-centered instruction, engagement, and the meaningful application of language. (Cooper, 1993). Scenario-Based Learning agrees with these principles by positioning learners as active participants in realistic language tasks that require collaboration, problem-solving, and creative expression. The theoretical foundation also draws on process-oriented writing instruction, which views writing as a dynamic process involving planning, drafting, revising, and reflecting skills that SBL environments naturally support. Previous studies have examined the application of Scenario-Based Learning. "Scenario-based learning, with its ability to integrate experiential learning and active student engagement, emerges as an effective response to the challenges of school inclusion" (Bardach, 2025, p. 106). New technologies that present preservice teachers with simulated classroom experiences have been shown to boost preparation for teaching placements: recent research using a UK sample shows that an online, scenario-based learning (SBL) intervention delivered before teaching placements increases preservice teachers' teaching self-efficacy and classroom readiness (Klassen et al., 2021).

This approach provides learners with the opportunity to recognize and solve problems, think critically, and develop teamwork skills (Elliott-Kingston, Doyle, & Hunter, 2016). Writing fluency is a comprehensive concept encompassing multiple aspects, such as vocabulary usage, sentence structure, and logical coherence. High writing fluency is a common goal pursued by learners (Bai, 2024). However, many learners struggle with writing fluency because they focus mainly on

IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749

grammar and memorization. Additionally, classroom learning should be driven by data collected by the teacher from learners rather than relying solely on the textbook (Reese, 2011).

The general objective of this study is to investigate the effectiveness of Scenario-Based Learning (SBL) as a pedagogical approach to enhance writing fluency among A2-level English language learners, and the following research questions: (1) How does scenario-based learning (SBL) influence the writing fluency of A2 learners when assessing samples before and after the intervention? (2) What effects does SBL have on essential components of writing fluency, including coherence, lexical diversity, and the overall development of texts?

METODOLOGY

This study employed a quasi-experimental one-group pretest–posttest design. This design was appropriate because the intervention had to be delivered to a single intact class rather than to randomly assigned groups. As Capili and Anastasi (2024) explain, quasi-experimental designs "include the posttest-only design with a control group, one-group pretest–posttest design, and pretest–posttest with a control group" (p. 50). In addition, the study was organized around the EDDIE instructional model (Explore, Design, Implement, and Evaluate) to support the incorporation of Scenario-Based Learning (SBL) into writing instruction. In the Explore phase, an initial diagnostic test was given to evaluate learners' writing fluency, focusing on elements like coherence, lexical diversity, and grammatical accuracy. This diagnostic also helped to identify learners' specific difficulties and to develop appropriate writing scenarios. In the design phase, a real-life writing task related to the A2 CEFR instructions was created. After that, comprehensive lesson plans, educational materials, and an analytical writing rubric were developed during the development phase. The implementation phase involved three weeks of four hours of training per week for a total of twelve sessions.

The research took place at a public school in Riobamba, Ecuador, with a group of 35 seventh-grade learners who were at the A2 proficiency level. A quantitative research method was utilized, using a quasi-experimental one-group pretest-posttest design to assess variations in writing fluency. Writing samples were analyzed for improvements in speed, coherence, and lexical variety. In addition, a post-intervention satisfaction survey using the Likert scale was conducted to collect data on learners' perceptions and attitudes towards scenario-based learning in writing instruction. To complement these findings, qualitative data were collected through field notes taken during class, which allowed observation of the learners' involvement, participation, and responses to the pedagogical strategy.

During this period, learners engaged in a series of scenario-based writing tasks that followed a progress presentation, guided writing, peer interaction, and feedback. Finally, in the Evaluate phase, a post-test was conducted to measure any improvements in writing fluency using the same rubric as the pre-test. In addition, a Likert satisfaction survey was conducted to capture the learners' perception of the strategy, and field notes were taken during the sessions to document the involvement, participation and reactions. The effectiveness of the intervention was thus assessed by comparing pre-test and post-test results, supported by survey data and qualitative classroom observations.

Four principal measures were used to collect comprehensive data on the influence of Scenario-Based Learning (SBL) on learners' writing fluency. First, a pre-writing test was given at the beginning of the study to identify the learners' early proficiency, focusing on fluency indicators such as consistency, lexical diversity, and grammatical precision. The same structure was used in the post-treatment study, which was conducted after the intervention, to measure the progress and to allow for a direct comparison with the study.

Second, a Likert satisfaction survey was used to collect learners' perceptions, motivation, and attitudes towards using the SBL in writing tasks, utilizing a writing proficiency rubric with five criteria: problem-solving, consistency, lexical diversity, fluency, and task completion.

