

# Development of Spanish Teaching Model Applying Action Learning through Strengthening Communication

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## 스페인어 교양수업에서 액션러닝을 통한 소통 강화 교수학습 모형 개발

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**Abstract** This study is to propose a communication strengthening teaching model using action learning for Spanish learners, and to verify its effectiveness through a case study of Spanish lessons. This study was conducted under the same conditions by dividing 91 students from September 1 to December 20, 2019 into experiment and control classes. As a result of the experiment, both classes improved their writing ability to some extent, but the learners in the experimental class applying action learning showed more meaningful results in terms of the content, expressions, fluency of the text, and the affective domain test also showed a significant difference. The development of this teaching model, which is necessary for learner-centered convergence activities, is expected to be of academic significance as it can be used for other foreign language class activities as well as improving Spanish communication.

**Key Words** : Teaching-learning model, Action learning, Cooperative learning, Learner-centered, Convergence activities

**요약** 본 연구는 스페인어 학습자를 위한 액션러닝을 활용한 소통강화 교수학습 모형을 제안하고 스페인어 수업 사례 연구를 통하여 그 효과를 검증하는 데 있다. 본 연구는 2019년 9월1일부터 12월20일까지 교양 스페인어 수강생 91명을 실험반과 통제반으로 나누어 동일한 조건 하에 진행하였지만 실험반의 경우에는 액션러닝을 활용한 소통강화 교수학습모형을 적용하였다. 즉, 교사주도하의 개인적 쓰기활동으로 이루어진 통제반과는 다르게 실험반은 팀별 자유로운 토의와 협력활동을 통해 쓰기활동을 하도록 하였다. 실험 결과, 두 반 모두 쓰기 능력에 있어서는 어느 정도 향상되었지만, 액션러닝을 적용한 실험반의 학습자들이 글의 내용, 표현, 유창성 측면에서 더 유의미한 결과를 나타냈고 정의적 영역 검사에서도 유의미한 차이를 가져왔다. 학습자 중심 융합 활동에 필요한 이러한 수업모형의 개발은 비단 스페인어 의사소통의 향상뿐만 아니라 다른 외국어 수업활동에 활용할 수 있기 때문에 학문적의의가 있을 것으로 본다.

**주제어** : 교수학습모형, 액션러닝, 협력 수업, 학습자 중심, 융합 활동

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## 1. INTRODUCTION

The purpose of this study is to better understand how the applying the methods and practices of action learning theory affected language acquisition of students studying Spanish as a foreign language. Up to this point, various hypotheses have been made regarding the Spanish classroom instruction, but in the actual classroom, a teacher-centered method of instruction had been applied to cover the contents of the course book and learning goals. In this case, language activities in the classroom for practically improving communication were insufficient. The educational purpose of general Spanish is to ultimately be able to use communication, but the current classroom situation is still biased toward theoretical learning, so language learner-centered classes should be conducted to improve communication through activity-centered assignments and action learning theory[1]. Therefore, to solve these problems, it is necessary to think about learner-centered teaching methods as an alternative to teacher-centered methods[2]. As a way to solve the difficulties of integrated classes caused by teacher-centered classes and improve foreign language acquisition, A classroom with more diverse learning activities is needed. Students should be able to confirm what they have learned through activities other than learning. So action learning with cooperative learning was suggested[3]. Then What is action learning? "Action Learning" means "the learners form a team and solve their own assignments or the entire team together with the Learning Coach to a set point, while at the same time learning the content aspects of the assignment and the process of solving the assignment through knowledge acquisition, questioning, and reflection[4]. The process of Action Learning consists of 1) team building, 2) assignment of tasks, 3) team meeting for task resolving, 4)

solution development, 5) interim report and inspection, 6) implementation, and 7) evaluation[5].

Action learning is meaningful from the perspective of learner-centered instruction in that it allows learners to learn language skills through peer corrections[6]. Language acquisition can be enhanced by sharing various experiences through learner-centered classes and team activities. It also helps to narrow the distance between theory and practice by allowing learners to actively think about the subject in relation to their own experiences[7]. That's why, cooperative learning is important in action learning. Cooperative learning is an integrated teaching method, which is learning through interaction between learners and other learners as well as between learners and teachers[8]. Cooperative learning enhances learners' communication skills, and learners acquire knowledge and understanding based on their own experiences, interaction with other learners, between learners and teachers[9], and has a process of negotiating meanings in this process[10]. Since cooperative learning provides the opportunity for meaningful input and output between students as well as the opportunity to reach the ZPD between learners and between the learners and the teacher, it can be seen that it is necessary to use cooperative learning as an element for improving communication in learner-centered foreign language instruction[11]. It can be said that cooperative learning is effective not only for communication purposes, but also for problem solving learning[12,13].

