The Effects of Embedded Learning on Students' Performance in EFL Classes, Foundation Year, College of Education, Tishk International University

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ARTICLE INFO

ABSTRACT

This research paper addresses the effects of Embedded Learning on students' performance in EFL classes. The first chapter is the introduction containing the aims, research question, and hypothesis. Chapter two is the literature review of the study which contains definitions of embedded learning, benefits of embedded learning, previous works on embedded learning, the importance of embedded learning in EFL classes. Chapter three is the conclusion. The paper is experimental. The participants are 42 students of foundation in the college of education, Tishk International University. The aim of the paper is to highlight the role of the Embedded Learning approach in improving speaking skills. Students of the foundation have experimented with embedded learning strategies. The data is collected from pre-post-tests. This study will affect teachers and students

to investigate more about improving speaking skill through embedded learning.

INTRODUCTION

The current paper addresses the role of Embedded Learning as an essential method that should be used to supplement the EFL face-to-face class. Embedded Learning Approach provides different activities, tasks exercises and resources which if applied by the foreign language learners and monitored, led and controlled by the instructor could improve the learners' language proficiency and make the learners depend on themselves Embedded learning is regarded as collaborating and attractive method of instruction. It makes learners improve their speaking skill in a positive environment. it increases the learner's awareness and encourages them to work independently as each student can work on different tasks with the combined learning environment. Foreign language learners can learn and acquire faster. They are able to do different activities, tasks, and excesses than other learners. This affects learners and saves their schedules when they do the tasks and activities at their own class and according to their own perceptions. It improves students' language skills as they practice reading, listening, speaking and writing via the different embedded learning resources and tasks. It improves student's sustainability as language learners acquire and use the skills, attitudes, and attributes which is helpful for themselves and their surroundings and it lasts for the long-term future. It demands to language learners' various learning styles and methods as they may choose from different types of activities, tasks, techniques and resources. It allows students who are introvert the chance to interact virtually through Forums and Chats which improves their communicative competency. It increases students' study time of English over the week which improves their overall language proficiency.

1.1 Problem Statement:

Recently most of the students are not able to use the target language outside the classroom:

• Several factors, which make them be avoided from using the target language such as self-confidence, anxiety and low motivation. Most of the students have low confidence, high anxiety, and less motivation to learn.

• Students are not able to depend on themselves to study and learn. Most of them depend on the teacher and they are passive inside the classroom since they are not active enough inside the classroom so they are not able to use the language outside the classroom.

•Most of the students prefer to memorize what they learn. In another word, they are depending on memorization, which prevents them from the application of the theory/information into practice.

1.2 AIMS AND OBJECTIVES

The aims of this study are:

1. Introducing embedded learning, its types, and benefits to EFL classes.
2. Investigating the effects of embedded learning on students' performance in Speaking Skill only in EFL classes.
3. Investigating how embedded learning enhance students' motivation in speaking skill at Tishk International University, College of Education, Foundation Year.

1.3 HYPOTHESIS

It is hypothesized that:

1. Embedded learning encourages learners to work independently as each student can work on different tasks with the integrated learning environment; embedded learning promotes more engaging environment/atmosphere for learning, which motivates students to put more effort and spend more time on the development of speaking skill.

1. Embedded learning improves students' language skills as they practice **speaking** via different Embedded learning.

1.4 RESEARCH QUESTIONS

This study seeks to answer the following questions:

1. How can embedded learning be an interactive and appealing mode of instruction and learning?
2. How can embedded learning encourage learners to work independently as each student can work on different tasks with the integrated learning environment?
3. How can embedded learning promote an engaging environment atmosphere for learning, which motivates students to put more effort and spend more time on the development of speaking skill?

2.4 Definition of Embedded Learning

Previously it is known as "integrated" or "linked" or "contextualized". It enables literacy, language integral to a learner's main learning goal, which might be different aims. The term "embedded" refers to "a process of addressing children's target goals during daily activities and events in a manner that expands, modifies, or it is integral to the activity or event in a meaningful way". (Pretti-Frontczak & Bricker, 2004)In another word, he defined the term "Embedding" as a process of guiding learners' aims and objectives within daily routines and activities in a way that develop, demonstrate. He defined embedded learning as a method that takes place within daily routines such as enhancing vocabulary activities, which provide opportunities for making young learners learn and recall various words. It offers different learning opportunities and multiple tasks that provide the aimed responses such as showing receptive and productive form young learners. (Pretti-Frontczak & Bricker, 2004)

Embedded Learning stands for supporting the achievements of learning outcomes under the umbrella of specific curricula. It affects young students and motivates them. It also engages and develops their understanding. Embedded Learning has an important role in the process of teaching and learning. This method is used to approve and show how the concepts' languages are applied. Additionally,

it is claimed that education is basically training young learners with certain abilities such as dispositions, attitudes, skills, values, and knowledge. The mentioned abilities are required to be realistic. These issues are not much simple and they are combining competency and descriptive from cultural and society of the county (Odom, S. L. 2009)