For the measurement of results, each student's pre- and post-test scores were scored individually using the same rubric, and the results were aggregated in a table for both individual and group averages. The findings were presented in a bar chart, which made it easier to compare the two tests directly.

This study applies methodological triangulation by integrating quantitative and qualitative instruments to enhance the validity of the results and to provide

IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749

a comprehensive insight into the research challenge. According to Denzin (1970), triangulation increases credibility by combining multiple perspectives, and recent studies (Asogwa et al., 2023) highlight its importance in the context of education, where it enables researchers to compare quantitative results with lived experience. Triangulation will ensure that the observed effects of scenario-based learning on writing fluency are confirmed not only by measurable progress in consistency, lexical diversity, and completion of tasks, but also by student perceptions and classroom behavior, which will provide a richer and more robust interpretation of the effectiveness of the intervention. This descriptive statistical analysis, complemented by survey data and qualitative classroom observations, provided a meaningful insight into the effectiveness of scenario-based learning in improving writing proficiency.

Ethical Considerations:

This study strictly followed ethical principles to ensure the safety and welfare of all participants. Before the research, consent was obtained from each student's legal parent, who ensured informed consent to participate. According to Briggs (2019), protecting confidentiality and avoiding coercion are essential when students participate in faculty-led research. Thus, learners were fully informed of the objectives, procedures, and voluntary nature of the study and were assured that their personal data and performance data would remain confidential and would be used solely for research purposes.

RESULTS ANALYSIS

This section presents the results obtained from the instruments used to evaluate the impact of scenario-based learning (SBL) on learners' writing skills, addressing the initial research question: How does scenario-based learning influence the writing fluency of A2 learners when comparing writing samples collected before and after the intervention?.

The data shown in the table indicates an improvement in students' writing abilities following the introduction of Scenario-Based Learning (SBL). The pre-test recorded an average score of 4.43, while the average score for the post-test rose to 6.91, reflecting an increase of 2.48 points, which equates to an approximate 55.98% enhancement in overall performance. This increase demonstrates that students have improved their writing skills in key areas, including coherence, fluency, and task completion. The slight increase in the standard deviation from 0.29 to 0.35 indicates a small rise in score variability, implying that while all students showed improvement, the degree of progress differed among them. The p-value ($p = 0.003$) indicates a statistically significant difference between the pre-test and post-test results. In summary, these results demonstrate that implementing SBL had a beneficial and quantifiable effect on students' writing fluency, resulting in greater consistency and elevated achievement levels in their written work.

Table 1
Descriptive Statistics

	N	Min	Max	Mean	MD	SD	P-value
Pre-test	35	2.5	5.5	4.43	2.48	0.29	0.003
Post-test		5.5	8.5	6.91	55.98%	0.35	

IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749

Table 2
Descriptive Statistics between Pre-test and Post-test results

		PRETEST				POS TEST			
	N	Min	Max	M	SD	Min	Max	M	SD
Problem–Solving	35	0	1,5	0,74	0,53	0	2	1,54	0,56
Coherence	35	0	1,5	0,83	0,32	1	2	1,26	0,37
Lexical Variety	35	1	1,5	1,04	0,19	1	1,5	1,01	0,08
Fluency	35	0,5	1	0,91	0,19	1	2	1,33	0,40
Task Completion	35	0,5	1	0,90	0,24	1	2	1,77	0,35

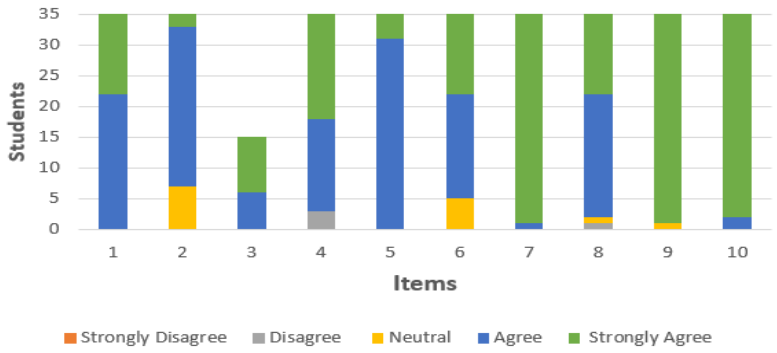
The table indicated that pretest, the mean scores for all scales were relatively low, indicating limited development in important aspects of writing. For example, Problem-Solving (M = 0.74, SD = 0.53) and Task Completion (M = 0.90, SD = 0.24) categories indicated that students initially had difficulty coming up with a coherent solution or completely solving word problems. Similarly, Coherence (M = 0.83, SD = 0.32) and Fluency (M = 0.91, SD = 0.19) reflected the basic organization of ideas and limited flow of expression. The mean for Lexical Variety was slightly higher (M = 1.04), but the limited vocabulary indicated that students tended to rely on familiar words.

