

Application and Effectiveness Evaluation of Project - Based Learning in Cruise Dining Service English Courses

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Abstract: *This paper conducted an in-depth analysis of the specific implementation process and teaching effectiveness of project-based learning in cruise dining service English courses through empirical research methods. The study first introduces the theoretical foundation of project-based learning and the characteristics of cruise dining service English courses. It then elaborates on the application strategies of project-based learning in these courses, including project design, implementation steps, and interactive teaching models. Finally, a comprehensive quantitative and qualitative evaluation of the effectiveness of project-based learning is conducted by constructing an evaluation index system. The research results indicate that project-based learning can effectively enhance students' English application skills and overall quality, providing strong support for cultivating internationally competitive talents in the cruise dining service industry.*

Keywords: Project-Based Learning; Cruise Dining Service English; Teaching Effectiveness Evaluation; Empirical Research; English Application Skills.

1. INTRODUCTION

With the rapid development of global cruise tourism, cruise dining services, as a crucial component of this industry, have increasingly demanded high English communication skills from its practitioners. To enhance the English proficiency of cruise dining service personnel and meet the needs of international service, traditional teaching models urgently need reform and innovation. Project-based learning, a student-centered and practice-oriented teaching method, has gradually gained attention in the educational field. This study aims to explore the application of project-based learning in cruise dining service English courses and evaluate its teaching effectiveness, providing new ideas and methods for cruise dining service English education.

2. THE THEORETICAL BASIS OF PROJECT-BASED LEARNING

2.1 Definition and Unique Characteristics of Project-Based Learning

Project-Based Learning (PBL), also widely known as project-based teaching, represents a student-centered, project-driven approach to education. In this teaching model, students are not passive recipients of knowledge but actively explore and acquire knowledge through practical operations and participation in realistic projects. PBL not only focuses on imparting knowledge but also emphasizes the cultivation of abilities. It encourages students to take initiative, solve practical problems through teamwork, thus learning through practice and practicing through learning. The characteristics of this teaching method lie in its authenticity, practicality, student-centeredness, interdisciplinary nature, and reflectivity. These traits collectively constitute the unique charm of PBL, making it an effective means of cultivating students' comprehensive abilities, innovative thinking, and teamwork spirit.

2.2 In-depth Comparison between Project-Based Learning and Traditional Teaching Methods

There are significant differences in philosophy and practice between PBL and traditional teaching methods. Traditional teaching often focuses on teacher instruction, emphasizing one-way knowledge transmission, with students typically in a passive reception mode. Conversely, PBL breaks this traditional mold. It is student-centered, encouraging students to explore knowledge through practical operations and team collaboration, with teachers serving as guides and supporters. Additionally, traditional teaching content revolves around textbooks and examination requirements, whereas PBL content is more closely aligned with real-life scenarios, aiming to solve real-world problems. In terms of evaluation, traditional teaching tends to measure students' learning outcomes through standardized tests, whereas PBL places greater emphasis on process evaluation, focusing on students'

practical abilities and innovative thinking development. These differences give PBL a distinct advantage in cultivating students' comprehensive qualities.

2.3 Significant Role and Application Value of Project-Based Learning in English Teaching

In English teaching, PBL demonstrates its unique application value. Firstly, through practical project implementation, students can apply English in authentic contexts. This not only helps enhance their practical language application abilities but also strengthens their cross-cultural communication skills. Secondly, PBL is student-centered, emphasizing practice and exploration, which effectively stimulates students' interest and intrinsic motivation, improving learning effectiveness through active participation. Additionally, PBL focuses on cultivating students' critical thinking, innovative abilities, and team collaboration skills. During project execution, students need to independently analyze problems, propose solutions, and work closely with team members. These experiences will have a profound impact on their future development. Therefore, the application of PBL in English teaching not only helps improve students' language skills but also comprehensively cultivates their overall qualities.

3. OVERVIEW OF THE ENGLISH COURSE FOR CRUISE CATERING SERVICES

3.1 English Needs in the Cruise Ship Catering Industry

In the cruise ship catering industry, the need for English proficiency is particularly prominent. Cruise ship passengers come from all over the world, thus service personnel must possess fluent English communication skills to accurately understand and fulfill passengers' needs. This cross-cultural communication not only requires service personnel to conduct basic daily conversations in English, but also demands proficiency in catering-related terminology. This proficiency enables them to introduce dishes in detail, answer questions, and even handle various contingencies that may arise. Therefore, for cruise ship catering service personnel, strong English skills are not only key to enhancing service quality but also a crucial foundation for career development.

