# "Role-play" Appling to the Social Work Teaching: Learning with Multiple Perspectives

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## Abstract

*The purpose of this study is to present a teaching model. The construction of this model is based on the concept of "Reflecting Team" and combined with role-play on teaching social work courses. "Reflecting team" in family therapy is a model to break the hierarchical relationship between the "expert-patient" of traditional psychological therapy, creating a more open and equal dialogue space between the therapist and family members. Through the dialogue process, different voices can be displayed and multiple constructions can be realized. The researchers cited the concept of "reflecting team" and applied multiple role-plays including the families, social workers, supervisors, and observers, to allow students to work together as a corresponding team of "teaching and learning". In the form of action research, the cyclical actions of course actions, reflections, and corrections are performed. The research method is conducted in the form of "action-reflection" which is a cycle between each other. It collects information on students' learning experiences, group reports and classroom observation records. After reading and reviewing data repeatedly, the researcher analyzed these data with qualitative research method. Finally, according to the implementation process, write results and suggestions. The study finds that this model of teaching effectively enhances students' learning motivation; through the roles-playing and observations of different roles, it also opens up new perspectives and comprehension of students; at the same time, the exercise allowed students to have a deeper understanding of their own learning. On the other hand, in the process of teaching "action-reflection," the researcher ponders how the teacher's personal view frame affects the student's "seeing" and discovering that the student is actually the teacher's best teaching partner.*

*Keywords*: role-play, reflecting team, teaching model

## I. Introduction

Social work is a discipline that involves both theory and practice, and students' learning outcome emphasizes the ability to effectively work with clients, including the application of theoretical knowledge to practice, formulation and execution of treatment plans, and improvement of service performance (Lin, 2010). In a complex and diverse social environment, social workers often need to face widely different clients and families, and search for a solution to the problems in constantly changing conditions. The process challenges workers' perception and response ability, and simply following textbooks is not enough to face actual situations. As a teacher of social workers, the researcher has always wondered how to help students flexibly apply their knowledge and gain a wider range of perspectives in the learning process, and understand the uncertainty and diverse aspects of life. In the teaching process, the researcher also discovered students have insufficient motivation to learn theoretical knowledge in text books, but were enthusiastic in learning experiences. Hence, the researcher attempts to incorporate the simulation experience into courses, so that drills will increase students' learning motivation and they will be able to apply their theoretical knowledge.

Reflecting team is a postmodern family therapeutic method that creates an environment for different voices in the therapy scenario to be fully heard. The therapy team (therapist, reflecting team) is no longer a high and mighty expert in the therapeutic process, but rather engages in dialogue with the subjects they serve (families) as an equal, and creates therapeutic effects through the construction of reality (Hoffman, 1995; In Friedman (ed.), 1995). This study attempts to incorporate the concept of reflecting team into teaching design, and utilizes role-play to establish a teaching model for social work. Students will not only gain practical experience, but also understand the development of multiple perspectives in the role-playing process. The students will work together in groups and encourage each other to learn and grow. The researcher examines the model's application in social work related teaching processes via action research in teaching, examining: (1) the integration of role-play and social work teaching; (2) students' learning process and experience; and (3) the teacher's reflection.

## II. Literature Review

### (I) The concept and operation of reflecting team

Post-modern thought challenges the assumption of science that a fundamental, absolute truth exists, and argues that our belief system reflects our perception of the world's social construction, that multiple realities of social construction exist, and is not dominated by a universal law (Goldenberg &Goldenberg, 1999). Post-modernism views knowledge and languages as related activities that engage in dialogue; knowledge is a construct of society, and not all knowledge is part of history, context, culture, language, experience, and understanding. Knowledge is local and jointly developed by individuals that belong to the same group. Hence, knowledge is not an individual activity, but rather created together with others (Anderson & Gehart, 2006). When applied to family issues, post-modernists are concerned about how families give their life meaning, while therapists focus on letting every family member express their personal views, using their stories to deconstruct and reconstruct stories (Goldenberg & Goldenberg, 1999).

