

Research on Job-Oriented Task-Based Instructional Design for Cruise English in Higher Vocational Colleges under the OBE Concept

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Abstract: *The sustained recovery and structural upgrading of the global cruise industry have substantially raised the English proficiency threshold for shipboard personnel, while simultaneously exposing a widening mismatch between what higher vocational cruise English courses deliver and what frontline positions actually require. Grounded in the philosophy of outcomes-based education (OBE), this study develops a job-oriented, task-based instructional design for the Cruise English course in higher vocational colleges. By deconstructing the typical task chains of core shipboard positions, the study first maps the post-specific English competence profile and reconstructs a reverse-designed, measurable teaching objective system. Teaching content is then reorganized into position-aligned modules built around authentic work scenarios, in which intercultural communication competence and maritime regulatory language are systematically embedded. On this basis, an implementation path is constructed that integrates task-driven teaching organization, school-enterprise collaborative training scenarios, digital-intelligent technologies, and a multi-dimensional, whole-process evidence-based evaluation mechanism. Finally, a traceable and iteratively improvable teaching quality loop is established. The study argues that anchoring intended learning outcomes in genuine shipboard tasks can effectively bridge the gap between classroom English and workplace communicative performance, thereby offering a transferable reference for the reform of occupation-oriented foreign language teaching in higher vocational education.*

Keywords: Outcomes-based education (OBE), Higher vocational colleges, Cruise English, Job-oriented tasks, Instructional design, Evidence-based evaluation.

1. Introduction

Over the past decade, and particularly since the industry-wide resumption of sailings after the global public health crisis, the cruise sector has re-entered a trajectory of rapid expansion, with fleet capacity, passenger volume and itinerary diversity all reaching new historical highs. Alongside this quantitative growth, the industry has undergone a qualitative transformation: vessels have become larger and more technologically complex, source markets have become geographically diversified, and passenger expectations for personalized, high-contact services have risen sharply. Because the crew of a modern cruise ship is typically recruited from dozens of countries and the passenger manifest is equally international, English functions on board not merely as a foreign language subject but as the de facto working lingua franca of the entire service and safety system [1].

Higher vocational colleges, as the principal suppliers of junior and intermediate cruise service talent in China, bear direct responsibility for preparing students to enter this linguistically demanding environment. However, the prevailing model of cruise English instruction remains heavily influenced by the general English teaching tradition: syllabi are organized around vocabulary lists and grammar points, classroom activities center on text comprehension and sentence-level drills, and achievement is certified primarily through written examinations. Graduates trained under this model frequently report that they can read shipboard notices yet freeze when an international passenger raises a complaint, that they have memorized catering terminology yet cannot conduct a fluent beverage recommendation dialogue, and that they understand safety slogans yet cannot deliver a coherent muster

announcement. The gap between certified learning and operational performance has become one of the most frequently cited complaints from cruise companies and manning agencies in graduate feedback surveys [2].

Outcomes-based education, first systematically articulated by Spady, offers a fundamentally different design logic: rather than asking what content teachers should cover, it asks what learners must be able to do upon completion, and then designs curriculum, instruction and assessment backward from those culminating outcomes [3]. When the OBE logic is transplanted into vocational foreign language education, the culminating outcomes are naturally defined by the communicative tasks of the target occupation. For cruise English, this means that the communicative behaviors required at the front desk, in the dining room, in the cabin corridor and at the muster station should become the starting point—rather than the incidental by-product—of instructional design.

Against this background, the present study addresses three interrelated questions: (1) What does the English competence profile of core cruise positions look like when derived from authentic shipboard task chains? (2) How can the OBE principle of reverse design be operationalized to convert that profile into a measurable objective and content system for the Cruise English course? (3) Through what organizational, situational, technological and evaluative mechanisms can such a design be implemented and continuously improved in a higher vocational context? By answering these questions, the study aims to provide both a concrete instructional blueprint and a methodological reference for occupation-oriented language curriculum reform.

2. Cruise Industry Transformation and the Reform Logic of Professional English Teaching

2.1 Job-Oriented Demand for Crew English Competence in International Cruise Operations

The daily operation of a cruise ship can be understood as a floating micro-city in which hospitality, catering, entertainment, retail and safety management run in parallel. Almost every functional unit of this micro-city places distinctive yet overlapping demands on crew English. Guest services staff must handle check-in procedures, billing inquiries and complaint mediation with both accuracy and emotional tact; food and beverage personnel must interpret menus, accommodate dietary restrictions and execute up-selling dialogues; housekeeping attendants must respond to cabin requests and lost-property reports; entertainment teams must host activities and make public announcements; and all crew members, regardless of rank, must comprehend and execute safety instructions under the standardized maritime communication framework established by the International Maritime Organization [4].

