A Preliminary Exploration of Online-Offline Blended Teaching of Higher Vocational English from the Perspective of Artificial Intelligence—Taking the International Cruise Ship Management Major as an Example

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Abstract: *This paper takes the perspective of artificial intelligence (AI) as a starting point to explore the background and significance of online-offline blended teaching in Higher Vocational English. Firstly, based on the current development status of AI in the field of education, it analyzes the importance of online-offline blended teaching for Higher Vocational English. Secondly, addressing the current situation and problems of English teaching in the International Cruise Ship Management major, it discusses the shortcomings of the traditional teaching model and proposes corresponding solutions. Subsequently, from the aspects of the utilization and development of online teaching resources and the design and implementation of offline teaching activities, it elaborates on the strategies for online-offline blended teaching of Higher Vocational English from an AI perspective. Finally, it summarizes the main points of the paper and offers prospects for the future development of Higher Vocational English teaching. This paper aims to provide useful reference and inspiration for Higher Vocational English teaching in China, promoting its reform and development.*

Keywords: Artificial Intelligence; Higher Vocational English; Online-Offline Blended Teaching; Teaching Strategies; International Cruise Ship Management Major.

1. INTRODUCTION

In today's era of rapid technological development, artificial intelligence (AI) is permeating various fields at an unprecedented pace, and the field of education is no exception. The deep integration of AI and education brings new opportunities and challenges for the innovation and transformation of teaching models [1]. As an important component of higher vocational education, Higher Vocational English teaching is also actively exploring how to leverage AI technology to enhance teaching quality and effectiveness.

The International Cruise Ship Management major, as a distinctive specialty within higher vocational education, places high demands on students' English proficiency. With the continuous development of the international cruise tourism market, students in this major need to possess good English listening, speaking, reading, and writing skills to effectively communicate and interact with tourists and crew members from different countries and regions. However, the traditional Higher Vocational English teaching model has certain limitations in meeting professional demands, making it difficult to effectively enhance students' comprehensive English application abilities [2].

Online-offline blended teaching, as a new teaching model, combines the flexibility of online teaching with the interactivity of offline teaching, fully leveraging the advantages of both to provide students with a more personalized and diverse learning experience [3]. From the perspective of AI, integrating AI technology into the online-offline blended teaching of Higher Vocational English can further optimize the teaching process, improve teaching efficiency, and better meet the English learning needs of students majoring in International Cruise Ship Management.

This study aims to explore the application of online-offline blended teaching in Higher Vocational English from an AI perspective, specifically within the International Cruise Ship Management major. By analyzing the current development of AI in education and the importance of online-offline blended teaching for Higher Vocational English, it delves into the characteristics of English teaching for the International Cruise Ship Management major and the shortcomings of the traditional teaching model. On this basis, it proposes specific strategies for online-offline blended teaching of Higher Vocational English from an AI perspective, hoping to provide useful

references for improving the English proficiency and comprehensive literacy of students in this major.

This research not only contributes to enriching the theory and practice of Higher Vocational English teaching, promoting its reform and development, but also helps the International Cruise Ship Management major cultivate more high-quality talents with strong English skills, meeting the demands of the international cruise tourism market and promoting the sustainable development of this major.

2. BACKGROUND AND SIGNIFICANCE OF ONLINE-OFFLINE BLENDED TEACHING OF HIGHER VOCATIONAL ENGLISH FROM THE PERSPECTIVE OF ARTIFICIAL INTELLIGENCE

2.1 Current Development Status of Artificial Intelligence in the Field of Education

As a cutting-edge technology, artificial intelligence (AI) is profoundly changing the landscape of the education field. In recent years, its application in education has become increasingly widespread, showing multi-dimensional and deep-level development trends.

In terms of teaching tools, AI-driven intelligent tutoring systems have made significant progress. These systems can provide personalized learning suggestions and tutoring based on students' learning progress and characteristics. For example, by analyzing students' error patterns during exercises, intelligent tutoring systems can accurately identify knowledge gaps and push targeted learning materials and practice questions, helping students address their weaknesses [4]. Furthermore, intelligent writing assistance tools are becoming increasingly sophisticated, offering grammar checks, vocabulary optimization, and structural suggestions for students' English compositions, thereby enhancing their writing skills.