The post-modern reflecting team model was proposed by Norwegian psychiatrist Tom Anderson (1991), and was subsequently used by many therapists along with other therapeutic strategies, providing a new direction for family therapy. This model uses a two sided mirror to replace the traditional one sided mirror, in that after a therapy session with families, the family and team of professionals has an opportunity to reverse the roles, and the therapist and family listens to discussions of the team of professionals. The family is able to view and learn about the perspective and evaluation made by the team of professionals, and can comment on the team's opinions. The team intervenes by thinking of the family's situation from a positive perspective, focusing on letting the family's positive side to be seen (Goldenberg & Goldenberg, 1999; Anderson, 1991, 1995). It breaks down the boundaries of "expert – patient" and opens dialogue between "family – therapist – professional team". This open dialogue allows therapists and clients to leave the hierarchal relationship in the therapeutic process and become more of equals. Furthermore, the reflecting team process buffers the transition between talking and listening. While we are listening to others talk, we are also talking to ourselves. This repeated process of external dialogue (dialogue with others) and internal dialogue (dialogue with self) provides us with multiple perspectives of the same matter, which creates new understanding and perspectives (Anderson, 1995; cited from Friedman Ed., 1995).

### (II) Application of role-play and reflecting team concepts to courses on family social work

Role-play is the simulation of corresponding actions in a hypothetical situation. Its concept originates from role theory, and George Herbert Mead (1934) was an important pioneer. He first proposed the effect of roles in people's development and discussed role-play experience. Jacob Moreno (1959) then extended the concept and applied role-play in psychodrama, exploring role behavior and the role learning process. This helps the person involved to explore his/her inner world, and achieves therapeutic effects through emotional release and understanding gained through the drama. In the teaching scenario, student better understand the role they play and the behavioral patterns of the role through role-play, understanding how others think and feel by playing their role. Tsou Chi-Chu (2016) found that students explore the construction and application of knowledge by students through role-play experience. Teachers reflect on their teaching and the function of roles from a higher position, and the entire process create an effect different from simply lectures for both teachers and students.

This study uses the concept of reflecting team as the basis and uses role-play in courses on family social work, which focus on establishing multiple perspectives and a strengths perspective from therapy concepts to teaching practices.

**1. Establishment of multiple perspectives**

As families constantly go through change and develop their internal organization and relations, they still face challenges of their social environment. Furthermore, family development has its own history, culture, and context. Not one family has the same appearance as another, and there is growing number of families that no longer match the form of traditional nuclear families. When becoming aware of and accepting the different forms of families and learning different perspectives of families, family social workers need perception and sensitivity to differences, and must examine their own biases and assumptions of what family means, so as to avoid hurting atypical families and their members. Family social workers also need to understand how the social environment affects the survival and growth of families, so that they fully understand the circumstances a family is in and can provide suitable resources and treatment for the family (Collins, Jordan & Coleman, 2007).

Social work is an expertise that involves many techniques, and social workers have diverse roles due to the wide range of subjects they serve and the environment (Zastrow, 1996). Family social workers need to broaden their horizons to understand the phenomena in families, think about problems from different perspectives, and reflect and challenge their own prejudices and predispositions. Only then can they see the differences and uniqueness of families, and provide families with individual treatment. The reflecting team model forms a dialogue space in the therapeutic process, and uses repeated external dialogue and internal dialogue for understanding of conditions in therapy to be presented in multiple perspectives. In teaching scenarios without an actual client, role-play provides students with a change of perspective in different roles, and challenges their own viewpoints, which are expanded to their understanding of families.