A well designed and organized review of experimental literature regarding Embedded Learning or Embedded instruction was dedicated as one of the units that are recommended practices and projects (Sandall et al., 2005). The conducted review demonstrated that the activities of embedded learning have experimental and substantial support. These activities and applications have been regarded as one of the most effective approaches to teach young learners. different types of functional and improved suitable skills are provided by embedded learning such as literacy, language, and social skills. Additionally, the embedded learning approach is regarded as being able to enrich the skills of generalization and communication in an effective way. (Morgante, 2002)

For the sake of improving the abilities of young learners and making them be critical thinkers, education needs to fix the real issues and it needs to enable students to develop and test their abilities with issues that are related to each other, and they get power to deal with the issues. The embedded learning approach desires to learn references that make the students investigate a context. Within this process of investigation, students are able to improve their comprehending of the nature of science, relations between science, social sciences, and health. Proper opportunities for developing the core of literacy among the curriculum are in embedded learning and it should be engaged in language learning process Desimone, L. M. (2009)

The opportunity from embedded learning has been applied to achieving target aims and goals on both individualized educational plans and parent support to young learners. They do practice for objectives through daily activates and routines which are provided by Embedded Learning. This develops learner's speaking and their progress. This can be proved by an example, if a learner is required to learn movement verbs, the teacher can help by playing a video that could enable the

learner to memorize verbs such as kick, jump, run, win, lose. Within this concept, the learners will be familiar with the target language. The learners are going to use and apply what they learned in a positive way without any feeling of anxiety and fear (Badke, W. 2010) On the other hand researches emphasized that Embedded Learning strategy is not used frequently in high levels of fidelity.

Embedded Learning is a general and an experimental research base with empirical and theoretical support in the current special education system. Evidence for quickly developed usage of Embedded Learning needs to be more, so it needs more case studies. Additionally, the Embedded Learning approach has the most effective probability of being applied and performed with a useful instructional instrument, if they are demonstrated as a unit of the continuum of instructional practices and arranged to encourage effective learning and active participation by young learners in the natural routines and daily activities. (Lieber, J., Horn, E., Palmer, S., & Fleming, K. 2008)

The impact of Embedded Learning in supporting and providing direct instructional opportunities that are directed to young learner's individual, special learning properties that cannot be applied or it is not addressed with enough intensity to make the learners reach the aimed goals and objectives. Embedded Learning is an instructional approach that reserve to provide learning needs and instruction of young learners in the case of curriculum modification, a high-quality curriculum that is not enough efficient. Kashinath, S., Woods, J., & Goldstein, H. (2006).

2.5 Embedded Learning Opportunities

Embedded Learning Opportunities is an intervention approach which was derived to develop the learning and teaching opportunities. It is derived to young learners to learn a foreign language in natural environment within daily routines and activities. ELO is regarded as a suitable technique or strategy for teachers and instructors to apply and achieve the goals, aims and objectives. This strategy is used in individual, pair or group activities to learning objectives with some of trend methods and strategies across well-developed domains and effective contents. It

occurs with child –initiated, organized and daily activities to achieve learning aims and objectives.

The role of ELO is assessed by a practical child's progress on selected objectives. There are several steps that a an instructor should apply, those steps begins with an introduction of the learner's most noticeable learning objectives that can be embedded to short, organized and constructed communications into upcoming activities and routines. (Horn, E., & Banerjee, R. 2009)

ELO Specific steps which are followed in EFL classroom are stated bellow:

1. The teacher should illuminate the objectives of learning and accomplishing the criteria of them

2. She/ he Collects baseline knowledge for the sake of controlling the level of the learner's performance

3. For achieving a reasonable embedded, the instructor is going to use an activity model with the combination of some types of planning matrix to choose classroom and daily activities.

4.   A well-organized plan with instructional interaction will be designed by the teacher.

5. Providing several numbers of opportunities and appliance the instruction as planned in previous step.

6. The teacher needs to keep in touch with the opportunities which are provided.

7. Monitoring learner's progress by conducting an investigation. It is recommended to follow the progress every two weeks or whenever she believes that the learners have been achieved. Hanline, M. F., Nunes, D., & Worthy, M. B. (2007)

Instructors can instrument ELO involvements to success in a positive way on young learners. On the other hand for data collection they conducted researches on the impacts of ELO intervention and so that on the role of ELO intervention in community setting. Parents with young learners desire to make efforts to develop their children's progress. Helping young learners without depending instruments the techniques to support young learner's naturalistic environment is regarded as one of the core value of ELO. For that reason it is logical to combine the information and knowledge with the impact of ELO within daily activities for young learners. The knowledge of methods for training different types of adolescence to implement ELO with the request or the desires of parents to improve their children's activity learning which ELO is regarded as an effective training strategy. Hanline, M. F., Nunes, D., & Worthy, M. B. (2007).

2.6 History of Embedded Learning

Naturalistic teaching approaches and language interventions deal with authenticity in classroom. by using authentic and daily routines and activities they focus on functional interaction and skills in a natural field.   In this way teaching has shifted to young learners' daily lives and routines. The researches and studies have showed that embedded learning has a positive aspect on adult's language development achievement. In another word they found that adolescence's language improvement will be more achievable if it is embedded to daily and routines of their lives.