What distinguishes these demands from general English proficiency is their embeddedness in task sequences. A single passenger encounter—for example, resolving a disputed onboard charge—typically chains together greeting and rapport building, problem clarification, policy explanation, option negotiation, confirmation and follow-up courtesy. Success depends not on isolated sentence accuracy but on the integrated mobilization of listening comprehension under accent variation, pragmatic appropriateness, intercultural sensitivity and domain-specific terminology [5]. Moreover, because passengers' first languages span a wide spectrum, crew members must constantly negotiate meaning with speakers of diverse accents and communication styles, which places intercultural communicative competence at the core rather than the periphery of job-related English ability.

Recruitment data from international cruise lines and manning agencies consistently show that oral interaction, situational response and service-oriented pragmatic skills weigh far more heavily in hiring decisions than scores on conventional written English tests. This evidence indicates that the vocational value of cruise English is realized exclusively in the performance of job tasks, which in turn implies that teaching organized around anything other than job tasks is structurally misaligned with the industry's actual talent standards.

2.2 Practical Dilemmas of Traditional Cruise English Teaching

Despite the clarity of industrial demand, classroom practice in many higher vocational colleges remains trapped in four interlocking dilemmas. The first is objective drift: course objectives are commonly phrased as coverage goals ("master the vocabulary of food and beverage service") rather than performance goals ("conduct a complete table-side ordering dialogue accommodating two special dietary requests"), leaving both teachers and students without an operational definition of success. The second is content detachment:

textbooks frequently recycle generic hotel English dialogues whose scenarios, registers and workflows differ markedly from shipboard reality, so that students rehearse conversations they will never hold while remaining unprepared for those they will.

The third dilemma is procedural monotony. Dominated by teacher-led explanation and choral drilling, the classroom affords students few opportunities for extended, meaning-focused language production under time pressure, even though such production is precisely what shipboard service demands. The fourth is evaluative distortion: a single terminal written examination concentrates all assessment weight on receptive knowledge, sending students the signal that test-taking strategies matter more than communicative capability and providing teachers with no diagnostic information about which specific task performances remain deficient. Together, these four dilemmas produce the paradox of students who pass examinations yet fail interviews, and of employers who must re-teach language skills that the curriculum claimed to certify.

2.3 Compatibility Analysis of the OBE Concept and Job-Oriented Task-Based Instruction

OBE is defined by three commitments: outcomes are defined first and made public; teaching is designed backward from those outcomes; and success is judged by the demonstration of outcomes rather than by comparison among students. Task-based language teaching, meanwhile, holds that language competence develops most effectively when learners engage in meaning-focused tasks that mirror real-world communicative activity [6]. The two frameworks are naturally complementary: OBE supplies the destination and the quality standard, while task-based instruction supplies the vehicle and the road.

Their compatibility is further reinforced by the principle of constructive alignment, which requires that intended outcomes, learning activities and assessment tasks form a coherent triad [7]. In a cruise English course, this triad takes a particularly concrete form: the intended outcome is a job task performance, the learning activity is a scaffolded rehearsal of that performance, and the assessment is an observed execution of it under near-authentic conditions. In addition, the tradition of English for Specific Purposes provides mature analytical tools—target situation analysis and needs analysis—for deriving linguistic specifications from occupational contexts [8]. The convergence of these three theoretical strands justifies the design logic of this study: define outcomes from shipboard tasks, organize learning as task rehearsal, and evaluate through task demonstration.

3. Job-Oriented English Competence Mapping and Objective Reconstruction

3.1 English Competence Needs Analysis Based on Typical Job Task Chains

To ensure that the competence map reflects occupational reality rather than textbook convention, the study adopted a task-chain analysis approach informed by the DACUM occupational analysis tradition [9]. In cooperation with two

cruise manning agencies and a luxury cruise operator's training department, job shadowing records, onboard training manuals and structured interviews with twelve experienced crew members and four HR supervisors were collected and coded. The analysis proceeded in three steps: identifying the high-frequency communicative events of each target position; decomposing each event into its sequential communicative acts; and annotating the linguistic, pragmatic and intercultural resources each act requires.

