

# A Preliminary Study on the Action-oriented Teaching Method of Korean Course for Aviation Service Majors in Colleges and Universities

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## Abstract

The Korean language instruction for Air Crew Majors in colleges and universities primarily relies on theoretical knowledge textbooks. While these textbooks include airport-related content, most of the material only scratches the surface of vocabulary and grammar, lacking depth and alignment with the unique characteristics of the Korean language. Due to the cultural differences between China and South Korea and the influence of cultural migration, language misunderstandings when interacting with Koreans are inevitable. However, few of the school study contents address the cultural differences between China and Korea, as well as the practical application of Korean in real-life scenarios. As a result, students are more likely to make cultural mistakes when interacting with Korean passengers after working at the airport. This requires designing Korean language teaching under the action-oriented pedagogy. Based on the current situation of Korean language learning for Aviation Service students in colleges and universities. This paper presents a preliminary study on the design of Korean language teaching for Air Crew Majors using the action-oriented teaching method. It also highlights several key issues that need to be addressed when implementing this approach to Korean language teaching.

## Keywords

Action-oriented pedagogy, Aviation Service Major, Korean application

## 1. Current situation of Korean Course Learning for Air Crew Major in colleges and universities

With the continuous increase of economic and cultural exchanges between China and South Korea, the development of the civil aviation industry of the two countries has been promoted, and the requirements for oral Korean communication of civil aviation Air Crews are getting higher and higher, but also the requirements for the cross-cultural communication ability of civil aviation Air Crews are also getting higher and higher. However, most of the students majoring in Air Crew have a one-sided understanding of Korean culture, and most of them stay in Korean film and television dramas, variety shows and celebrity activities, etc., and do not grasp the essence of South Korea's culture from its economic and cultural development, history, folk customs and major historical events. This is also reflected in the lack of cultural connotation in language communication, and it is easy to have some unnecessary misunderstandings when communicating with native Korean speakers. For example, the Chinese "you" corresponds to the Korean word "너", but the Korean word "너" can only be used to communicate with friends or people of lower social status. Therefore, when using sentences containing

"나" to communicate with Korean passengers, Koreans are most likely to be upset. This is because Korean culture is influenced by ancient Chinese Confucianism, and it is a country that places great emphasis on the order of the elders and the inferior, which is also reflected in the language of daily life. However, most online translation platforms only carry out text translation, ignoring cultural translation. Therefore, it is necessary to learn Korean culture in learning Korean.

## 2. Application of Action-Oriented Pedagogy in Korean Language Curriculum

In action-oriented pedagogy, the teacher's main task is to guide and organize the teaching and assign the learning tasks according to the teaching objectives. Students need to complete and solve the learning tasks independently and realize the unity of mental and physical work in the process of completing the learning tasks (Zhuang Guozhen, 2007). Teaching is based on the completion of "tasks" and centered on students' "learning". "In terms of teaching theory, in the action-oriented teaching system, what is compatible with students in higher vocational colleges is the competency-based teaching concept" (Li Yajuan, 2020). This teaching concept attaches great importance to the cultivation of students' adaptability to the situation and adaptability, which is also consistent with the training direction of college Aviation Service students. This requires that the teaching of Korean to college Air Crew students should be carried out in cabin scenarios based on different "learning tasks".

Whether it is from the perspective of knowledge theory, learning theory, or teaching theory, Korean language teaching guided by the action-oriented teaching method is suitable for the Air Crew Major's students in colleges and universities, and the action-oriented Korean teaching inquiry practice is of practical significance for improving students' learning and ability, so how to carry it out?

### 2.1 According to the curriculum teaching standards, an action-oriented situational teaching model of Korean integrated theory and practice is established

#### 2.1.1 Clarify the teaching objectives

The action-oriented teaching method emphasizes the combination of teaching and practice, with the goal of cultivating students' social practice ability, and the school's teaching and educational activities should integrate classroom knowledge with practical problems (Xia Yanchun, 2022). It can be seen that action-oriented pedagogy focuses more on the achievement of cognitive, behavioral, and emotional goals. In view of the differences in students' interests, learning habits, behaviors, and psychological aspects, teachers can only formulate appropriate learning goals by integrating basic theoretical knowledge into certain cultural themes. This requires teachers to first understand the necessary vocabulary and daily expressions required by the Aviation Service industry before class, and find the basic theoretical knowledge that students need to learn most. For example, basic phrases needed to provide assistance to boarding passengers at the right time, basic grammar and vocabulary needed to provide catering services, basic questioning vocabulary needed to provide assistance to special passengers, etc. Then, we develop teaching objectives that include culturally understanding content. To enable students to maximize their understanding of relevant language and cultural knowledge.