3.2 Content and Objectives of Cruise Ship Catering English Courses

Cruise ship catering English courses offer a diverse range of content designed to comprehensively enhance students' English proficiency. These courses cover not only basic language knowledge such as vocabulary, grammar, and sentence structures, but also emphasize oral and listening skills training. This emphasis ensures that students can communicate smoothly with passengers in practical work situations. Additionally, the courses encompass the cultivation of professional skills like western dining etiquette, menu translation, and wine knowledge, as well as practical guidance on handling customer complaints and providing personalized services. Through these courses, students not only master English communication skills but also comprehensively elevate their professional expertise, better equipped to deliver exceptional service to cruise ship passengers.

3.3 Challenges in Traditional Cruise Ship Catering English Teaching

Traditional cruise ship catering English teaching faces numerous challenges. Firstly, teaching materials often deviate from actual work scenarios, making it difficult for students to apply what they have learned in practical settings. Secondly, students' English proficiency levels vary widely, posing significant difficulties for teachers. Instructors need to tailor personalized teaching plans for students of different proficiency levels. Furthermore, the lack of practical opportunities poses another challenge, as students struggle to test and enhance their English knowledge through practical applications. To overcome these challenges, cruise ship catering English teaching requires continuous innovation in teaching methods, integration of practical work scenarios into teaching content, and the provision of more hands-on opportunities. These efforts will ensure effective improvements in teaching quality and students' practical application abilities.

4. THE APPLICATION OF PROJECT-BASED LEARNING IN CRUISE SHIP CATERING ENGLISH COURSES

4.1 Principles and Implementation Steps of Project Design

In project-based learning, project design stands as the core component. The design principles should be student-centered and closely aligned with the practical needs of the cruise ship catering industry. Projects should

possess a certain level of challenge to stimulate students' desire for exploration and interest in learning. Simultaneously, the difficulty of the project should be moderate, neither too simple nor too complex, to ensure that students can gain valuable experiences and insights through the project completion process.

The implementation steps typically include: Firstly, teachers determine the project theme and objectives based on students' actual situations and industry demands. Secondly, teachers divide students into groups and assign specific tasks. Then, students complete the project through independent learning and team collaboration. Finally, project presentations and evaluations are conducted, and teachers provide feedback and guidance based on students' completion and performance.

4.2 Introduction to Specific Project Cases

Taking a specific project case as an example, teachers can design a "Cruise Ship Catering English Scene Drama" project. In this project, students are required to divide into groups and play roles such as service personnel and passengers on the cruise ship, simulating real catering service scenarios through English conversations. Students need to write their own scripts, prepare props, and conduct multiple rehearsals to ensure the smooth progress of the performance. This project not only enhances students' English speaking skills but also cultivates their team collaboration, innovation, and performance abilities.

4.3 Role Allocation and Interaction Mode in Teaching

In project-based learning, teachers need to clarify each student's role and tasks in the project. In the "Cruise Ship Catering English Scene Drama" project, each student has their own role positioning, such as waiter, chef, passenger, etc. At the same time, teachers need to actively participate in the project, providing necessary guidance and help to ensure the smooth progress of the project.

Regarding the interaction mode, teachers should encourage communication and cooperation among students, allowing them to learn from each other and make progress together while completing tasks. Additionally, teachers can utilize modern teaching technologies such as online platforms and multimedia to enhance teacher-student interaction and improve teaching effectiveness.

4.4 Cultivating Students' Autonomy and Creativity

Project-based learning emphasizes students' autonomy and creativity. In cruise ship catering English courses, teachers should encourage students to independently choose project themes, design plans, and implementation plans, fostering their autonomous decision-making abilities. Simultaneously, teachers should focus on stimulating students' creative thinking and encourage them to try new ideas and methods in their projects. Through continuous practice and innovation, students can not only improve their English application skills but also cultivate unique personalities and creativity.

5. EVALUATION OF PROJECT-BASED LEARNING EFFECTIVENESS

5.1 Assessment Methods and Comprehensive Indicator System Construction

Constructing a scientific and comprehensive evaluation methodology and indicator system is fundamental to ensuring the accuracy of project-based teaching effectiveness evaluations. We employ diversified assessment tools, including tests, questionnaires, observation records, etc., to fully capture students' learning achievements. Simultaneously, we have designed a comprehensive indicator system covering multiple dimensions such as knowledge mastery, skill application, attitudes, and values, aiming to objectively measure the actual effectiveness of project-based teaching from all perspectives.

5.2 Quantitative Analysis and Qualitative Interpretation of Teaching Effectiveness

In teaching effectiveness evaluations, quantitative analysis and qualitative interpretation complement each other, forming a complete evaluation system. Quantitative analysis, through data and statistical methods, accurately reflects objective indicators such as students' academic performance distribution and progress. Qualitative interpretation, on the other hand, reveals subjective experiences such as students' attitudes, emotions, and strategy use during the learning process through in-depth analysis of student works, classroom performance, teacher

comments, etc. This integrated analytical approach provides comprehensive and insightful feedback on teaching effectiveness.