After the intervention, the mean scores increased in almost all categories, suggesting that SBL had a positive impact on students' writing abilities. The greatest gains were seen in Task Completion (M = 1.77) and Problem Solving (M = 1.54), indicating an increased ability to effectively understand, solve, and develop scenarios of real life. Fluency (M = 1.33) and Coherence (M = 1.26) also improved and indicating that students' writing became more structured and fluent. Lexical Variety (M = 1.01) was relatively stable, but the low standard deviation (SD = 0.08) suggests consistency in vocabulary use among students. Overall, these results indicate that SBL contributed to students' ability to express ideas clearly, logically, and appropriately in real-world communication contexts.

Findings of the survey

The survey findings related to the second research question focus on the impact of scenario-based learning (SBL) on essential aspects of writing fluency, such as coherence, lexical diversity, and overall text progression. Information was collected through a Likert-scale survey and enhanced by field notes, offering both quantitative and qualitative perspectives on learners' developmental advancements.

Table 3
Distribution of learners' responses



IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749

According to Table 3's findings from the learners' survey, Scenario-Based Learning (SBL) is generally seen favorably. According to the findings in Table 2, learners expressed overall positive perceptions of Scenario-Based Learning (SBL). For Item 1, which addressed writing improvement, 100% of the students (35/35) agreed or strongly agreed that SBL helped them write better. Confidence in speaking (Item 2) was also positively rated, with 80% (28/35) agreeing or strongly agreeing, while 20% (7/35) remained neutral. Engagement-related items revealed similar trends: 43% (15/35) agreed or strongly agreed that SBL increased their engagement (Item 3), and 100% (35/35) believed the activities were meaningful and connected to real-life situations (Item 5). Learners also perceived strong cognitive benefits. For example, 86% (30/35) agreed or strongly agreed that SBL supported their critical thinking (Item 6).

Also, Vocabulary development was highlighted as a benefit, with 94% of students (33/35) agreeing or strongly agreeing that SBL helped them learn new words (Item 8). Perceptions of SBL compared to traditional approaches were overwhelmingly favorable: 97% (34/35) strongly agreed that SBL was more effective than conventional methods (Item 9), and 100% (35/35) stated they would recommend SBL to others (Item 10). Although Item 7 focused on task difficulty, responses again showed strong endorsement, with 97% (34/35) strongly agreeing that the tasks were challenging yet manageable. Overall, the findings demonstrate that SBL was perceived as a meaningful and impactful method for enhancing learners' writing fluency and overall engagement.

Findings of the field notes

The qualitative field notes collected during the 12 intervention sessions show that learners gradually demonstrated greater engagement and participation. In the initial sessions, learners were hesitant to express ideas in English; however, as the scenarios became more familiar and meaningful, their confidence improved noticeably. By the final week, learners were more fluent and collaborative in their written tasks. These observations support the quantitative results, which showed measurable improvement in coherence and lexical variety.

CONCLUSIONS

The main aim of this study was to evaluate the effectiveness of Scenario-Based Learning (SBL) as a teaching strategy to enhance writing fluency in A2-level English learners. The results from the pre-test and post-test demonstrated an improvement in learners' overall writing performance after the SBL intervention. Learners showed clear progress in organizing their ideas, using appropriate vocabulary, and completing writing tasks successfully. These results imply that by enabling students to use their language skills in relevant and useful circumstances, incorporating realistic, problem-solving scenarios into classroom education can successfully foster language development.

Answering the first research question, results show that Scenario-Based Learning (SBL) had a positive impact on A2 learners' overall writing fluency, resulting in significant gains in Problem Solving, Task Completion, Coherence, and Fluency. However, we found that Lexical Variety improved only slightly, and although students became more confident in organizing their texts, their vocabulary remained relatively limited. This suggests that students tend to rely on familiar words rather than trying new vocabulary items. However, the lower dispersion of scores suggests greater consistency in correct word usage. Therefore, although SBL is effective in increasing Fluency and Coherence, future interventions could include more explicit vocabulary-building activities to further enhance lexical diversity in students' writing.

Scenario-based Based Learning approach showed an influence on the primary components of writing fluency in answering the second research question. By fostering logical idea sequencing and smoother word, scenario-based exercises improved coherence. By interacting with vocabulary that is applicable to everyday circumstances, students also increased the diversity of their vocabulary. Complementary information from the field notes and satisfaction survey verified that students thought SBL was enjoyable, helpful, and motivating. Thus, it can be said that Scenario-Based Learning is a successful teaching strategy that enhances students' writing fluency while also encouraging increased self-assurance, involvement, and communicative proficiency in EFL classes.

IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749

REFERENCES

Akins, M., & Crichton, S. (2003). *Scenario-based learning – Geography in the field using GIS/GPS for curriculum integration.* Washington, USA: National Educational Computing Conference.

Asogwa, V. C., Hamisu, M., & Ede, M. O. (2023). Methodological triangulation in educational research: Pros and cons. *Propellers Journal of Education, 2*(1), 79–87.

Bai, C. (2024). The effects of language aptitude on fluency in L2 writing. *Lecture Notes in Education Psychology and Public Media, 64*(1), 213–218. https://doi.org/10.54254/2753-7048/64/20241047

Baharudin, F., Ramli, N. H. L., Mohd Habali, A. H., Azmi, A. A., & Rahmat, N. H. (2023). *Process of writing: The challenges in writing skill among ESL learners.* International Journal of Academic Research in Business and Social Sciences, 13(10), 1190–1204. https://doi.org/10.6007/IJARBSS/v13-i10/18649

Bardach, L., Klassen, R., Rushby, J., Maxwell, L., Durksen, T., & Sheridan, L. (2021). The development and testing of an online scenario-based learning activity to prepare preservice teachers for teaching placements. *Teaching and Teacher Education, 104,* 103385. https://doi.org/10.1016/j.tate.2021.103385

Bayrak, E. B. (2010). Investigation on the opinions of science teacher candidates related to scenario-based learning: An action research. Procedia - Social and Behavioral Sciences, 2(2), 725–729. https://doi.org/10.1016/j.sbspro.2010.03.089

Briggs, L. (2019). Ethical issues of informed consent: Students as participants in faculty research. *Global Journal of Health Science, 11*(6), 45–52. https://doi.org/10.5539/gjhs.v11n6p45

Capili, B., & Anastasi, J. K. (2024). *An introduction to the quasi-experimental design (nonrandomized design).* Journal of Nursing Education and Practice, 14(2), 49–54.

Cooper, P. (1993*). Paradigm shifts in designed instruction: From behaviorism to cognitivism to constructivism*. Educational Technology, 33, 12–19

Denzin, N. K. (1970). *The research act: A theoretical introduction to sociological methods.* Aldine.

Elliott-Kingston, C., Doyle, O. P. E., & Hunter, A. (2016). Benefits of scenario-based learning in university education. *Acta Horticulturae, 1126,* 107–114. https://doi.org/10.17660/actahortic.2016.1126.13

Errington, E. P. (2011). Mission possible: Using near-world scenarios to prepare graduates for the professions. *International Journal of Teaching and Learning in Higher Education, 23*(1), 84–91.

Flynn, A. E., & Klein, J. D. (2001). The influence of discussion groups in a case-based learning environment. Educational Technology Research and Development, 49(3), 71–86. https://doi.org/10.1007/BF02504916

Guler, T. (2024b). Scenario-based learning in science education. In M. Alanoglu (Ed.), *Eğitim & Bilim 2024–1* (pp. 1–15). Efe Akademi Press.

Klassen, R., Bardach, L., Rushby, J. V., Maxwell, L., Durksen, T. L., & Sheridan, L. (2021). The development and testing of an online scenario-based learning activity to prepare preservice teachers for teaching placements. Teaching and Teacher Education, 103, 103434. https://doi.org/10.1016/j.tate.2021.103434

Kleinsasser, R. C. (2014). Teacher efficacy in teaching and teacher education. *Teaching and Teacher Education, 44,* 168–179.

IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749

Mariappan, J., Shih, A., & Schrader, P. G. (2004, June). Scenario-based learning approach in teaching statics. In Proceedings of the 2004 American Society for Engineering Education Annual Conference & Exposition (p. 3). California State Polytechnic University, Pomona.

Meldrum, K. (2011). Preparing pre-service physical education teachers for uncertain future(s): A scenario-based learning case study from Australia. Physical Education and Sport Pedagogy, 16(2), 133–144. https://doi.org/10.1080/17408981003712828

Reese, S. (2011). Differentiation in the language classroom. *The Language Educator,* 40–46. Retrieved September 14, 2015,

Temur, D., & Turan, H. (2018). The effect of scenario-based learning approach on solving problems of addition and subtraction of third-grade students of primary school. *Kocaeli University Journal of Education, 1*(2), 72–84. https://doi.org/10.33400/kuje.451771

Tiffin, P. A., & Klassen, R. M. (2024). Scenario-based learning: How can it contribute to clinical education?. *The Clinical Teacher*, *21*(6), e13805.

IDENTIDAD BOLIVARIANA VOL. 10 EDICIÓN ESPECIAL, pp. 444-451

ISSN-e: 2550-6749