2.2 Language Learning Strategies Studies

There are large numbers of studies either empirical or descriptive studies regarding language learning strategies. They emphasized the differences between active and passive learners. The aim of those studies is to figure out if passive language learners are able to be taught and encouraged to apply those strategies which accomplishes to the objectives and achievements of their active peers. Advocates of language learning strategy focus on the large body of research and study in contexts of first language for academic achievements in other content areas; it

supports the explicit teaching of learning strategies. (De La Paz & Graham, 2002) Science learning strategy instruction had been regarded to support and develop the learner's performance on the task of the first language, for example: writing, reading, reading comprehension and vocabulary recognitions. It is the same as supporting and approving the effectiveness of different strategies for the language learners who they want to learn a language with second language tasks for instance: modalities which were not found in first language literature, listening and speaking.

Though most of the investigations of language learning strategies that have been totally describe and modify the language learning strategy. Some of the researchers had been write and do studies for investigating which language learning strategies have been followed and applied by the teachers and instructors in EFL classes. The representative and disruptive studies applied in the settings of language classroom in a way which the instructors have gave and produce chances and opportunities to explicit instructions on learning strategies.

Currently, for the sake of conducting an experimental study, the participants should randomly be chosen, they should be grouped into two groups to an experimental and control group. Each group should own identical instruction but the present or absent innovations are excluded of being studied. Pre- and post testes on reliable and valid materials and tools will be done by the participants, that is done for the sake of identifying knowledge and information about the application if the innovation for example "learning strategies". It evaluates the measurements of other factors, beliefs and thoughts by doing achievement, self-efficacy, attitude and motivation. In any natural classroom settings conducting and arranging such possible variables is difficult and rarely possible. This problem is special to explain and apply learning language strategies in EFL classroom.

In second foreign language the strategies is not necessary to teach proficient students strategies with in a language medium. On the other side it is required to

teach strategies in first language context. For the sake of enhancing and motivating learners it is better to postpone the explanation of language strategies until upper levels such as intermediate and advanced. This is due to the fact that the lower level: beginners and elementary do not have enough knowledge and proficiency to analyse and understand the reasons and the way of using learning strategies. (Macaro, 2001) Teaching learning strategies in the leaner's native language initially has been suggested and preferred. The reason is that the process of assumptions is similar for all learners and the teacher is familiar with language as well. They have be advised to give names to the target language strategy and there should be an explanation for the steps of applying those strategies.

Finally he models those strategies by reputations and revisions. (Chamot et al., 2003)

There are some studies which they have been applied and used both target language and native language for the instructions of strategies. For example there is an investigation which the materials were in English. The investigations were planned and organized by French and Germen educators and instructors. They emphasized that the activities of strategies and descriptions of them can be written in the target language, the simplification can be done as it is required and needed.

Learning strategies are considered as means of completing learning tasks which was required from the learners. At beginning of receiving a task which is not familiar for them those strategies will be conscious driven. The learners if they are asked to, can recall the strategy to their awareness and conscious, because the learning strategy becomes familiar by making repetitions usages. There are two factors behind making those strategies as an important elements in the process of teaching learning second language which they: firstly: there are large number of research and studies which support that language learning strategy enables a slow and passive language learner to be explained and taught, so throughout supporting

those learners they will change and become more active learners. The second one is that it was investigated the insights of social and metacognitive in the process of language learning by evaluating those strategies which was followed by the language learners. (Grenfell & Harris, 1999).

There are a large number of researches which have claimed the aim of recognizing the type and the range of those language learning strategies which were applied by active learners and the comparison between active and passive learners. Unfortunately, recently there has been less number of researches who deal with the second aim. There less researches whose objectives on attempting to use classroom setting in teaching and explaining language learning strategies.

According to the learner's processing preferences and to the context of learning the learning strategy is considered as sensitive. For instance if a learner receive a vocabulary learning task which asks for the combination and matching the new vocabularies to their description along a specific time. The learner makes the discussions of applying the memorization strategy. The learner's options for selecting the type of the memorization strategy according to the strategy that was efficient previously and according to their perception of understanding of their special learning process (Hsiao, 2004)

Another example for making a different task is that making the students find and talk about the plot of a story which this task asks for a strategy that is different form memorization strategy like: interpreting a topic about the writer's intending and applied prior knowledge. Objectives and goals which is supported within student's cultural context is connected to the inference of a task which is arranged to language learning. For desiring learning a cultural strategy is cored in another. (Olivares-Cuhat, 2002; Wharton, 2000) One learning strategy can facilitate a student's progress in accomplishing the learner's goal which the students find it as an important strategy, where the rest of the strategy might not be helpful for the aimed objectives and gaols.

