A Case Study of a Role-Play Course Using Video Contents for Undergraduate Airline Service Students

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ARTICLE INFO	ABSTRACT
Publication Online: 25 December 2019	This study utilizes the image contents, one of social interaction activities, in role play. The results of the one-semester class were used for analysis to prepare teaching-learning plans for the department of aviation services. This study helped students in the Department of Aviation Services to understand the airline cabin organization and examined whether it would help them to communicate with customers. In role-play classes, learners or groups of learners use role-playing dialogues to create role-plays and create communication situations that are similar to the real world. It is significant that active learning can be achieved.
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1. INTRODUCTION

An important part of the curriculum of the aviation service department is the ability to communicate with customers in the air cabin service situation. However, many aeronautical service college students suffer from a lack of understanding of airline cabin organization and customer service situations that they have not experienced before. Therefore, it is necessary to create a para-communication situation and to educate it in order to create the same environment as the communication situation with customers in the airline cabin organization. This is especially helpful in the current situation where college students who are not yet experienced in social studies are asked in the role-play format of communication with customers even during interviews for employment by airlines.

The role of the role-playing method of image content utilization is learner-centered class method, not the traditional teaching-led class method. Undergraduate students in the department of aviation services experience impersonation as if they are real situations without experiencing communication with customers using airlines, thereby gaining tacit knowledge of the communication situation with customers.

Unlike explicit knowledge, which is the knowledge you learn by reading a book or listening to a lecture, tacit knowledge can be best learned through an immersive experience. It is also knowledge that is instructor and difficult to convey to learners. Therefore, by utilizing role-playing education that is valuable in education, students can learn about aviation cabin organization and improve communication skills with customers in 'Role play', a third-year course in four-year college aviation service through actual classes for one semester.

2. THEORETICAL BACKGROUND

1. Contextual Learning Theory

Situational learning is based on the argument that the lessons learned by the learner should be based on specific and diverse cases that can occur in real-life task situations, contexts, and situations. This is because constructivism, which emphasizes the experience and interest of individual learners, emerges as a new theory of learning, which is developed based on this. The situational learning theory is that human thinking is limited by the context in which it occurs. Emphasize that this should be taught within the context in which it is used.

Looking at the characteristics of this situational learning theory,

First, the context is important. Situational learning theory begins with the recognition that human thinking is limited by the context in which it occurs.[1]. Therefore, context is a prerequisite for contextual learning theory. When constructing learning content and environment, context should be considered first. Researchers in contextual learning theory suggest that real-life contexts enable students to link learning content to their personal experiences and practical needs, which can motivate learners to learn and make knowledge more meaningful and easier to understand.

Second, emphasize collaboration-based learning. Significant learning is possible through the process of helping learners cooperate with each other through social interactions with other learners, as well as by providing social support while

observing and imitating each other's knowledge and skills.[2]. In other words, learners can experience learning from their self-centered thinking through interaction with others.

Third, learning occurs when learning with real tasks in real world situations.[3]. Knowledge in the context of contextual learning theory is contextual and can be generated within the context of the task, context and culture in which it is to be used.

2. The Concept of Role-Play

Roleplay is the exercise of students' assigned roles in a given situation, where they practice expressions and attitudes that are appropriate for that situation. Looking at existing research on role-plays, Livingstone (1983) distinguishes role-plays from play-acting, group work, and dialogue work to consider aspects of actual role behavior that may be needed outside the classroom. To give students the opportunity to practice their language[4]. Larsen-Freeman (2000) said that role-play plays an important role in communication pedagogy by providing learners with the opportunity to play different roles in different situations.[5].

Ladousse (1987) described role-plays by dividing them into roles and plays. Roles are the assignment of learners to specific tasks in a particular situation, and play is to allow students to perform their roles in the most enjoyable environment possible.[6]. In the end, role play implies that learners are given a role to make their interactions pleasant by assuming a situation that exists in reality.

Bruner (1990) states that the most basic form in which humans can give meaning to themselves and others' actions is dialogue in role-plays. Revealing his back and seeing other people's minds at the same time.[7].

Livingstone (1983), on the other hand, divided role-plays into situational-only roleplays and role-plays with fingerprints and dialogues.[8].

In the same vein, Little wood (1981) categorized the types of role play into controlled and creative role play. Controlled role-plays included performing memorized dialogues, contextualized drills, cued dialogues, role play, and creative role-plays. Improvisation[9].