#### 2.1.2 Analysis of the academic situation of students majoring in Air Crews in colleges and universities

Learning situation analysis is an important part of systematic teaching design, the basis of teaching goal setting, the basis of teaching content analysis, and the foothold of teaching activity design (Wei Hao, 2023). From the perspective of learning interest, the topics related to the cultural differences between China and Korea are the topics that students are most interested in from the perspective of characteristics, students' enthusiasm for learning is directly proportional to their interest in Korean; and in terms of academic performance, most students' oral scores are better than their listening scores.

#### 2.1.3 Choose contextual teaching content based on learning tasks

In the traditional teaching model, the teacher is the main body of the classroom. However, in action-oriented pedagogy, the student is the subject of the classroom. This is because action-oriented pedagogy emphasizes learning in practice, and the teaching effect is closely linked to the students' practical results. Therefore, in order to make classroom teaching more effective, teachers have changed from mere lecturers to organizers and planners of practical activities (Zhang Xiaodan, 2023). The action-oriented pedagogy emphasizes students' "action learning", and the teaching content revolves around "tasks".

First of all, in situational teaching, the selection of situational elements is the basis for effective situational teaching. Therefore, the situational elements should be selected as much as possible to choose materials that students are interested in. Secondly, situational teaching centered on "learning task" solving can ensure students' participation in the classroom to an extent. From passive learning to active learning, familiarity with Korean has increased. Finally, according to the

students' academic performance, teachers can use "listening" as a supplement and "speaking" as the main "task" to carry out situational teaching in the process of situational teaching.

## 2.2 In the teaching process, we should pay attention to the integration of theoretical knowledge and practical knowledge, theoretical teaching management, and practical teaching process

"Integration of theory and practice" teaching is recognized as a more effective teaching mode of vocational education, which has the unique teaching characteristics of vocational education, and also conforms to the learning law of students' cognition and skills of Air Crew Majors in colleges and universities. The Korean language teaching of Air Crews in foreign language colleges should integrate Korean classroom knowledge and practical work application, and how to integrate theoretical knowledge and oral language should be considered in the teaching process and teaching management.

## 2.3 Select action-oriented teaching methods such as projects, cases, leading essays, and roles, design teaching activities, strengthen Korean listening and speaking training, and achieve teaching goals.

The teaching methods of action-oriented teaching methods are very rich and diverse, and some of the common teaching methods include simulation teaching method, project-led method, role-playing method, etc., which can be combined in actual classroom teaching activities and use multiple teaching methods at the same time (Bai Yuhui, 2018). In the Korean language teaching of Aviation Service students in colleges and universities, the implementation of action-oriented teaching methods must also have effective teaching methods suitable for Aviation Service students, so as to truly play its role in Korean classrooms. Through the analysis of the Korean language learning situation of Aviation Service students, the most prominent and effective teaching method is the role-playing method.

## 3. Cases of action-oriented pedagogy in Korean courses

To sum up, the following teaching design is proposed for the unit with the theme of "in-flight meal" in the textbook.

There are three levels of teaching objectives: at the level of knowledge and skills, students will learn the Korean words of various meals on board and the Korean grammar rules corresponding to "please", at the level of process and method, they will learn how to combine words with the grammatical "please" to express politely, and at the level of emotional attitudes and values, they will understand the language and culture of Korean people.

The design of the teaching process with "cabin ordering" as a case is as follows:

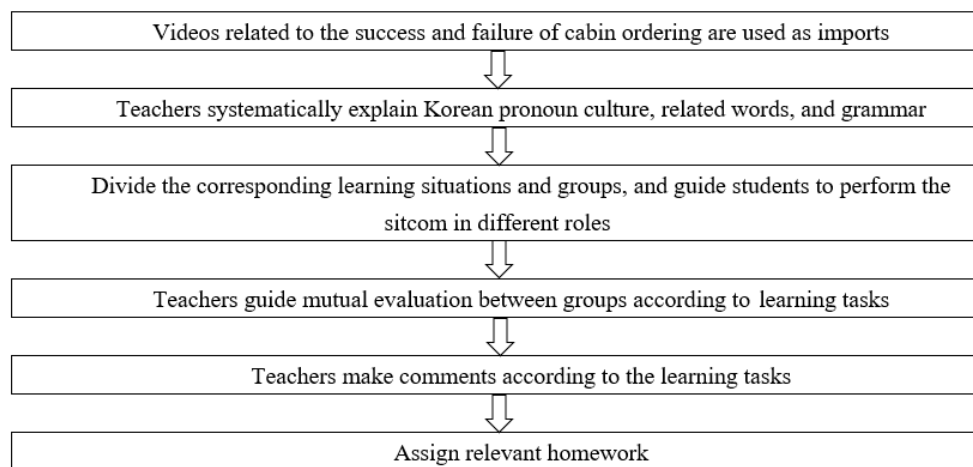


Figure 1. Teaching process with "cabin ordering".