2.7 Embedded Leaning and Naturalistic Approach

Embedded Instruction and Naturalistic approach are linked with four properties: generalization, nature of transaction, antecedent response-consequence units and introduction of goals. The whole features were grouped in two observable behaviours to be compared and contrasted. (Losardo & Bricker, 1994).

2.7.1 Generalization:

Within activity –based instruction activities and exercises and the teacher uses several types of techniques and antecedents such as yes- no questions, open ended questions and modelling to achieve the aimed objectives and targeted skill. For the reason of developing learner's talents, capabilities needs to be performed the targeted skill correctly with the settings, events and objectives. Generalization occurs four times in a day with an accomplished documentation of generalization by using several generalization sessions and weekly investigation and observation. The approach of embedded learning takes place when the instructor use daily and repeated prompts and responses until the targeted responses will be captured by the young learner. For example the teacher beings for teaching by warming up the students by asking open ended questions daily. For the purpose of confirming and verifying the process of acquisition of required and aimed skill and evaluating the rete of generalization of the aimed skill weekly probes were conducted and organized to new paradigms. The generalized and used skill will be observed four times daily in both approaches, non-training generalization sessions through data collection during the sessions of being applied and performed.

2.7.2 Nature of Transaction:

Activity-based intervention provides activities which are directed by the teacher, the teacher deals with the learner's motivations, encouragement, actions, desires, interests and attention within daily routines and designed activities. For instance: the teacher is motivating students to read books and short-stories to produce vocabularies. On the other side in embedded learning the teacher provide exercises or activities which direct the teaching sequences by attracting learner's

attention and showing verbal prompt. For example, "writing the targeted vocabulary on the board, and the teacher asks the students about how to pronounce the word if you put the words together". This activity makes the learners to depend on themselves and encourage them to find the correct answer by themselves rather than providing the correct answer by the instructor.

2.7.3 Antecedents and Consequences

In activity – based intervention activities provides the usage of logically applying consequences and antecedents to produce opportunities for performing the targeted skill. In this feature or property antecedents was occurred with routines, organized and learner initiates a program that deals with producing a target performance and was efficiently related to learner's response.   The consequences occur logically with the outcome that follows the leaner's responses and they are related to the response. An example for Antecedents and consequences is that the instructor asks the students to give more examples for the same meaning of targeted vocabulary.

2.8 THE ROLE OF EMBEDDED INSTRUCTION IN EFL CLASSES

In general education classes, Embedded Learning is currently derived and demonstrated as an approach to provide chances and opportunities to develop young learner's performance in language learning. (Hunter 2004) In embedded learning approach the process of learning a foreign language is going to be acquired through daily actives and routines. In several ways the embedded learning approach is found that is somehow similar with the traditional teaching format. For instance the educator and instructor plans and controls the process of presenting the instruction, the instructor implements those instructions and procedure which were arranged to facilitate the learner's acquiring language and aimed skill. On the other side, instead of explaining the materials in a format of spaced or massed, the teacher follows the approaches of teaching through activates. This process is accomplished when the instructor designs the tasks and learning environment in order to the instructions is presented within a natural environment within the activities and routines.

Hunter has applied the method of embedded learning; he chose three students who were registered in general education class. He taught different skills to each of them such as: communicating and sharing their ideas and taking about their needs and problems, he taught basic definition of the concepts of science from science curriculum. He identifies some words and vocabularies from the course of reading. He implemented the embedded learning approach for two students in general education class. The third student was taught in special education class. His study was conducted to examine and evaluate the impact and effectiveness of embedded learning. He used multiple baselines within behaviours. According to the results that he reached, he found that embedded learning is leading to acquire the target skill by those three students. Furthermore, the teachers and instructors could apply and implement the embedded learning approach reliably in the activities and routines in foreign language classes. They realize that embedded learning approach is an effective and acceptable approach to provide the needs and desire of the learners in the classrooms.

(Wolery 1997) did another study he encouraged the teachers and instructors to implement embedded learning approach. Again he chose three students in the level of elementary. The teachers preferred to use procedure to embed the explanation and instruction with varies of activities and routines in the lessons which were arranged to the students. The instructors and teachers aimed to teach reading, vocabularies, during the class. They planned to teach naming the days of weeks within selected activities such as singing the songs of days, the aimed to make the students to be familiar on categorizing foods with appropriate food label. At the end of the study Wolery found that the learners accomplished the teachers' gaols and objectives because they were able to implement and apply the embedded learning approach successfully through activities in EFL classrooms.

Although embedded learning approach was found as an efficient and productive method to provide and meet the learners' needs necessities and desires

in English as a foreign language classes, but is not quite clear if it is effective as other instructional format. For instance, it is recommended that a small group instruction as a method for providing the learners' educational needs and wishes can be implemented and applies during class time. (Westling & Fox, 2004) Most of the studies emphasized that the instructional formats has been implemented and applied. Lonigan, C. J., Farver, J. M., Phillips, B. M., & Clancy-Menchetti, J. (2011).

