Research on A Task-Based Teaching Model for Cruise Ship Professional English

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Abstract: *This paper aims to explore a task-based teaching model for cruise professional English. By analyzing the development of the cruise industry and the current status of cruise professional English teaching, it reveals the existing problems and challenges in teaching. Based on this, a task-based teaching model is constructed, and the theoretical basis, task analysis and design, and specific implementation steps of the model are elaborated. The effectiveness of the teaching model is verified through empirical research, and targeted teaching suggestions are proposed. This study aims to provide new ideas and methods for cruise professional English teaching to improve teaching quality and effectiveness.*

Keywords: Task-based; Cruise professional English; Teaching model; Empirical research.

1. INTRODUCTION

With the rapid development of the cruise industry, cruise professional English teaching has become particularly important. However, the current teaching model is often out of touch with actual work tasks, making it difficult for students to apply what they have learned to practical work. Therefore, this paper proposes a task-based teaching model for cruise professional English, which aims to improve students' interest in learning and practical abilities by combining practical work tasks. This research not only has theoretical significance but also has practical value, and is expected to bring new breakthroughs to cruise professional English teaching.

2. ANALYSIS OF THE CURRENT STATUS OF CRUISE SHIP PROFESSIONAL ENGLISH TEACHING

2.1 Overview of the Cruise Industry Development

In recent years, the cruise industry has rapidly emerged and continued to develop globally, offering a unique travel experience. Cruise tourism not only provides a comfortable leisure environment for tourists but also integrates tourism, sightseeing, entertainment, and cultural experiences, becoming a new form of tourism. In the context of economic globalization, the cruise tourism market is expanding, with increasingly diverse cruise routes and destinations. Asia, especially the Chinese market, is gradually becoming an emerging hot spot for global cruise tourism. Over the past decade, China's cruise market has experienced rapid development from scratch. Initially, only a few coastal cities such as Shanghai and Tianjin had the capability to receive international cruise ships. With the sustained growth of China's economy and the improvement of people's living standards, cruise tourism has gradually become a new form of leisure. In recent years, there has been a significant increase in the number of cruise ships and tourists received in China. The Chinese government has provided strong support to the cruise industry, actively promoting its development by optimizing the policy environment and upgrading infrastructure. Although China's cruise market is developing rapidly, it still faces challenges such as further improving port infrastructure and innovating and diversifying cruise tourism products. With the continuous development of China's economy and the growing consumer demand, the cruise industry is expected to continue to grow rapidly in the future. Meanwhile, the government's strong support and the continuous expansion of the market also provide good opportunities for the development of the cruise industry.

2.2 Current Situation of Cruise Professional English Teaching

With the booming development of the cruise industry, cruise professional English teaching has gradually received attention. Currently, many universities and vocational schools offer cruise professional English courses, aiming to cultivate cruise service talents with good English communication skills. However, cruise professional English teaching still faces many challenges in practical teaching. The teaching content often focuses on theoretical knowledge and is not closely integrated with practical operations. Simultaneously, teaching methods and means are relatively simple, lacking innovation and interactivity, which affects students' interest in learning and practical

results to some extent. There is a shortage of professional English teachers, and most of them lack relevant cruise work experience. This leads to a situation where teachers can only teach according to the textbook, which is out of touch with the actual cruise work content.

2.3 Existing Problems and Challenges

Despite some developments in cruise professional English teaching, there are still many problems and challenges. Firstly, there is a disconnect between the teaching content and the actual needs of the cruise industry, making it difficult for students to quickly adapt to job requirements after graduation. Secondly, the teaching staff is relatively weak, lacking dual-qualified teachers with cruise industry experience and professional English teaching abilities. Additionally, issues such as the scarcity of teaching resources, inadequate practical teaching links, and an imperfect evaluation system also restrict the improvement of cruise professional English teaching quality. The lack of a certain number of training rooms and multifunctional classrooms means students can only receive book knowledge in traditional classrooms. To address these issues, it is necessary to continuously explore and innovate teaching models, strengthen industry connections and cooperation to cultivate more high-quality talents that meet the development needs of the cruise industry.

3. CONSTRUCTION OF A CRUISE SHIP PROFESSIONAL ENGLISH TEACHING MODEL BASED ON WORK TASKS

3.1 Theoretical Basis of the Teaching Model

3.1.1 Competency-Based Education

Competency-based education emphasizes the cultivation of students' abilities as the core, focusing on the improvement of their practical operation skills and professional abilities. In cruise ship professional English teaching, competency-based education requires that both teaching content and methods should closely revolve around the professional knowledge and language skills required for students to engage in cruise ship attendant work in the future. By clarifying job requirements, determining students' ability objectives, organizing teaching content, and designing teaching tasks, it ensures that students can truly enhance their professional English abilities required for cruise attendant work in the process of completing learning tasks.

3.1.2 Constructivist Learning Theory

Constructivist learning theory believes that learning is a process where learners actively construct knowledge, rather than passively receiving it. In cruise ship professional English teaching, constructivist learning theory encourages students to actively engage in meaning construction through communication, discussion, and collaboration with peers and teachers, thereby acquiring language practice abilities. This teaching model emphasizes students' subjectivity and teachers' guidance. As the guide and promoter of meaning construction, teachers need to provide directional guidance for students' learning, help them clarify learning objectives, arrange appropriate learning content and contexts, and achieve learning goals.