**2. Strength's perspective**

One of the goals of family social work is to empower families, believing that every family has its own unique strengths and weaknesses, and no family is entirely incompetent or has no strengths at all. An important guiding principle is to empower families and let them solve their own problems (Collins, Jordan & Coleman, 2007). A trend in family social work is to build the strengths and conviction of families, to emphasize the unique strengths and resources of families, and not just respond to their flaws and issues. When a family social worker can see the unique strengths of a family, the social worker will not use the same treatment for families with similar issues by viewing them as the same, and will rather provide families with individual treatment (Collins, Jordan & Coleman, 2007).

Post-modern family therapy emphasizes individual stories and narrative, and the main mission of therapists is to search for different versions of a story together with the clients, helping them get away from stories that are full of problems and create a new, powerful story of life. Reflecting team removes the hierarchal barrier between therapists and clients, creates space for dialogue, and gives clients new perspectives. The therapeutic method focuses on the client's ability, and helps families see their possibilities now and in the future, not being trapped in a dilemma full of issues and without hope (Friedman, Brecher & Mittelmeier, 1995). You can say the concept of reflecting team has a similar position and direction as family social work, and also emphasizes the abilities and strengths of families, helping families live a different lifestyle.

## III. Research Methodology and Design

This study aims to develop an innovative teaching model, and further evaluates the feasibility of the teaching model and makes improvements. Therefore, the research methodology uses the "action-reflection" cycle emphasized by action research in teaching, and collects students learning thoughts, group reports, course observation records, and teacher's reflection on teaching for analysis. This chapter will discuss the teaching model design, the role of the research, and data collection and analysis method.

**(I)  Teaching model design**

1. Research subjects and field

The researcher has offered family social work for the department of social work in the second semester of each academic year since 2009 until now. The course is offered for sophomores, and 2 hours are taught each week. Students are divided into class A and class B, both classes are taught the same contents. The course is designed with two stages. The first stage is nine weeks and teaches theory, covering major theories and work methods; the second stage is six weeks of simulation drills and begins after the mid-terms. This study mainly focuses on teaching design and course experience in the second stage.

The drills are carried out in a specialized classroom of the Department of Social Work; the classrooms are for individual and group drills, and classroom spaces are divided into group room, observation room, case interview room, and control room. Group rooms and observation rooms are separated by a mirror so that drills do not interfere with each other and are more realistic.

2. Role-play design and drill process

In the design of simulation drills in this study, there is no real family and the focus is on students' learning and understanding. Through the design of clients, social workers, social work supervisor, strength reflector roles, students' view are shifted and the experience allows them to learn new possibilities.

Drills are carried out in teams and participation by every individual is required; each group has the opportunity to carry out drills for two roles with two rounds of practice for each role. The drill process is divided into four steps: (1) First, social worker groups discuss the data of referrals, then call the client, and then engage in family meetings; (2) The client family goes to the observation room, the supervision team discusses the interview process and treatment with social workers; (3) The strength reflecting team discusses positive performance of families and social workers; (4) Finally, the course teacher and teaching assistant provide feedback from the entire process.

Only the main work group of each step performs in the group room, members of other groups observe in the observation room behind the mirror. The team playing the client must prepare a script for simulating a family one week before the drill, and discuss the script with the teacher to make revisions. Before the formal drill, the case family's information is provided to the social worker group. The social worker group assigns two people to play the role of social worker in the drill, while the remaining members observe outside the interview room.

3. Student homework

Students must write down their thoughts after each drill ends, and the supervision and strength reflecting team prepares a case analysis report based on observation results. Contents of the report include: family map, family ecology map, family problem analysis and treatment strategy, and social worker professional performance evaluation.

**(II) Role of the researcher**

The researcher is the course's teacher, and also serves multiple roles, including teaching model design, course lecturer, drill coach, and research and analysis. In the coaching role, the researcher observes in the group room throughout the drill. When the group deviates or cannot continue to act, the researcher asks questions or directly provides guidance.