Action learning, in which learning takes place in the process of solving actual tasks[14], has been used in companies, and since the first action learning research in school classrooms began in 2005, the empirical evidence supporting the effectiveness of action learning has been gradually increasing. Since 2011, action learning has been used as a teaching method and has

been used in various fields and subjects.

In this study, as class activities using various action learning will have a positive effect on effectively utilizing the set class time, we intend to complement the teaching method by integrating action learning activities with Spanish classes. In addition, this study aims to clarify the significance of learning Spanish through action learning activities and effects so that learners can use the language knowledge learned based on the contents of the textbook for communication purposes.

The research question in this study was to find out how Spanish communication classes applied with action learning affect students' fluency in writing. That is, how Spanish writing classes applied with action learning affected expressions students used, and fluency in Spanish writing.

## 2. Materials and Method

### 2.1 Subjects

A total of 91 students from two classes took Spanish as a required course, 3 hours and 3 credits per week at D University in the metropolitan city. It targets the analysis of the goals and components of Spanish education in relation to the development of a teaching and learning model through action learning.

### 2.2 Research Period

As a case study of teaching-learning models for reinforcing communication through action learning, students participating in this study start class activities for a basic understanding of core competencies, action learning, and project-based learning from week 1 to week 4 of the study. do. This study was conducted in four stages for 12 months between 2019 and 2020.

**Table 1. Research Procedures and Contents**

Research Procedures	Contents
Preparation	Literature & data collection
Research	Analyze learner needs
Designing	Designing a teaching model
Pilot teaching	Pilot teaching
Final design	Model application
Evaluation	Suggestion of directions

In order to complete the Spanish teaching model, the study was conducted through preparation, analysis, execution, and evaluation. The research period is from September 1, 2019 to December 20, 2019. After the experiment class finished the cycle, the progress of improving the learner's problem solving ability through their writing activities was examined. To verify the objective effect, the evaluation was conducted based on the learner's writing evaluation criteria suggested in related previous studies. It is to present a teaching-learning model using action learning by observing the improvement of the learner's problem-solving ability and checking the complementary points to reveal the significance of the lesson plan using action learning.

### 2.3 Instrument and Data Analysis

The survey contents for the learner needs survey consisted of basic personal information, perception of Spanish learning, and perception of action learning. To verify the homogeneity of experimental and control classes, we conducted a compositional achievement test and examined the importance of group scores through the t-test of the SPSS (Ver.20) program. There are a total of 20 questions and 5 points each, and the t-test results show that the p-value is more 0.05, indicating that there is no statistically significant difference between the two classes.

**Table 2. Homogeneity Test**

Class	M	SD	<i>t</i>	<i>p</i>
Exp.	65.44	22.76	.123	.774
Cont.	65.04	23.34		

$p < 0.05$

69% of the participants preferred learner-centered classes. 79% of learners wanted to learn a variety of words using words for accurate and fluent communication, and 80% of learners wanted grammar learning that focuses more on accuracy in using words. 87% of learners expressed their opinion that language activity was insufficient in Spanish class activities. As a result of whether they have prior knowledge about action learning, 98% of learners had little prior knowledge about action learning.

## 2.4 Research Procedures

### 2.4.1 Topic selection

The writing class using action learning does not pre-select the subject and content to be written by the teacher, but rather a group of learners cooperating with each other to gather opinions and select the subject and content to be written. Students in the experimental class receive guidance on their writing goals from the teacher, apply action learning for each group, select the writing topic and content of the writing, and write one draft and one complete copy per writing goal. On the other hand, since the control class needs to perform individual process-oriented writing activities, the teacher must directly present the subject and provide clues about the content to be written

### 2.4.2 Teaching-learning Model for Experimental Class

Based on the process-oriented writing instruction stage proposed by Tomkins[15], the writing instruction model applying action learning of this study, the five steps of

pre-writing activity, writing activity, correction, editing, and publishing were organized according to the third class. The second stage begins with writing. Based on the previous selection in the first step, learners worked together to complete their own drafts in the second step. At this step, students learned new expressions by looking at peer writings even in similar meanings, so even if the writings were similar or the same, each completed a piece of writing. In the modification step, the experimental class went through two kinds of feedback, one for the group feedback, and the other for the whole class. In the case of feedback within the group, they reviewed and corrected each other's spelling and punctuation, and in the case of feedback received from the entire class, one learner in the group presented the contents of the group's writings and received feedback. At the 'Editing' step, the experimental class made a revised version based on the feedback received so far. Finally, at the step of 'Publishing', there was time for reflection after reading the entire article

**Table 3. Teaching-learning Model for Experimental Class**

Step	Teaching-learning Model	Activity	Class
Preparation	Goal of the class Topic Contents of the writing	Whole	1st
		Group	
Main Class	Draft writing Group discussion Sharing ideas	Group	2nd
Modify	Correction Group discussion Sharing ideas	Group	3rd
Editing	Prepare revised versions Check and review	Individual	4th
Publishing	Post final versions Evaluation & Reflection	Whole	5th

### 2.4.3 Teaching-learning Model for Control Class

In the case of the control class, in order to make the other conditions the same except for the cooperative learning factor, each individual was configured to follow the entire process of

process-oriented writing.