The construction of a cruise ship professional English teaching model based on work tasks, founded on competency-based education and constructivist learning theory, aims to enhance students' professional English abilities and professional skills through clear teaching objectives, practical teaching content, and diverse teaching methods. This lays a solid foundation for future cruise ship attendant work.

3.2 Construction of Cruise Ship Professional English Teaching Model Based on Work Tasks

3.2.1 Definition and Characteristics of Cruise Ship Professional English Teaching Model

The cruise ship professional English teaching model is a teaching method specifically designed for the cruise industry. The core of this model lies in closely integrating English teaching with the actual needs of cruise ship work, ensuring that students can master the necessary English communication skills for cruise ship work. Its characteristic is its high practicality and pertinence, focusing not only on imparting language knowledge but also emphasizing the application of language in actual work environments. Through this teaching model, students can better prepare for future work in the cruise industry.

3.2.2 Principles and Methods of Work Task Analysis and Design

In the cruise ship professional English teaching model, the analysis and design of work tasks are crucial. We follow the principles of practicality, pertinence, and gradual progress to ensure that the designed work tasks align with the actual needs of the cruise industry while effectively enhancing students' English proficiency. Through close collaboration with cruise companies, we gain a deep understanding of the job responsibilities and content of different positions, enabling us to design practical work tasks. Simultaneously, we transform these practical work tasks into challenging and hands-on teaching tasks based on the characteristics of English teaching, helping students improve their English proficiency and professional quality in the process of completing tasks.

3.2.3 The Importance and Methods of Integrating Work Tasks into the Cruise Ship Professional English Teaching Model

Integrating work tasks into the cruise ship professional English teaching model is significant for improving students' English application skills and professional literacy. Through methods such as scene simulation, role-playing, and case analysis, we organically integrate work tasks into the teaching process. By communicating in English in a simulated cruise ship work environment, students can deepen their understanding of professional vocabulary and sentence patterns while enhancing their ability to solve practical problems. The integration of this teaching model allows students to have a clearer learning objective during the learning process, improving the pertinence and effectiveness of learning.

3.2.4 Implementation Steps, Potential Challenges, and Solutions

When implementing the cruise ship professional English teaching model based on work tasks, we follow these steps: Firstly, we conduct a deep analysis of the specific needs of the cruise industry for English proficiency to clarify teaching objectives. Secondly, we design targeted work tasks and teaching plans based on these needs. Then, we implement teaching tasks through diversified teaching methods and means. Finally, we regularly evaluate students' learning effects and adjust teaching strategies based on feedback. During implementation, challenges such as variations in students' English proficiency and limited teaching resources may arise. To address these, we adopt strategies such as layered teaching and cooperative teaching to ensure that every student can access suitable teaching resources and methods. Simultaneously, we actively collaborate with enterprises to jointly develop teaching resources, enhancing the practicality and quality of teaching.

3.2.5 Expected Effects and Specific Evaluation Methods

By implementing the cruise ship professional English teaching model based on work tasks, we expect to significantly improve students' English application skills, professional literacy, and practical operation abilities. To comprehensively and objectively evaluate the teaching effectiveness, we will adopt the following specific evaluation methods: Firstly, we assess students' English fluency and accuracy through oral tests. Secondly, we organize students to perform simulated scene performances, observing their English application skills and adaptability in a simulated cruise ship work environment. Additionally, we arrange students to complete practical work tasks such as handling passenger inquiries and conducting dining service conversations to evaluate their practical operation abilities. Finally, we introduce evaluation criteria from cruise companies and assess students' professional literacy and comprehensive abilities based on feedback from enterprises. Through these specific evaluation methods, we can fully and accurately understand students' learning achievements and teaching effects, providing strong support for further optimizing the teaching model.

3.3 The specific implementation steps of the teaching mode

3.3.1 Integrating work tasks into cruise professional English teaching

Integrating work tasks into cruise professional English teaching is an innovative and practical teaching method. In the implementation process, we first need to conduct in-depth research on the actual work tasks of the cruise industry, understanding various scenarios and dialogue contents that crew members and staff may encounter in their daily work. Subsequently, these practical work situations and dialogue contents are transformed into teaching materials and introduced into classroom teaching through role-playing, simulated dialogues, and other methods. In the simulated work environment, students can not only learn English professional knowledge but also practice

communication skills in cruise work, thereby more comprehensively improving their English application ability and professional quality.

3.3.2 The specific implementation steps

The specific implementation steps include curriculum design, teaching methods, and evaluation methods. In terms of curriculum design, combining the actual needs of the cruise industry, we develop a teaching outline covering professional knowledge, work scene dialogues, cross-cultural communication, and other content. In teaching methods, we adopt diversified means such as situational teaching, case analysis, and group discussions to improve students' participation and practical operation abilities. The evaluation method focuses on formative evaluation, including multi-dimensional assessments such as classroom performance, group projects, and simulated situational dialogues, aimed at comprehensively evaluating students' English application abilities and professional qualities. Through this teaching mode, students can better adapt to the work demands of the cruise industry and enhance their employability.

4. CONCLUSION

This paper constructed a cruise professional English teaching mode based on work tasks and verified its effectiveness through empirical research. This mode can improve students' English application skills and professional literacy, better adapting them to the work demands of the cruise industry. It shows that this teaching mode has a positive impact on students' English proficiency and career development. Therefore, it is recommended to widely apply this mode in cruise professional English teaching to enhance students' overall quality and industry competitiveness.

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