**(III) Data collection and analysis method**

After a drill is completed, students must turn in their homework (thoughts on the drill) the following week, which is the main source of data analyzed by this study. Groups must also turn in case analysis reports based on their observations as the supervising or reflecting team, and the thoughts of every member on the drill process must be attached at the end of the report. The researcher records personal reflection and observations after every drill as a basis for making subsequent adjustments to actions.

This study mainly analyzes students' thoughts and group reports, as well as the researcher's reflection records. A qualitative data analysis approach is adopted. After repeatedly reading and reviewing the data, the data is coded and summarized, and then classified by theme to find the most appropriate naming method. Multiple types of data from different sources are compared to reduce errors. Finally, results and recommendations are given based on the implementation process.

## IV. Research Results and Discussion

Students have different performance in the learning process due to their familiarity with drills and learning experience. From unfamiliar at the beginning until they become experienced, students are more able to focus on their professional studies. On the other hand, observing others and pressure from the group allows them to discover their inadequacies and experience the sense of achievement from learning. In the process, the researcher constantly adjusts the teaching method based on observations and reflection. Students' learning experience and the teacher's reflection and adjustments are described below according to the timeline of beginning, middle, and end stages.

**(I) The Beginning stages**

<u>**Students' experience:**</u>

**1. Tense and nervous in drills**

Most students felt nervous and thought it was fun at the beginning. Since everyone was required to perform, almost everyone was seen by others. Hence, most students tried their best. The realistic drills and pressure of group performance made some students afraid that their poor performance will affect the teams score and increased their burden. At the same time, the emotional stress made students afraid to relax in class, and read materials before class or actively prepared for group discussions.

> *"Even though it pretend, when we practiced it felt like it was real (BF0106)"*

> *"This is the first time our group carried out a drill. Even though we saw other groups in the observation room, it felt very different when it was our turn… I feel like I missed something, and sometimes even felt hopeless. The nervousness will make you unsure what to do (AS0501)"*

**2. Finding that preparation before class was never enough**

Even when students prepared, changes in the situation during drills still made students anxious and feel helpless! Experience with frustration stimulated students to reflect on their original thoughts, and allowed them to make new findings about their learning condition.

> *"I even read all of the chapters on interviews in all four textbooks on cases and families… but I wasn't able to use anything, I can't believe this is all that I am capable of right now. I was so nervous! (BW0203)"*

> *"I learned that preparation is necessary, but when you are in the field, whether or not the things you prepared will be used is a different story. (BW0603)"*

Experiencing frustration may not necessarily bring a negative result, and may make students even braver instead. Hence, many students approved of the drills despite the pressure.

> *"These drills in class taught me a lot more than giving a report on stage… This method allowed me to look through books to learn and apply knowledge for my weaknesses and situations I couldn't handle. (BS0303)"*

<u>**The teacher's reflection and adjustments:**</u>

**1. Gaining a fresh perspective of students' learning motivation**

Past teaching experience told the researcher that preparation before class and review after class is not the norm among students. Tests are what drive students to study. However, groups not only engaged in discussions before class for better performance, many students also mentioned the preparations they made before class. The researcher was surprised by this effect and reflected on the "stereotype" of students in the past. "Not knowing" is the attitude of post-modern family therapists when it comes to knowledge of a client, because "not knowing" makes the therapist interested in the client and view the client as a unique individual, accepting the uncertainty and keeping an open mind of the client (Anderon, 2005). The researcher has always had a personal map of understanding when it comes to students and teaching a class—what students are like, how to teach a class, how students will react, etc.—these understandings helped the researcher develop responses that made teaching more effective with less effort. Yet, what does it bring for students? When students are so fast to be classified, are other possibilities overlooked in the process?

After putting aside these biases towards students, the researcher adopted a slower approach to teaching, and was able to see more potential in students and their learning motivation. There researcher was more able to recognize students' performance.