For example in a spaced- trail format, the instructions are introduced to the students specially and individually throughout a break or a pause or with an activity which is not in need of instruction among each instruction and samples during the lessons of the class sessions. (Mulligan, Guess, Holvoet, & Brown, 1980) the spaced – trial format will be completed if it is combined with small group instruction, because is enables the instructor to teach the topics and samples to each of group members in "round robin style". Instead of its general and wide spread applications with the learners needs, necessity, wishes and desires.

Most of the researches and studies have been showed that is an efficient in improving and developing language acquisition of a number of different academics, interactions and communications and skills of community living. (Leonard, & Daoust, 1994, Collins & Stinson, 1995) furthermore, group members can promote identical and observational learning throughout small group instruction formats which is arranged and designed by the instructors and teachers. (Parker & Schuster, 2002)

Chamot and Keatley's (2003) did an ESL literacy study, that was about bilingual teacher can firstly explain the learning strategies in the learner's native language, and then they motivate the students to apply and perform them in English in the tasks if reading which is similar to English language. Because the level of learner's English Proficiency, the instructors and educators are providing the instructions only in English there is no room for native language. Later they and are obliged to teach the strategies. It can interfere that the problem and issue of language instruction in teaching language strategies of learning somehow needs more time further study to be solved and it required to considered as a "context- specific- factor"

METHOD

3.1 Method

The present study primarily aims at finding out the effects of embedded learning approach on improving speaking skill of foundation students in English as a foreign language classroom. This chapter describes methodology, procedures and participants. It is designed to achieve this purpose. The chapter consists of research design, participants, treatment materials research design ethical issue, and data collection.

3.2 Participants

The participants in the experimental study are 42 students in department of Physics College of Education, Tishk International University in Iraq. 26 females and 16 males who are 18-23 years old studied in this program. According to the placement test that they did before the experimental study they were elementary level. The students were selected randomly. They accepted to participate in the case study and the administration of education faculty also approved the study to be conducted. The researcher herself taught the two groups of experimental and control groups. While group 2 (experimental group) exposed to the application of the strategies of Embedded Learning approach, students in group 1 (control group) were applied with simplified tools and materials. At the end of the program 15 students from experimental group exposed to participate in the interview. They shared their valuable options about their progress and experiences about Embedded Learning classroom. The participants are from different cities. They have different prior knowledge. The researcher explained the procedures and instruction. They are being assured that the data that are collected from them is used only in this study. Their participations do not affect their authentic grades. Their names do not mention in the study. Decoding is used.

3.3 Materials

Since the main aim of this study is to examine the role of Embedded Learning Approach in speaking skill; the standardized test entitles The TOEIC (Test of English

for International Communication). The same test questions were used for both experimental and control group. So the main materials for collecting data were in the form of pre-post-test and science 15 students from experimental group are exposed to interview a recorder for interviews is used. The processes of using the language are measured by a test tool. Furthermore the same subjects were applied and explained in both control and experimental group. In experimental group the strategies of embedded learning, worksheets of routine based learning and activities of naturistic approaches was used on the other hand control group were applied with simplified tools with no strategies of Embedded Learning. The instructor uses different materials based on the weekly plans that are designed with embedded learning objectives. She uses technology such as smart board and a recorder. The smart board is used to show the tasks and the students are asked to use a recorder to listen their voice when they make a dialog or read a passage, this for make the learner to improve their fluency. every week she uses smart board and white. The pre-post-test and students interview the results are taken into the concentration to investigate that if Embedded Learning has a positive impact on improving speaking skill in EFL classroom.

During the 14 weeks of the experimental processes 42 subjects for both experimental and control group were explained in English with the same text book. In the control group, the subjects were explained in a simple way which includes only white board, text book. However in experimental group the instructor (researcher) fully applied and used the a well-organized lesson plan with the combination of speaking task and activities of embedded learning such as texts, short stories, graphic organizers, poster presentations, seminar presentations, games, flash cards and video clips. Each of these elements has its own impact in improving speaking skill and in making the students to be more confident while they are making interactions and classroom discussions.

3.4 Procedures

First of all, the participants were classified into two groups control and experimental. The pre-test were conducted for both groups to figure out their current

level. The test was standardized and approved test. It was conducted in the classroom in the form discussion and answering questions. For the evaluation criteria again a standardized rubric was used. The rubric consists of the criteria of evaluation both fluency and anxiety. Later the both groups got involved in 14 weeks of the procedures of the current experimental case study with different methods and strategies. The research was conducted in Tishk International University with foundation year students of education Faculty. At the end of the study 15 students from experimental group are exposed to make an interview. The researcher randomly chose 15 students to make an interview. The interview was semi-structured. Semi-structured means the questions of interview is designed by the researcher, during the interview she asked different question based on the interview. The researcher designed 14 weekly lesson plan for each group because the program lasted for 14 weeks.

Data Collection

The selected data of the study was collected from 14 weeks of teaching process by using and applying various of activities, exercises, video clips and worksheets. Pre and post tests and students interview were prepared for the sake of data collection. The applications of pre and post-tests valued the research design and findings. The purpose of using these tests was to figure out the findings. The process of data collection is sown in table 4.2. The tools for collected data are pre and post -tests assessments and classroom discussion.