5.3 Detailed Implementation and Timely Feedback of Student Satisfaction Surveys

Student satisfaction is one of the critical indicators for evaluating teaching quality. We collect students' opinions and experiences regarding project-based teaching content, teaching methods, teacher performance, etc., through carefully designed questionnaires. Simultaneously, we emphasize timely feedback on survey results, ensuring that students' voices are effectively heard and translated into practical actions for teaching improvement. This process not only enhances interaction between students and the teaching team but also provides strong support for the continuous improvement of teaching quality.

5.4 Comparative Analysis of Effectiveness with Traditional Teaching Modes

In evaluating the effectiveness of project-based teaching, we pay special attention to comparing it with traditional teaching modes. Through comparative analysis, we have found that project-based teaching demonstrates significant advantages in promoting active learning, enhancing problem-solving abilities, and cultivating teamwork spirit among students. Additionally, this teaching mode is more likely to stimulate students' learning interest and creativity, allowing them to grow and develop through real and complex tasks. These findings provide valuable references for further optimizing project-based teaching.

6. CHALLENGES AND COUNTERMEASURES

6.1 Difficulties and Challenges in Implementing Project-Based Teaching

During the implementation of project-based teaching, we encountered various difficulties and challenges. Firstly, the allocation of teaching resources poses a significant challenge. Since project-based teaching demands more practical sessions and personalized guidance, traditional classroom facilities and teaching schedules often struggle to meet these requirements. Additionally, students' autonomy and team collaboration skills during project exploration represent another challenge. Some students may be accustomed to traditional teaching methods and feel uneasy with the independent research and teamwork inherent in project-based learning. Lastly, the inadequacy of the evaluation system cannot be overlooked. The conventional examination-score-based evaluation system struggles to comprehensively reflect students' performance and growth in project-based learning.

6.2 Improvement Strategies and Suggestions

In response to the aforementioned challenges, we propose the following improvement strategies and suggestions. Firstly, schools should increase their investment in project-based teaching resources, including the construction of practical bases, the purchase of necessary teaching equipment and software, and adjustments to teaching schedules to accommodate the needs of project-based teaching. Secondly, teachers need to enhance the cultivation of students' independent learning and team collaboration abilities by conducting targeted teaching activities that guide students to gradually adapt to and enjoy the process of project-based learning. Finally, it is recommended to establish a comprehensive project-based teaching evaluation system that considers various factors such as student engagement, and team collaboration to provide a holistic and fair evaluation.

6.3 Transformation of Teachers' Roles and Capability Enhancement

In project-based teaching, the role of teachers has undergone significant changes, shifting from traditional knowledge imparters to guides, collaborators, and promoters of students. To adapt to this role transformation, teachers need to continuously improve their teaching abilities and professional qualities. Specifically, teachers can enhance their capabilities in project design, student guidance, evaluation feedback, and other aspects by participating in professional training, observing excellent project-based teaching cases, and communicating with peers. Simultaneously, teachers should focus on cultivating their own innovative thinking and cross-disciplinary integration abilities to better guide students in project-based learning and promote their comprehensive development.

7. CONCLUSIONS

This paper comprehensively explores the application and effectiveness evaluation of project-based teaching in the cruise ship food and beverage service English course. Firstly, through the introduction section, the research background, purpose, and methodology are clarified, laying a foundation for further in-depth exploration.

In the theoretical foundation section, the paper elaborates on the definition and characteristics of project-based teaching, as well as a comparative analysis with traditional teaching methods, further emphasizing the unique value and importance of project-based teaching in English education.

Next, by analyzing the English needs of the cruise ship food and beverage service industry, and discussing the content and objectives of the cruise ship food and beverage service English course, the paper reveals the challenges faced by traditional cruise ship food and beverage service English teaching, thus highlighting the necessity of introducing project-based teaching.

In the core section, the paper deeply analyzes the practical application of project-based teaching in the cruise ship food and beverage service English course. By clarifying the project design principles and implementation steps, introducing specific project cases, the paper details the role allocation and interaction mode in teaching, as well as how to effectively cultivate students' autonomy and creativity.

To verify the actual effectiveness of project-based teaching, the paper conducts a comprehensive effectiveness evaluation. Through the construction of evaluation methods and indicator systems, quantitative and qualitative analyses of teaching effectiveness are carried out, combined with student satisfaction surveys and feedback, and an in-depth comparative analysis with traditional teaching effectiveness is conducted.

Finally, the paper confronts the difficulties and challenges encountered during the implementation of project-based teaching and proposes targeted improvement strategies and suggestions. Meanwhile, it also emphasizes the importance of teacher role transformation and capability enhancement to adapt to the new teaching mode.

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