The resulting profile clusters shipboard English competence into five domains. First, service-encounter interaction covers greeting, information giving, request handling and courtesy routines. Second, problem-solving discourse covers complaint intake, clarification, explanation, negotiation and service recovery. Third, procedural and safety communication covers briefings, announcements, emergency instructions and the use of standardized maritime phrases. Fourth, intercultural accommodation covers accent tolerance, politeness calibration across cultures, and the handling of culturally sensitive topics. Fifth, workplace cooperation discourse covers handover reporting, interdepartmental coordination and written log-keeping. Each domain was further specified into observable micro-behaviors; for instance, within problem-solving discourse, "acknowledge the passenger's feeling before explaining the policy" is treated as a distinct, teachable and assessable behavior rather than an implicit soft skill.

3.2 Constructing a Job-Oriented, Outcome-Based Teaching Objective System

Following the reverse-design logic, the competence profile was converted into a three-tier objective system. At the top sits the culminating course outcome: upon completion, students can independently and appropriately perform the core communicative tasks of entry-level cruise service positions in English under near-authentic conditions. This culminating outcome is then disaggregated into module outcomes corresponding to the five competence domains, and each module outcome is further decomposed into unit-level enabling outcomes that describe the specific dialogues, announcements or written records a student must produce.

The formulation of every objective observes a strict grammatical discipline: each begins with a condition phrase describing the situational context (e.g., "when a passenger disputes a minibar charge at the front desk"), followed by an observable performance verb (clarify, negotiate, confirm), and ends with a criterion phrase specifying the expected quality (e.g., "with no breakdown in communication and with appropriate face-saving strategies"). This condition-behavior-criterion syntax prevents the vagueness that plagues conventional objectives and makes the objectives directly translatable into assessment rubrics.

3.3 Forming Measurable and Assessable Learning Outcome Indicators

Objectives alone do not guarantee measurability; they must be paired with explicit indicators and evidence requirements. For each unit-level outcome, the design specifies three measurement dimensions: task completion (whether all

obligatory communicative moves of the task are executed), language quality (accuracy, fluency and appropriateness of the linguistic realization), and professional demeanor (politeness strategies, safety awareness and service posture). Each dimension is described at four performance levels in an analytic rubric, with level descriptors written as concrete behavioral statements rather than abstract adjectives.

To make the indicator system operational in daily teaching, every unit outcome is also assigned an evidence type — role-play recording, live simulation performance, announcement audio, or written incident report—so that the collection of assessment evidence is planned at the design stage rather than improvised at the grading stage. This "indicator plus evidence" pairing embodies the OBE requirement that outcomes be defined in terms of demonstrable performance, and it lays the data foundation for the evidence-based evaluation mechanism described in Section 4.4.

4. Modular Design of Job-Oriented Task-Based Teaching Content

4.1 Teaching Modules Aligned with Cruise Service and Operation Positions

Breaking with the linear "text unit" organization of conventional textbooks, the course content is restructured into five position-aligned modules that mirror the functional zones of a cruise ship: (1) embarkation and guest services; (2) dining and beverage service; (3) cabin and housekeeping service; (4) onboard activities and entertainment; and (5) safety, emergency and maritime norm communication. The modules are sequenced not by grammatical difficulty but by the logic of a passenger journey—from boarding, through daily service encounters, to safety drills and disembarkation—so that the course as a whole simulates a complete voyage and each module inherits situational continuity from the previous one.

Each module is internally organized around a small number of culminating tasks that require the integrated performance of several enabling tasks. For example, the dining module culminates in a full-service restaurant simulation in which students must welcome guests, present and explain the menu, accommodate one allergy-related and one preference-related request, handle a mid-meal complaint, and close the service with a billing explanation. The enabling tasks—menu terminology, recommendation dialogues, complaint scripts, billing formulas—are then scheduled as preparatory micro-units feeding into the culminating performance, ensuring that every piece of linguistic input is visibly instrumental to an upcoming job-relevant output.

4.2 Designing Task-Based Teaching Units around Authentic Work Situations

Within each module, teaching units adopt a three-phase task cycle adapted from the task-based language teaching framework. The pre-task phase activates situational knowledge and supplies target language through authentic materials such as real shipboard notices, recorded passenger interactions and training videos; the task phase requires students to perform the communicative event in pairs or teams

under realistic constraints, including time limits, background noise and deliberately introduced passenger “complications”; and the post-task phase combines playback-based self-review, peer feedback against the rubric, and focused language refinement. Repetition with upgraded difficulty—what practitioners call task iteration—allows students to re-perform the same communicative event with reduced scaffolding until fluent, independent performance is achieved.