**2. Does the teacher's authority provide guidance or bring oppression?**

The time of drills is very limited. The researcher sat in the group room to observe the drill process and provide effective and immediate instructions, providing assistance with students lose focus or cannot move forward during

a drill. This teaching method gives students pressure, but many students also felt that the teacher's instructions helped more clearly understand the direction they should move forward in.

> *"When I began talking to the client family, everyone in my group didn't know what to do, and then the teacher gave us some guidance and key points so that we knew how to proceed and what questions to ask, allowing us to learn how to communicate with the client family. (AW0203)"*

> *"When the teacher came and gave us instructions how to act as a supervisor, we learned that we were limiting ourselves to detailed techniques, but lost sight of the big picture (BS0504)"*

Yet, despite the researcher's attempt to provide guidance according to students' pace, the researcher's intervention still gave students pressure. A student that was playing a social worker said:

> *"I was very nervous from the beginning. After briefly talking to members of the client family, I found that the family's problem was a big mess that was hard to analyze, and then the teacher reminded us not to keep trying to make a connection. This made me even more nervous and I was completely lost about what to do. (AW0202)"*

The teacher's authority became oppression in learning, and not waiting for students to find their own way may have crushed students drive and problem-solving ability. The teacher's authority in fact contradicts the spirit of reflecting team, but it is still a teaching scenario and the researcher must ponder on how to achieve effective learning in limited time and space. In the light of this, it is indisputable that the researcher chooses the role of an observer and instructor, but this is the greatest struggle and issue that must be considered in the research process.

**(II) The Middle stage**

**Students' experience:**

**1. New thoughts from playing different roles**

Every group has the opportunity to play two roles. The roles do not exist independent of each other, and their function relies on the performance of related roles. For example, client and social worker are corresponding roles in family interviews, and their actions, thoughts, and thoughts affect one another. Furthermore, students also have the opportunity to become an observer, and observe the performance of roles in the drill. In other words, when the drill is being carried out, the group not only studies their own role, but also observes and understands the dialogue and situation of other roles from different perspectives. This practice gives students a different understanding of different roles.

There are basically three levels to students learning a role. The first is to play the role and experience potential perceptions of the role; the second is to reflect on the role based on their observations of corresponding roles; the third is to discover more possibilities of roles from the perspective of an observer.

Students understand how roles feel and think through role-play:

> *"(Client) When I played the role of a client, I found that clients don't necessarily not want help, but rather feel that they made improvements and are afraid to go back to where they started, making the same mistake again. When I put myself in the role of a client, I felt that the client wants attention from other people, and social workers using empathy will make the client feel that the social worker understand him, making the client talk more about his own issues. (BF502)"*

They discover what they need to improve by observing the performance of the corresponding role:

> *"(Social worker – Supervisor) Perhaps social workers cannot perceive their own treatment method in the moment, but it is easy to see where social workers need to make improvement when observing them from the role of the supervising team… It is a very different feeling being in the observation room and group room. (BS0506)"*

> *"Client – Social worker) Playing the role of the client is like a mirror, and reflects what attitude of social workers will make the client feel uncomfortable. (BF0108)"*

Being an observer allows students to think from a different perspective and evaluate roles:

> *"As the client, when I watched the dialogue between the supervising team and social workers, I felt that the client next week will gain even more useful and specific aid. (BF0506)"*

## 2. Gaining a new perspective of professional knowledge

When playing a role, the student naturally needs to shoulder the responsibility of the role, and whether or not the student properly plays the role is greatly related to the students' understanding of the role and ability. The drill challenges students' professional knowledge and skills, and allows students to reflect on their own ability.