Regarding the presentation of teaching content, AI facilitates the creation of more vivid and three-dimensional teaching resources. Utilizing virtual reality (VR) and augmented reality (AR) technologies, combined with AI algorithms, can create immersive learning scenarios [5]. Taking English teaching for the International Cruise Ship Management major as an example, students can use VR devices to experience various work scenarios on a cruise ship, such as restaurant service and guest room reception, while listening to authentic English dialogues. This not only enhances students' learning interest but also improves their language application ability in practical situations.

In the field of teaching evaluation, AI makes comprehensive and objective assessment possible. Traditional teaching evaluation often relies on teachers' subjective judgments and limited exam scores, whereas AI can comprehensively analyze data from various aspects such as students' classroom performance, homework completion, and online learning behaviors to construct a more scientific evaluation model [6]. It can provide timely feedback on students' learning status and progress, offering strong support for teachers to adjust their teaching strategies.

However, the development of AI in education also faces some challenges. On one hand, the application of technology requires substantial financial and professional talent support. Some higher vocational institutions, due to limited resources, may find it difficult to fully promote and apply advanced AI educational technologies [7]. On the other hand, data security and privacy issues cannot be ignored. In the process of collecting and analyzing student learning data, ensuring the security of students' personal information and preventing data leaks are urgent problems that need to be solved.

Overall, the current development of AI in education is full of both opportunities and challenges. For Higher Vocational English teaching, especially for the International Cruise Ship Management major, it is essential to actively explore how to fully utilize AI technology to promote the development of online-offline blended teaching, thereby improving teaching quality and students' professional competence.

2.2 The Importance of Online-Offline Blended Teaching for Higher Vocational English

In the context of rapid AI development, adopting an online-offline blended teaching model for Higher Vocational English holds significant importance in multiple aspects and plays a key role in enhancing teaching quality and students' English abilities.

Firstly, this blended teaching model can meet students' personalized learning needs. Higher vocational students have varying levels of English foundation and learning abilities. Traditional classroom teaching often adopts a uniform teaching pace and method, making it difficult to cater to each student's characteristics. Online teaching resources are rich and diverse, allowing students to choose learning content and pace that suit their actual situations [8]. For instance, students with weaker foundations can repeatedly study basic knowledge through online platforms, while those with spare capacity can expand their learning to more advanced English knowledge and skills. Simultaneously, online learning platforms can analyze student learning data to provide personalized learning suggestions and tutoring, enabling each student to progress at their own rhythm.

Secondly, online-offline blended teaching helps improve students' learning enthusiasm and initiative. Online teaching offers flexibility and engaging qualities, allowing students to learn anytime, anywhere, free from the constraints of time and space. Moreover, online teaching resources come in various forms, such as videos, audio, and games, which can attract students' attention and stimulate their learning interest [9]. Offline teaching provides students with opportunities for face-to-face interaction with teachers and classmates, enhancing the interactivity and experiential aspect of learning. Through the organic combination of online and offline methods, students can learn English in a relaxed and pleasant atmosphere, thereby participating more actively in the learning process.

Furthermore, this teaching model can enhance teachers' teaching effectiveness and professional competence. Online teaching platforms provide teachers with abundant teaching resources and tools, which they can use to design more vivid and effective teaching activities. Meanwhile, online teaching can record student learning data; teachers can analyze this data to understand students' learning situations and adjust teaching strategies promptly [10]. Additionally, online-offline blended teaching requires teachers to possess higher information technology capabilities and teaching innovation abilities, prompting them to continuously learn and improve their professional competence to better adapt to the teaching demands of the new era.

Finally, online-offline blended teaching for Higher Vocational English aligns with the needs of contemporary development. With the acceleration of globalization and the permeation of AI, English, as an important tool for international communication, is becoming increasingly crucial. Higher vocational students will face more internationalized professional environments in the future and need to possess good English communication skills [11]. Online-offline blended teaching can cultivate students' autonomous learning ability and cross-cultural communication skills, enabling them to better adapt to future career development. Moreover, this teaching model also aligns with the development trend of educational informatization, helping to promote the modernization and innovative development of Higher Vocational English teaching.

In summary, online-offline blended teaching for Higher Vocational English holds importance in meeting personalized needs, enhancing learning motivation, improving teaching effectiveness, and conforming to contemporary development trends. It represents an inevitable trend in the reform of Higher Vocational English teaching.

3. CURRENT SITUATION AND PROBLEMS OF ENGLISH TEACHING IN THE INTERNATIONAL CRUISE SHIP MANAGEMENT MAJOR

3.1 Characteristics of English Teaching in the International Cruise Ship Management Major

English teaching in the International Cruise Ship Management major possesses distinct characteristics that reflect the specific needs of the profession and impose unique requirements on teaching methods and strategies.