Table 3.1 Data Collection

Tools	Descriptions
Pre- and Post-Assessments	Pre- and Post –tests
Discussions of classroom	Non-treatment and treatment sessions
Recorder	Students interview

3.7.1 Pre- and Post-Assessments

To evaluate the progress of speaking skill, pre- test and post- test were used (see appendix for a copy of pre-test). The tests were arranged by TOESIC speaking test. The questions were conducted to make the students to speak. The test consists of 11 questions that assess various aspects of speaking skill out of 100 marks. The students have 25 minutes to do the test. Each of the questions has its own instruction. A limited time was provided for preparation and speaking. In the provided time period the students are recommended to speak as much as they can. They are required to speak clearly during the test. Following the instructions of the test is also required. Both groups control and experimental group did the same tests. The tests include reading a text aloud, describing a picture, responding to questions, responding to questions using information provided, proposing a solution and expressing an opinion. The testes did not prepared by the researchers it is taken form TOEIC® speaking tests. The outcomes of the assessment shows the comparison of the speaking performance of control group and experimental group

The evaluation criteria of each question as below:

Question   Evaluation criteria

Read a text aloud ⟶ pronunciation

Describe a picture ⟶ grammar, vocabulary, cohesion

Respond to questions ⟶ relevance of content, completeness of content

Respond to questions using information provided ⟶ all of the above

Propose a solution ⟶ all of the above

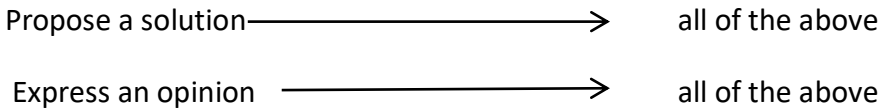Express an opinion ⟶ all of the above

Figure 3.2 Test Structures

FINDINGS

Table 4. 1. Reliability analysis for pre-test, post-test - for Group 1

	Skewness	Kurtosis	Cronbach's alpha
Pre-test speaking	0.024	-0.847	0.794
Post-test speaking	-0.194	-0.689	0.764

The researcher used IBMSPSS 20 to analyse the reliability of the study. To examine the internal consistency and reliability Cronbach"s alpha was used. The preferable values of Cronbach"s alpha for examining reliability and consistency is .70 or more than .70 value. The result of the test is .794 and .764 for pre-test, post-test scores of the students in Group 1). The researcher used Skewness and Kurtosis tests to highlight the analysis of reliability of the study. Kurtosis and skewness tests were used to analyse the normality of used variables. For skewness and kurtosis, the satisfactory range is about -2 and +2. The kurtosis and skewness of each variable in the study achieved acceptable range.

Table 4.2 Descriptive statistics for pre-test, post-test for Group 1

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	21	43	89	63.62	13.865
post- test	21	43	89	64.29	14.160

Table 4.2 shows the descriptive statistics (Standard deviation, Mean, Maximum, Minimum) of Group 1. The means demonstrated the improvement for post-test speaking test. They are increased their scores from 63.62 to 64.29. The results illustrate that participants in Group 1 improved their scores on all tests. Standard deviation of pre- test is 13.865 and 14.160 for post-test. The Minimum score of pre-test is 43 and the minimum of post-test is 89 as well.

Table 4. 3. Reliability analysis for pre-test, post-test for Group 2

	Skewness	Kurtosis	Cronbach's alpha
Pre- test	-.372	-.850	.734
Post – test	-.382	-.567	.756

The alpha coefficient result shows that all items are more than .70. It infers that the items are relatively acceptable internal consistency.The Skewnesee -.372 _ -.382 and Kurtosis for each pre- test and post-test are -.567 -.850 that shows satisfactory value in the tests of group 2. The results of Cronbach's alpha for the pre-test and post-test of group 1 are .734 and .756.

Table 4.4 Descriptive statistics for pre-test, post-test for Group 2

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre- Test	21	42	89	66.90	14.240
Post-test	21	46	93	72.95	13.633