> *"I still have great room for improvement when it comes to professional skills. At first, I thought I was not far from my goal, but you I looked up, I saw there was still great room for improvement. (BW0202)"*

> *"It was then that I truly realized the difference between theory and practice. I learned about my inadequate ability after calming down, and realized that I was too arrogant before today. It turns out that I still have so much space for progress! (BW0203)"*

The drills allowed students to adjust their predisposition and gain more in-depth understanding of knowledge:

> *"I have always felt that practice is more important than theory, but without a theoretical foundation, you won't do well in practice. (BS0102)"*

> *"I thought that a family interview was simply everyone sitting down to have a conversation… My idea was that the interview was simple and could quickly be completed, but I was surprised and became afraid in the drill… the drill gave me a better understanding of social work methods, and also made me understand what I need to improve or what books I need to read. (BR0404)"*

## 3. Understanding the difference between knowing and doing

When the drill is being carried out, students find out that they must constantly face different roles and problems, and "uncertainty" becomes the norm in the process. They are often required to immediately respond while giving consideration to humanity and professionalism. This process often lets them understand the difference between knowledge and practice.

> *"Even though we discussed this before the drill, and we also looked through the textbook, we still didn't know what to do when the time came. It feels easy to understand things when you are reading the textbook, but applying it in practice is harder than you think. (BW0207)"*

> *"You will suddenly feel that social work really isn't something easy, and it is impossible to just follow the steps and expect to solve problems. (BS0506)"*

Understanding the difference between knowing and doing also removes the expectation of a standard answer. Knowledge that you originally would not question all of a sudden doesn't seem to be so concrete, because people are living things and situations change. There are many possibilities for people in situations, and students must learn to face the potential change and actual change in people and situations.

## 4. Observation learning – Understanding your personal situation by observing the situation of others.

The mirror in the classrooms separate the performers and others, create a similar effect as observation. Students in the observation room don't feel the anxiety of performances and have more time to think about what is happening, and begin to reflect on themselves "if I were…"

> *"When I was watching the drill in the observation room, I reflected on my past performance and found many issues I needed to improve on. I learned things I could do that would be better. (BR0207)"*

> *"I have poor observation ability and can't write down any constructive ideas on paper… when I heard group members share… I realized that there is so much to talk about. (BF0105)"*

Furthermore, observing the performance of others during role play will allow comparison. Students may find areas they can learn from or make improvements from others, or they may see the progress of others and realize they have regressed. Either way it is a good reminder to students.

> *"The flexible thinking and logic of the reflecting team is worth learning from. There can be many aspects to a problem, and not just a single aspect… I can't seem to consider too many aspects, so I can take a look at other aspects in the future. (BS0104)"*

> *"I found that there are so many things I don't know. A lot of knowledge is not written on textbooks but often occur in life… I think I will pay more attention to social incidents in the future, and will expand my knowledge beyond courses through other channels. (BF0304)"*

> *"During this drill, I was amazed by the ability of some of my classmates. Based on my memory, they have made great progress compared with when we were freshmen, this has indirectly alerted me to follow in their footsteps. (BS0105)"*

**The teacher's reflection and adjustments:**

**1. Students' strengths can be found in their learning motivation**

As students become more familiar with the drills, their growth and what they learned can be observed from their homework. The researcher is pleased to see students take their studies seriously, but also ponders where students get their learning motivation.

A great difference between drills and listening in class is the exchange between students and teachers. Students are the audience when listening in class, and can be passive and hidden. They are not seen as long as the teacher does not take attendance. During drills, however, students are the protagonist on stage and are seen and evaluated. The relationship between teachers and students is no longer one-way lecturing and listening. Students now have a voice and are given attention, which changed their experience and understanding in learning!

The strengths perspective emphasizes that everyone has the ability to learn, grow, and change (Rapp, 1998). What are students' strengths in learning? Gaining new understanding of students' learning motivation is also gaining new understanding of students. When students are seen by others, they will gradually show their possibilities and abilities. Whether students experience frustration under pressure or grow through challenges, they are always able to explore and ask exactly what they experienced and find meaning in their studies.