From a professional perspective, English for International Cruise Ship Management has strong industry-specific features. Cruise services involve numerous areas, such as cabin service, food and beverage service, entertainment activity organization, etc., each with its own specific professional vocabulary and expressions [12]. Students need to master professional English knowledge such as the names of cruise ship facilities, descriptions of service procedures, and emergency handling terminology. For example, in cabin service, students need to know the English terms for various room types and how to provide check-in and check-out services to passengers in English. This professional nature requires English teaching to be closely integrated with the actual cruise industry, enabling students to communicate accurately and fluently with international passengers and colleagues in their future work.

Practicality is also a crucial characteristic of English teaching in this major. International cruise ship staff need to use English for practical communication and interaction in their work; therefore, teaching focuses on cultivating

students' practical English application abilities. This includes oral expression skills, listening comprehension skills, and written communication skills [13]. Students must not only be able to conduct daily greetings and conversations in English but also handle problems in various work scenarios, such as resolving passenger complaints and arranging activities. To improve students' practical English skills, teaching processes often employ methods like scenario simulation and role-playing, allowing students to practice English application in realistic settings.

Cross-cultural communicative competence is equally important. Passengers on cruise ships come from all over the world, with different cultural backgrounds and customs. This requires students to possess cross-cultural communication skills, enabling them to understand and respect differences between cultures [14]. In English teaching, besides imparting language knowledge, it is necessary to integrate cross-cultural communication content, allowing students to understand the cultural characteristics and etiquette norms of different countries and regions. For instance, when communicating with European and American passengers, attention should be paid to their direct expression style, while communication with Asian passengers requires more emphasis on politeness and indirectness. By cultivating students' cross-cultural communication awareness, they can effectively communicate and cooperate in cross-cultural environments.

Furthermore, timeliness is another characteristic of English teaching in the International Cruise Ship Management major. With the continuous development and changes in the cruise industry, English teaching content also needs timely updates. New cruise facilities, service items, and industry trends constantly emerge, and the related English vocabulary and expressions are consequently updated. Therefore, English teachers need to pay attention to industry dynamics and promptly integrate the latest industry information into teaching, ensuring that the English knowledge students learn remains synchronized with actual work requirements [5].

In summary, English teaching in the International Cruise Ship Management major is characterized by professionalism, practicality, cross-cultural communicative nature, and timeliness. In response to these characteristics, teachers need to adopt appropriate teaching methods and strategies to improve teaching quality and cultivate high-quality English talents who meet the demands of the cruise industry.

3.2 Shortcomings of the Traditional Teaching Model

In the English teaching of the International Cruise Ship Management major, the traditional teaching model can no longer adequately meet current teaching needs and exhibits many obvious shortcomings.

In terms of teaching content, English textbooks under the traditional teaching model are updated slowly and contain outdated material. The international cruise industry develops rapidly, with new service concepts and professional vocabulary constantly emerging, yet textbooks often fail to keep pace with industry changes promptly. This leads to a disconnect between the English knowledge students learn and actual work scenarios [16]. When they enter cruise ship positions, facing a multitude of new professional terms and actual communication situations, they may feel at a loss and find it difficult to apply what they learned in the classroom to practical work. For example, English expressions related to emerging high-end leisure and entertainment projects on cruise ships may be scarcely covered in textbooks.

Regarding teaching methods, the traditional model is primarily teacher-centered, with students passively receiving knowledge. In the classroom, teachers explain grammar, vocabulary, and other knowledge according to predetermined lesson plans, leaving students lacking active participation and interaction. This single teaching method cannot fully mobilize students' learning enthusiasm and initiative. Students are prone to boredom, resulting in poor learning outcomes. Moreover, in this model, students' oral expression skills and practical communication abilities do not receive effective training. International cruise ship service work requires staff to have good oral communication skills to interact smoothly with passengers and colleagues from different countries. However, traditional teaching lacks sufficient opportunities for oral practice and authentic communication contexts, making it difficult for students to improve their oral proficiency.