Table 4.4 shows descriptive statistics (Standard deviation, Mean, Maximum, Minimum) for tests of Group 2. The results illustrates that participants in Group 2 improved their scores on all tests. The means of pre-post and post-test are 66.90-72.95 which illustrates the improvement for post-test. The minimum score of pre-test is 42 and the minimum score of post-test is 46. The maximum score of pre-test is 89 and the maximum score of post-test is 93.The students increased their scores from 66.9 to 72.95. The results illustrate that participants in Group 2 improved their scores highly.
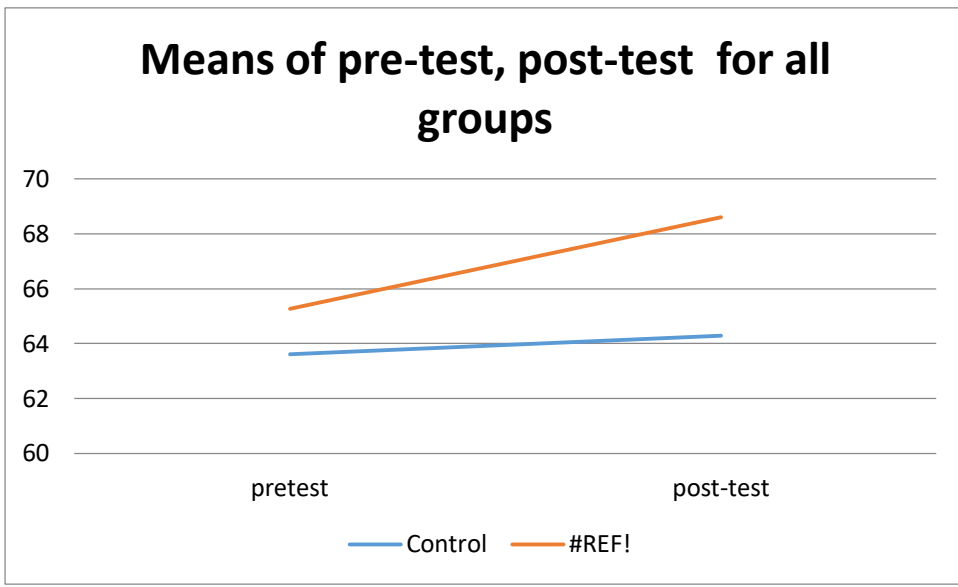
Figure 4.1 Means of pre-test, post-test for control and experimental groups

Figure 4.1 shows the comparison of means for pre- post-test tests which illustrates those participants in experimental Group shows better improvement than the control groups. Experimental demonstrates significant differences in the results of pre-test and post-test. Similarly, Control improved as well. However the improvement of experimental group is more than control group. Figure 4.1 shows the means of pre-test and post-test of control and experimental group.

4.4 CONCLUSION

Finally, as the aim of the current study is to show the role and impact of embedded learning in improving students' speaking skill, based on the results of the present experimental study, it is found that embedded leaning approach shows and present effective factors for enabling the language learners to develop their speaking skill. Students in embedded classroom showed a highly improvement in their learning process. In this study the impact of embedded learning was highlighted by assessing and examining the learner's progress and improvement during 12 weeks. 42

foundation students at Tishk International University, in college of education, Physics Department were randomly selected to be a part of the study. For data collection pre-test and post- post-test was conducted. Embedded learning activities, opportunities were applied and performed by the researcher. The learning objectives of embedded learning were obtained successfully. As the aim of the study is to make the learners improve their speaking skill, the students were provided task that involve them to make interaction and cooperate with each other.

Based on findings of the collected data it is investigated that

Embedded learning is an important method that need be applied and performed in the EFL class. It consists of different activities, tasks exercises and resources which make the learner to be motivated to speak with the target language. Embedded learning in this study made the learners control their shyness, anxiety, stress and. The activities and routines that are used and performed by the instructor, students start to use their confidence and energy to improve their social and interactional activities. In embedded learning class students are considered as active language learners the whole class participate in doing the tasks. In the task of the man in *The Photo in the Photo* (it is an example for Embedded Learning activities) the students were given six minutes to brainstorm and then to talk about a picture that is provided by the instructor. Then after brainstorming they start to share their opinion and thoughts. The aim of the activity is to activate the learner's imagination. Each student gave three different sentences and the started to use those sentences in their dialog.

At the end of the study, the role of the embedded learning shinned and investigated its impact in the class. Embedded learning makes the learners be encouraged to use the target language. The learners increased their self-confidence. They controlled their speaking anxiety. They were highly motivated to use the language. Students who have low confidence, high anxiety, and less motivated to learn became a highly motivated speakers. Students were enabled depend on themselves to improve their speaking skill. Students who depended on the teacher became independent. From passive learners they become active inside the

classroom. Thus they became active participants to do the class activities and task. Students who prefer to memorize what they studied, in another word, students who are depending on memorization, were changed to acquiring using the language in their daily conversations and interaction.

4.2 DISCUSSION

The aim of the present study was to figure out the role of embedded learning approach with which the instructor applied embedded learning approach in EFL classroom activities and exercises. The results of this study add to literature on to encourage the teachers to use embedded learning opportunities into daily routines and activities to make the students achieve their learning objectives. Specially, this experimental study implements information about the role of embedded learning among learners, instructors and learning goals. The results add to research findings across using practicum instructors in EFL classrooms. Embedded learning approach provides different activities that can be applied in daily routines.

Since the teacher applied embedded learning approach in her weekly lesson plan in the classroom, the learners improve their speaking skill more effectively than the ordinary learners. Pretti-Frontczak and Bricker (2001) investigated that seven language learners and special education teachers embedded learning approach on nearly an average of 12 times in two hours or twice in a 30- minutes. Compared to previous studies, teachers in current studies used much more embedded learning activities in daily activities to accomplish their objectives. In another word teachers in current studies are already encouraged and motivated to implement embedded learning approach. Furthermore, leaner's objectives in the classroom have facilitated embedded learning because it does not need special materials or activities.