Although role-plays have educational effects that can be applied to communication-related situations by playing various roles in various situations, existing studies using role-plays are mainly used for language education such as native language and second foreign language. It can be seen that it is limited to studies.

If you combine the advantages of this role-play with a college student in the department of aviation services aiming for employment as an airline, you can create a quasi-communication situation where you can directly experience communication with customers. It is worth using in this respect, and the educational effect can be expected to be high.

3. TEACHING-LEARNING METHOD USING ROLE-PLAY IN AVIATION SERVICES
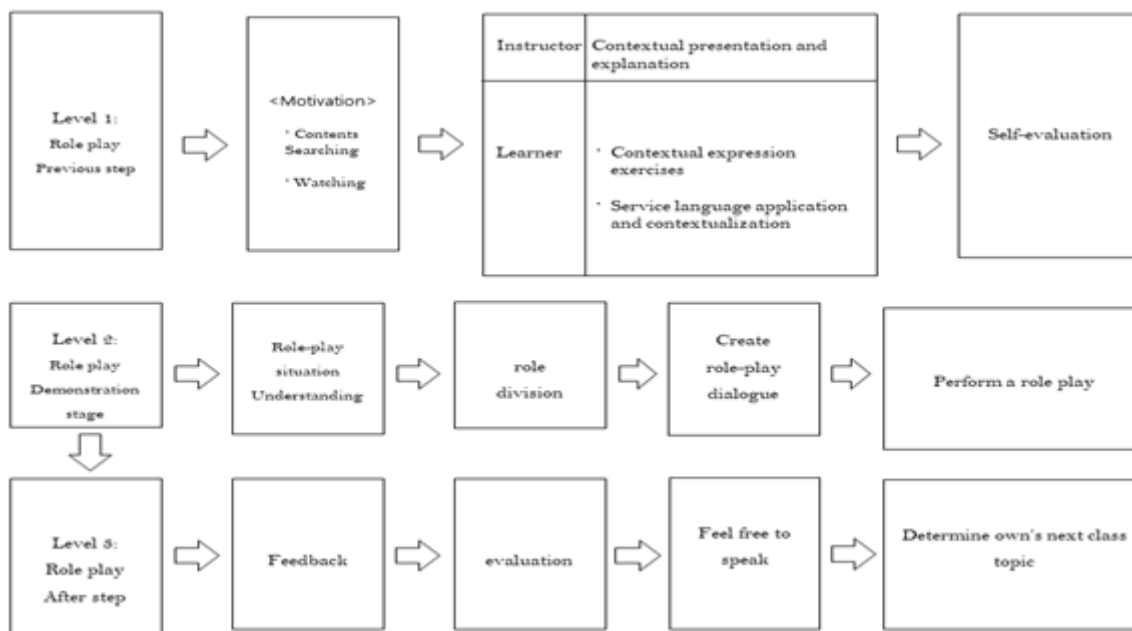
Pic 1. Service Communication Role Play Teaching / Learning Model

1. Teaching-Learning Model for Role Play

Role-playing in the "Roll Play" course, which is a part of practical training among the majors of aeronautical service students, gives students the ability to communicate by giving situations and roles that can occur in various communication with actual customers. The goal is not only to improve the quality of learning but also to increase the efficiency of learning. Therefore, when conducting teaching / learning activities using role play, the current level of learners should be taken into consideration, and in order to enhance the learning effect, it should be constructed based on the process of pre-role stage, role-role stage, and post-role stage.

In view of these points, this study proposes the role-use teaching and learning model of role-playing in the practical field subjects of S University's aviation service department based on the role-playing models of scholars mentioned above. As shown in Figure 1 above, the role-play teaching and learning design of the role-play class for the 3rd grader of the major courses in the aviation service department of the University of s has three phases. In other words, in the pre-role stage, pre-learning is conducted to help learners understand what they are learning. In the second stage of role play demonstration, role play is performed after pre-learning using contents. In the third stage of role play, the teaching and learning process is completed through feedback and evaluation of role play performed by learners.