At the pre-writing step, after studying the textbook content and expressions used in the subject using example sentences presented by the teacher, the subject of writing was decided under the guidance of the teacher. In the second step, students wrote a draft based on their own mind map. After writing the draft, students went through the process of checking spelling, punctuation, and contents under the guidance of a teacher. Finally, students in the control class completed the revised version based on the modifications they had checked themselves.

In the teaching model of this class, the learning type consists only of individual activities or teacher-centered classes.

**Table 4. Teaching-learning Model for Control Class**

Step	Teaching-learning Model	Activity	Class
Preparation	Textbook review Check the subject presented by the teacher Demonstration of teacher's mind map Individual mind map	Whole	1st
Main Class	Draft writing Self check	Individual	2nd
Modify	Teacher's error correction instruction Marking corrections	Whole	3rd
Editing	Rewrite after checking the revision Check and review	Individual	4th
Publishing	Post final versions Evaluation & Reflection	Whole	5th

### 3. Result

#### 3.1 Writing Results

Table 5 shows the average score of the writing tasks of experimental and control class during the experimental period. When measuring the scores of each subcategory according to the subject, there were slight higher scores in the experimental class as the action learning class progressed, it was found that the learner's writing ability improved. It is statistically significant at  $p < 0.05$ .

**Table 5. Analysis of Writing Result**

Group		M	SD	<i>t</i>	<i>p</i>
Contents.	Exp	4.787	1.020	-3.537	.007
	Cont	4.454	1.093		
Construction.	Exp	4.323	0.567	-2.019	.056
	Cont	4.443	0.590		
Expressions	Exp	8.213	1.642	-3.547	.006
	Cont	7.343	1.478		
Word use	Exp	2.322	0.512	-1.633	.152
	Cont	2.212	0.502		
Fluency	Exp	5.878	1.019	-3.543	.006
	Cont	4.687	1.089		

\*  $0.01 \leq p < 0.05$

Action learning was found to have an effect on the improvement of content, expression, and fluency when looking at the detailed evaluation category items, but it was analyzed that it did not significantly affect the improvement of construction or word use ability.

Through the difference between the two scores of pre-test and post-test of learners, we examined the relationship between the improvement of the class and the writing ability using action learning through t-test. It is statistically significant at  $p < 0.05$

**Table 6. Difference between the two scores of pre-test and post-test**

Test	M	SD	<i>t</i>	<i>p</i>
Pre	16.69	4.12	-4.34	.000
Post.	19.07.	3.09		

$p < 0.05$

#### 3.2 The Results of Affective Factors

The affective domain test was conducted in both classes pre and post-test were performed with the same questions. The affective domain test was composed of three areas: interest, confidence, and participation. All were t-tested using the SPSS program (Table 7).

Table 7. Analysis of Affective Domain

Group		M	t	p
Experimental	Pre	63.09	-3.664	.001
	Post	70.07		
Control	Pre	66.87	-.076	.876
	Post	68.45		

\*\*0.001 ≤ p &lt; 0.01

In both classes, the average of the post-test scores in the affective domain for Spanish writing increased compared to the pre-test, but the experimental class was statistically significant as  $**0.001 \leq p < 0.01$ .

#### 4. Conclusion and Discussion

This study presented a concrete teaching and learning model that applied action learning in classroom activities with few opportunities for natural Spanish communication applying action learning, and verified the effectiveness of classes.

At least writing ability of both experimental and control class improved at the end of the semester. However, experimental class applying action learning is learner-centered, which increased learning efficiency by learning more diverse content, and use writing as a task activity suitable for learner-centered classes. Furthermore, the difference between the two scores of pre- and post-test of affective factors has resulted in statistically significant results at  $p < 0.05$ .

At the beginning of the semester, students who were familiar with traditional writing classes had some difficulties in adapting to the form of instruction applying action learning, and teachers had difficulty in trying this method. However, the result of this study showed that the students language learning experience was improved by applying action learning methods and practices. The development of this teaching model, which is needed for learner-centered convergence activities, is likely to be meaningful

in academic contribution as it can be used for foreign language class activities as well as the expansion of Spanish communication.

It is believed that it is necessary to develop a more specific cooperative class model as a follow-up study. It is somewhat unreasonable to generalize the results of the thesis because it was only targeted at less than 100 learners in a limited environment.

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