Results from this study shows that students whom embedded learning approach was applied showed better improvements in their leaning process. Since students are involved to group and pair works so they could develop their social interactions and communication among each other's. They depended on themselves

rather than depending on their teacher. They did all the tasks and exercises with the teacher's guidance and explanations. The roles of the students are totally active learners. On the other hand, the teacher's role is to tally facilitator or guider. The teacher provides activities that learning objectives are embedded. Horn et al. (2000) emphasized that language teachers figured out that it is not easy to embed learning opportunities among group activities. However, the present study found that embedded learning opportunities are frequently occurred in a positive environment while the students are doing group activities such as circle time. Type of embedded objectives can work with the types of activities that their objectives are embedded in the activities themselves.

The findings of the present study show that embedded learning approach provides techniques and strategies that involve motivation and encouragements. Those techniques and strategies enable the learners to acquire the language unconsciously. The learners capture the language for life long. Since Embedded learning method provide task and activities that lowers the learners anxiety and higher their self -confidence. Students in embedded learning classroom are highly motivated and encouraged to lean and to use the language in their life. Embedded learning approach creates accurate and fluent leaners with the instructors' guidelines. The instructor provides instructions to push the learners to use the language in their class. Those activities enable the learners to speak with the target language. In this way the learners in embedded classroom showed better results and improvements.

Embedded learning approach makes the teachers use student centred classroom. The learners have the dominant role of leading the class task, excises and activities. The learners do the whole procedures and apply the whole instructions that are provided by the teacher. As it is demonstrated from the findings, the learners achieved to the objective and goal effectively. Since the learners are involved to manage the class by their own interaction, discussions and critical thinking, the learners showed improvement in their foreign language learning process. They have got a high confidence to use the language inside and outside of the classroom. The

students do not pay attention to their mistakes because they are using the language with their classmates. They can control and their fear of making mistakes, stress and anxiety. Embedded learning approach makes the learners add the usage of the language in their daily routines, because the learners are not allowed to use the native language. They are required to use the target language in their daily dialog. Thus embedded learning make the learners attach the target language by making them speak with the target language about their needs and necessities.

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پوخته

ئەم توێژینەوە هەڵدەستێ بە دەرخستنی کاریگەریەکانی فێربوونی نێژراو لە سەر تونای قوتابیان لە وانەکانی زمانی ئینگلیزی بۆ فێرخوازانی بیانی. بەشی یەکەمی توێژینەوەکە پێکهاتووە لە ئامانج و پرسیارەکانی توێژنەوەو هایپۆسزەکان. بەشی دووەم پێداچوونەوەی ئەدەبی و پێناسەکان و رۆڵ و سودەکانی فێربوونی نێژراو لە خۆوە دەگرێ. بەشی سێیەم کۆتا بەشە، ئەم توێژنەوەوەیە پراکتیکەڵە، بەژداربووانی توێژینەوەکە ٤٢ قوتابین لە زانکۆی نێودەوڵەتی تیشک-کۆلێژی پەروەردە دەخوێنن.ئامانجی ئەم توێژینەوە بەدەرخستنی رۆڵی فەربوونی نێژراوە لە سەر بەرەو پێش بردنی بەهرەی قسە کردن. قوتابیان بە رێگاکانی فێربوونی نێژراو تاقی کرانەوە. زانیاریەکانی توێژنەوەوەکە لە رێگای تێستی سەراتایی و تێستی کۆتایی کۆکراوەتەوە. ئەم توێژینەوە کاریگەری لە سەر قوییبیان مامۆستایان هەیە، وایان لێ دەکات زیاتر بە رێگاکانی بەرەو پێشبردنی قسە کردن بچنەوە.

آثار التعلم المضمن على أداء الطلاب في فصول اللغة الإنجليزية كلغة أجنبية ، السنة التمهيدية ، كلية التربية ، جامعة تيشك الدولية

ملخص البحث

تتناول ورقة البحث هذه تأثيرات التعلم المضمن على أداء الطلاب في فصول اللغة الإنجليزية كلغة أجنبية. الفصل الأول هو مقدمة تحتوي على الأهداف وسؤال البحث {والفرضية. الفصل الثاني هو مراجعة الأدب للدراسة التي تحتوي على تعريفات التعلم المضمن ، فوائد التعلم المضمن ، الأعمال السابقة في التعلم المضمن ، أهمية التعلم المضمن في فصول اللغة الإنجليزية كلغة أجنبية. الفصل الثالث هو الخاتمة. الورقة تجريبية. المشاركون هم 42 طالبًا من طلاب كلية التربية بجامعة تيشك الدولية. الهدف من الورقة هو تسليط الضوء على دور نهج التعلم المضمن في تحسين مهارات التحدث. لقد جرب طلاب المؤسسة استراتيجيات التعلم المدمجة. يتم جمع البيانات من مرحلة ما قبل الاختبارات. ستؤثر هذه الدراسة على المعلمين والطلاب الذين يدرسون أكثر في تحسين مهارات التحدث من خلال التعلم المضمن.