In terms of teaching evaluation, the traditional teaching model mainly relies on exam scores as the primary basis for evaluating student learning outcomes. This single evaluation method overemphasizes students' memorization and understanding of knowledge while neglecting the development of their practical application abilities and comprehensive qualities [17]. Exam content is often limited to knowledge points from textbooks and cannot fully reflect students' English application abilities in actual work scenarios. For instance, aspects such as students' English communication skills in cruise service scenarios or their English expression abilities during emergency

handling are difficult to assess effectively through exams. This leads to a situation where some students may achieve good exam scores but cannot use English effectively for communication and service in practical work.

Furthermore, the traditional teaching model lacks personalized instruction. Each student has differences in English foundation, learning ability, and learning needs. However, in traditional classrooms, teachers can only teach according to a unified teaching pace and method, unable to meet the personalized needs of each student. Students with a strong foundation may find the teaching pace too slow and fail to achieve further improvement, while students with a weak foundation may struggle to keep up with the pace, gradually losing confidence in learning.

In summary, the traditional teaching model, as applied to English teaching in the International Cruise Ship Management major, suffers from shortcomings such as outdated teaching content, singular/unvaried teaching methods, incomplete teaching evaluation, and a lack of personalized instruction. There is an urgent need for reform and innovation to adapt to the development needs of Higher Vocational English teaching from the perspective of artificial intelligence.

4. STRATEGIES FOR ONLINE-OFFLINE BLENDED TEACHING OF HIGHER VOCATIONAL ENGLISH FROM THE PERSPECTIVE OF ARTIFICIAL INTELLIGENCE

4.1 Utilization and Development of Online Teaching Resources

From the perspective of artificial intelligence (AI), online-offline blended teaching has become an important way to enhance the quality of Higher Vocational English teaching, and the utilization and development of online teaching resources are key links in this process. For English teaching in the International Cruise Ship Management major, fully utilizing and developing online teaching resources can provide students with a richer, more diverse, and personalized learning experience.

Firstly, it is essential to make full use of existing high-quality online English learning platforms. Currently, there are many well-known English learning platforms on the market, such as Liulishuo and Baicizhan. These platforms possess massive amounts of English learning resources covering vocabulary, grammar, listening, speaking, and other aspects. Teachers can guide students to choose learning content suitable for their own English level and learning needs. For example, students with weaker foundations can be recommended to use platforms like Baicizhan for vocabulary accumulation; students who want to improve their oral expression skills can practice speaking on platforms like Liulishuo. Simultaneously, teachers can use the data analysis functions of these platforms to understand students' learning progress and situations, providing timely guidance and feedback.

Secondly, it is necessary to develop online teaching resources specifically tailored for the International Cruise Ship Management major. This major has its unique industry characteristics and English requirements; therefore, online teaching resources that match these specifics need to be developed. Teachers can combine professional textbooks and actual work scenarios to produce a series of teaching videos, audio recordings, courseware, etc. For instance, creating videos on commonly used English dialogues for cruise services, including scenarios like receiving passengers, handling complaints, and introducing cruise facilities; developing a professional English vocabulary database covering professional terms and common vocabulary from various departments on a cruise ship. Furthermore, an online simulated training platform can be established, allowing students to practice English communication and business operations in a virtual cruise environment, thereby improving their practical application abilities.

Thirdly, utilize AI technology to develop intelligent learning tools. AI technology can provide students with more personalized learning services. For example, developing an intelligent English learning assistant that can create personalized learning plans for students based on their learning history and habits, offering real-time learning suggestions and tutoring. Intelligent speech recognition technology can be used for students' oral practice, automatically identifying pronunciation errors and providing corrections. Additionally, AI algorithms can be used to analyze student learning data, predict learning difficulties and weak areas, providing references for teachers' instruction.

Finally, establish a sharing mechanism for online teaching resources. Teachers can share self-developed teaching resources with each other, achieving optimal allocation of resources. Meanwhile, schools can cooperate with other

institutions and enterprises to jointly develop and share online teaching resources. This not only improves the efficiency of resource utilization but also promotes the exchange and sharing of teaching experience, advancing the development of English teaching for the International Cruise Ship Management major. Through the above multi-faceted efforts, online teaching resources can be fully utilized and developed, providing strong support for the online-offline blended teaching of Higher Vocational English.

4.2 Design and Implementation of Offline Teaching Activities

From the AI perspective, online-offline blended teaching model for Higher Vocational English, the design and implementation of offline teaching activities are crucial links. They can compensate for the shortcomings of online teaching, providing students with a more direct and in-depth learning experience, which is particularly irreplaceable for English teaching in the International Cruise Ship Management major.