2. Demonstration course of role play class

A. Roleplay Preparation Steps

Looking specifically at the teaching and learning stage of customer service communication that corresponds to the stage of role play, learners are motivated at the stage of learning the customer service situation. At this stage, the instructor's practical experience and the contents of students' previous learning can be used, but in this class, various video contents were used. The instructor can suggest to share and share various contents such as movies, dramas, and documentaries that can indirectly experience the customer service communication situation during the first session. Through this, it is important to secure a variety of contents to enhance the efficiency of the lessons by activating the schema of learners. In this case, the instructor can lead the learners to motivate themselves by brainstorming or freely speaking and asking about the subject so as not to be focused only on the customer communication situation of the specific environment.

Using this content, you will ultimately be able to practice applying and contextualizing your customer service language and help you understand customer service situations that you have not experienced.

B. Stage of execution of role play

At the end of the role-play phase, the role-play takes place in two phases of activity. In this stage, the core activity is to perform the actual role play based on the learning contents using the contents of the role play stage. To this end, first, activities to understand the situation of role-playing are carried out, and groups of about 3 to 5 people are organized, and then role-plays are selected and roles are set to complete the role-play script.

The following is an example of students completing the script by using video contents.

Passenger-Hey crew

Crew-Yes, do you need anything?

Passenger-I'm so cold, but can you give me a blanket?

Crew-Oh Our cabin blankets are sold for free. Would you like to buy one?

Passenger-But now I put my wallet as checked baggage and no cards or cash.

Crew – (sympathetic) Oh, do you? Do you have a wallet by your side?

Passenger-Yes I don't have either

Crew-Oh really? Sorry for your purchase, but if you can't pay at our site, it would be difficult to purchase a blanket. Please wait a moment.(After a while)

Crew-Excuse me, this is a water bottle (2L) containing warm water. If you have a hand warmer when it's cold, you'll get a little warmer if you hold a warm water bottle. I'll replace you when it's cold again.

Passenger-Thank you (in an emotional tone)!

Crew-Call if you need anything else

The above situation was set up in the process of in-flight problem solving for passengers in need of a blanket, but in a different way from the passenger's point of view. This is also connected to the problem-solving situation, where students refer to various video contents and use the contents as they are or modify the script creatively as in the script above. By doing this, you learn how to respond to the various service needs of passengers.

At this time, the role play script may be composed together and the role may be determined. When the script is complete, learners perform role-plays based on scripts they have completed. The data below is a role play as described above.

Contemts1.Role playing demonstration situation

At this stage, learners are not yet in that role, so it is necessary to induce active and natural immersion in their roles. Role-plays are played in as many groups as possible. This is different from simply having a fixed role in video content. Both members alternate between the role of the crew serving the service and the role of the passenger receiving the service. This can deepen what you learn in role-plays and encourage situational feedback between role players.

C. Role Play Evaluation and Feedback Steps

Stage 3, after the role-play demonstration, is a post-role stage activity that provides feedback and evaluation. This stage involves evaluation and feedback throughout the entire process, from the preparation of the role play to the demonstration. Evaluate and provide feedback on a group-by-group and overall basis to ensure that learners understand and act appropriately, including error corrections to the roleplay scripts they have completed.

In particular, film the process of the demonstration and all the members participating in the class at this stage present their opinions. Participants will self-assess first, followed by what other groups have done well and what they will supplement. Finally, the instructor evaluates in a general manner and concludes the role-playing process.

4. CONCLUSION

The purpose of this study was to improve the course learning outcomes of the aviation service department by using the composition and situation of role play in connection with the video contents. Although role-playing is a very suitable teaching method for lectures in this field, it is considered that there are many supplements due to the lack of research on it. Therefore, I will substitute the conclusion by referring to this.
Role-playing needs to be closely planned in stages. Neglecting a single step, the details in it, is less efficient in the whole process. In particular, since there are many areas in which students take the lead, instructors should be able to understand not only the design of the class but also the qualities of the students, to be fully aware of the role play and to help them indirectly. In the case of video content search, it is good to consider how students accumulate the reference data and manage it as a content data type and use it for future classes. In addition to the prepared scripts, it is also considered to be a way to improve the role player's ability to solve problems immediately by instructing the instructor during the role play.
In role-playing classes, students showed positiveness and vigor that was not seen in normal classes. Also, during the role play, ideas were presented continuously and students showed their critical acceptance. Considering that students can be the subjects leading their own learning rather than becoming objects in learning, it is expected that classes using role-plays will continue to be used as effective teaching and learning methods. In this regard, I hope that the lecture examples in this study will contribute to the development of this field.

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