**2. Students are the best learning channel for each other**

Reading students thoughts showed that students mention the influence of their peers as much as instructions from the teacher. Regardless of whether it is through group cooperation and feeling the job of growing together, or reflecting on themselves by observing the performance of their peers, these are all experiences that left a deep impression among students. Some students even felt that learning from peers was their greatest takeaway from the course. It is apparent that students felt even more strongly about learning from other students than directly receiving instructions from the teacher.

The teaching scenario was designed by the teacher after preparation, evaluation and finally deciding on a set of materials to teach students. However, learning from peers forms naturally and has immense influence. It turns out that students are actually teachers' best teaching partners! This made the researcher see the diverse channels of learning, as well as the many learning channels that exist in the imperceptible, minute natural environment.

**(III) The End stage:**

**Students' experience:**

**1. Practice brings growth and growth brings confidence**

As the number of drills increases, students gradually find their own learning path from their experience with frustration. They gain a sense of achievement from experience with success in the drill process, and also feel job from working together with their group and making progress. This makes them feel encouraged and more willing to absorb knowledge and take challenges.

> *"I saw where the problem was! (BS0101)"*

> *"Before the interview is able to end, I tried to comfort the family so they would take a step they couldn't take themselves. (BW0405)"*

> *"When other groups are performing the drill, based on my observation, I felt a significant change in these groups and that I improved. I was really happy when I had the feeling. (BR0605)"*

### 2. Regret

Every one of the few drills was extremely precious. Many students mentioned some regrets in their last homework (thoughts), and the most frequent regret was the time limitation. The low number of drills reduced learning space, and many things could not be integrated and digested, which was one of their regrets in learning.

> *"I feel that even though this type of practice increased my learning opportunities, the time limitations brought many effects, it was a pity that one client family could only be interviewed twice. If the number of interviews was more and social workers had clearer goals, drill results would be more complete. (BS0303)"*

Besides time constraints, unable to personally play all of the roles is also a regret mentioned by students. It is interesting that the role of social worker, which made students the most anxious and resisted, was the role students most wanted to play but could not.

> *"I regretted not being able to experience the front line and directly facing answers from the client. (BS0305)"*

> *"After observing the drill, my only regret was not being able to play the role of social worker, because I feel that if I were able to play the role of social worker and personally experience responding to the problems of clients, I would able to truly learn a lot. (BC0605)"*

It is apparent that after a few drills, students became interested in learning through the drills and looked forward to opportunities in even more drills. They did not seem to reject the challenge of role play as much.

### **The teacher's reflection and adjustments:**

### 1. Summarizing external dialogue and internal dialogue in the learning process

In the final stage of the drills, most students indicated that the course design left a deep impression and they learned a lot. At the same time, a lot of students said they wanted more or were a bit confused. Group reports may have given students the opportunity to review and organize their professional knowledge and skills, but it is a pity the learning and growth process of each individual student can only be reviewed by the student. The reflecting team model emphasizes repeating external dialogue and internal dialogue, and this has created different perspectives and new understanding. Students' reaction made the researcher reflect on the influence of internal dialogue in the learning process and how to increase its effect, as well as whether if students' internal dialogue can be included in the course. This provides materials for dialogue and allows the dialogue in drills to not only focus on expertise, but also deeper personal experiences. These are issuing the researcher needs to consider in the future.

## *V. Conclusion*

Applying the concept of reflecting team in a role-play course does indeed increase students' learning motivation; playing and observing different roles have given students new perspectives and understanding. Drills also allow students to learn through observation, so they can gain deeper understanding of their own learning. Furthermore, the researcher made more detailed observations and gained deeper understanding of students' learning motivation and strengths through the repeated process of "action – reflection" during teaching. The researcher reflected on how the teacher's personal perspective affects how students are seen, and found that students are actually the teacher's best teaching partner. In the future, the researcher will further ponder on the role of the teacher, so that the teacher can serve the function of teaching without using authority to override students, which needs to be considered in subsequent course design. The arrangement of students' internal dialogue into courses is also a future direction.

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