Firstly, offline teaching activities should focus on scenario creation. English for International Cruise Ship Management is highly practical and communicative; therefore, various real scenarios on cruise ships can be simulated, such as restaurant service, guest reception, and emergency handling. Teachers can organize students to conduct role-playing activities, allowing them to use English for communication in simulated situations. For example, in a restaurant service scenario, students play the roles of waiters and passengers, practicing dialogues for ordering, serving, handling complaints, and other links. This contextualized teaching method enables students to better understand and apply professional English knowledge, improving their language communication skills.

Secondly, small group collaborative learning is also an important form of offline teaching activity. Teachers can divide students into small groups to complete projects or tasks together. For instance, having student groups create English introduction brochures about cruise tourist attractions, or collaboratively complete an English report on a cruise emergency drill. During the group collaboration process, students need to communicate, discuss, and cooperate with each other, which not only improves their English expression skills but also cultivates teamwork spirit and problem-solving abilities. Meanwhile, teachers can patrol and provide guidance during group work, promptly identifying problems students encounter and offering help.

Thirdly, practical operation sessions are indispensable. Students can be arranged to conduct practical English listening and speaking training, such as playing English broadcasts from cruise ships for listening comprehension practice, or organizing English speech contests, English short play performances, and other activities. These practical operations allow students to consolidate their acquired English knowledge through actual application, enhancing their language skills.

Furthermore, offline teaching activities should also emphasize personalized guidance for students. Due to differences in students' English foundations and learning abilities, teachers can pay attention to each student's performance in the classroom and provide individual tutoring tailored to their problems. For students with weaker English foundations, more encouragement and support can be given to help them build learning confidence; for students with stronger learning abilities, some extended learning tasks can be provided to meet their learning needs.

Finally, establish an effective evaluation mechanism. After each offline teaching activity, teachers can evaluate students' performance, including aspects such as language expression, teamwork, and practical operation. Simultaneously, students can be encouraged to conduct self-evaluation and peer evaluation, allowing them to understand their own learning situation from different perspectives, discover their strengths and weaknesses, and thus continuously improve in future learning. Through carefully designed and effectively implemented offline teaching activities, the advantages of offline teaching can be fully utilized, complementing online teaching to jointly promote the improvement of Higher Vocational English teaching quality and cultivate more excellent professionals for the International Cruise Ship Management major.

5. CONCLUSION

The online-offline blended teaching model for Higher Vocational English from the perspective of artificial intelligence brings new opportunities and transformations to English teaching in the International Cruise Ship Management major. Through an in-depth exploration of this teaching model, we can clearly see its significant effects in improving teaching quality and meeting professional needs.

Judging from the current development status of AI in the field of education, its technological advancements provide abundant resources and strong support for Higher Vocational English teaching. The application of technologies such as speech recognition and intelligent tutoring makes online teaching more intelligent and personalized, better meeting the diverse learning needs of students. Online-offline blended teaching itself for Higher Vocational English is of great importance. It breaks the time and space constraints of traditional teaching, organically combines the convenience of online methods with the interactivity of offline methods, and helps improve students' learning enthusiasm and initiative.

Regarding English teaching for the International Cruise Ship Management major, it is characterized by strong professionalism and high practicality. However, the traditional teaching model has many shortcomings, such as limited teaching resources and singular teaching methods, making it difficult to meet the needs of professional development. The online-offline blended teaching strategies from an AI perspective effectively compensate for these deficiencies. In terms of utilizing and developing online teaching resources, teachers can integrate high-quality English learning resources, such as English movies and English news, to provide students with rich learning materials. Simultaneously, using intelligent teaching platforms enables real-time monitoring and feedback on student learning situations. In terms of designing and implementing offline teaching activities, teachers can organize group discussions, scenario simulations, and other activities to enhance students' language practice abilities and teamwork skills.

Certainly, challenges are faced in the process of promoting and applying this teaching model. For example, some teachers' application ability of AI technology needs improvement, and the quality and applicability of online teaching resources require further optimization. But overall, the online-offline blended teaching model for Higher Vocational English from an AI perspective has broad development prospects. In the future, we should further strengthen teacher training to improve their information technology literacy and teaching capabilities; increase investment in and integration of teaching resources; and continuously improve the online-offline blended teaching system. Through continuous exploration and practice, this teaching model can be continuously optimized to cultivate more high-quality talents with solid English foundations and professional skills for the International Cruise Ship Management major, promoting the development of Higher Vocational English teaching to a higher level.

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