### 3.1 Import phase

In the introduction phase, the teacher prepares two videos related to cabin ordering. One video is of a successful ordering service to a customer, and the other is a video of a failed ordering service to a customer. After the two videos were introduced, the teacher asked the students what is the difference between the two videos, what are the reasons for the failure of the ordering service, how they successfully provided the ordering service to passengers, and guided the students to think about the cultural differences between China and Korea and the use of grammar.

### 3.2 Teaching process

In the teaching process, the teacher first explains the necessary words and grammar, consolidates the knowledge in combination with appropriate questions, and pays attention to the explanation of words and grammar focusing on the basics. Since Aviation Service students will have more need for spoken Korean than written in the future workplace, the emphasis on vocabulary and grammar is on listening and speaking. In terms of vocabulary, students are required to master the basic vocabulary related to cabin ordering. For example, "Gimbap (김밥)", "Bibimbap (비빔밥)", "Juice (주스)", "Coke (콜라)", "Coffee (커피)", etc. After students learn the pronunciation of words, the teacher can provide pictures of the words and guide the students to answer correctly. The basic grammar aspect requires students to have the necessary grammar knowledge to order food: for example, "Please give me (N 주세요)", "And (와/과, 하고, 이랑/랑)", etc. After students understand the meaning of grammar and the rules of use, the teacher guides students to practice the basic vocabulary of ordering food in combination with grammar. When explaining Korean pronoun culture, the teacher should remind students to avoid using the second person and use the third person as "passenger" instead, and explain why the Korean third person is more polite. Ask how to say "I" in Korean more politely, and guide students to think about the correct Korean pronoun according to the situation. And guide students to think about how to address passengers more politely.

After the teacher systematically explains, the students are divided into several groups according to their roles and scenes for situational performance. For example, the characters can be divided into Air Crews and passengers, and scenes can be designed as scenes where passengers are angry and passengers are satisfied. The teacher requires that the performance of each group cannot be repeated, and stipulates that each group should not be less than ten sentences, so as to guide each group to actively participate in the performance and stimulate students' initiative in Korean learning. After the students enter the situational performance, the teacher observes whether the language and culture of each group are correct and gives some guidance.

### 3.3 Teacher and student evaluations

The final evaluation is one of the more critical steps in action-oriented pedagogy. The way of evaluation is closely related to the teaching effect, if only the evaluation of the results is paid attention to, and the evaluation of the learning process is not paid attention to, it may lead to the phenomenon of temporary cramming, and students do not fully absorb and understand the classroom knowledge. If we focus only on the evaluation of the learning process and not on the evaluation of the results, it is impossible to confirm whether the students' ability to solve career problems has been improved. Therefore, teachers should pay attention to the evaluation of both process and results in the evaluation stage, and use a variety of evaluation methods to give students objective and effective evaluation (Zhang Rongrong, 2016). The evaluation session is a process in which students re-understand the knowledge, and the teacher selects several typical groups to perform on stage and guides the rest of the students to say what they think is good or bad about the group's performance and explain the reasons. Then, the teacher evaluates whether the content pointed out by the students is correct, and if there are any inaccuracies, they should point out and provide the correct way to express them. Finally, the teacher summarized the class based on the content of the learning and the students' performances and assigned some homework to consolidate the content of the class.

## 4. Conclusion

The Korean Course for Air Crews at foreign language colleges and universities aims to enable students to communicate in a standardized Korean language in a real-world airport work scene. Through the "task" solution, teachers set up situational teaching content, do a good job as classroom guides, guide students to understand the cultural differences between China and Korea, learn to think about language differences, and be familiar with standardized Korean airport expressions. In addition, it can avoid the misrepresentation caused by cultural migration, improve students' ability to deal with problems in practical work scenarios and improve the foreign language competitiveness of Aviation Service students in foreign language colleges.

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