Authenticity is treated as a design variable rather than a decorative feature. Task specifications are drawn from documented shipboard incidents; role cards for simulated passengers are written to reproduce the accent profiles, emotional states and cultural expectations observed in real guest feedback; and physical arrangements replicate the spatial constraints of shipboard counters and corridors. Research on situational authenticity suggests that such fidelity increases both transfer of learning and learner motivation, because students perceive the rehearsal as a meaningful preview of their future professional identity rather than an arbitrary classroom exercise.

4.3 Integrating Intercultural Communication and Maritime Regulatory Language

Because shipboard communication failures are as often intercultural as linguistic, intercultural content is woven through all modules rather than isolated in a single culture unit. Following the intercultural communicative competence model, the design addresses four dimensions: knowledge of cultural variation in service expectations and taboos; attitudes of openness and non-judgment; skills of interpreting and mediating culturally grounded misunderstandings; and critical awareness of one’s own cultural defaults [10]. Typical embedded tasks include comparing complaint styles across cultures, reformulating a direct refusal into a culturally acceptable indirect refusal, and debriefing critical incidents in which well-intended utterances produced unintended offense.

In parallel, the maritime normative layer is systematically embedded. The safety and emergency module is built around the Standard Marine Communication Phrases and relevant conventions, training students to deliver muster announcements, respond to safety inquiries and report incidents with the precision and formulaic clarity that maritime regulation demands. The integration of this normative register with the interpersonal service register used elsewhere in the course also serves a metalinguistic purpose: students learn that professional English is not a single uniform code but a repertoire of registers whose selection is governed by situation, a metacognitive insight that supports self-directed learning long after the course ends.

5. OBE-Oriented Implementation Path for Job-Oriented Task-Based Teaching

5.1 Building a Task-Driven, Outcome-Oriented Teaching Organization Model

Implementation begins with a redefinition of classroom time. A flipped organization moves language input—vocabulary previews, model dialogue videos, cultural briefings—to a pre-class online space, while in-class time is reserved almost

entirely for task performance, feedback and re-performance. The teacher’s role shifts correspondingly from knowledge presenter to task designer, performance observer and feedback provider. This shift is not merely methodological preference; it is the organizational expression of the OBE commitment that classroom activity should be consumed by outcome-directed practice rather than by content delivery.

At the course-management level, each teaching week follows a stable rhythm: release of the week’s culminating task and rubric on Monday, distributed completion of enabling micro-tasks online, an intensive in-class performance and feedback session midweek, and a closing iteration in which students re-perform the task with the feedback incorporated. Because the rubric is published before instruction begins, students direct their own preparation toward the assessment criteria, and the classic misalignment between what is taught, what is practiced and what is graded is structurally eliminated.

5.2 Creating Authentic Job Scenarios through School-Enterprise Collaboration

Authenticity of scenarios depends on industrial participation that goes beyond ceremonial cooperation agreements. The design embeds enterprises in three concrete roles. First, as content suppliers, partner cruise companies and manning agencies contribute authentic task materials—anonimized guest feedback records, actual announcement scripts, real interview question banks—which are refreshed each semester so that the course content tracks industry change. Second, as co-educators, enterprise trainers conduct regular guest sessions, evaluate culminating task performances alongside teachers, and provide workplace-calibrated feedback that students typically receive as more credible than teacher judgment alone [11]. Third, as context providers, partners open ship visits, simulation centers and internship slots that convert classroom rehearsal into workplace reality.

On campus, a simulated cruise service training environment — front-desk counter, mock dining area and cabin corridor — provides the physical stage for task performance. The pedagogical value of such simulation is not the hardware itself but the compression of authentic constraints into the classroom: time pressure, multi-tasking, noise, and the presence of an audience whose reactions are not fully predictable. When hardware is limited, low-cost functional simulation—role cards, scripted complications and recorded crowd noise—can reproduce most of these constraints, which makes the design transferable to colleges with modest training budgets.

5.3 Empowering English Task Teaching with Digital-Intelligent Technologies

Digital-intelligent technologies are integrated at three leverage points of the task cycle. In the preparation phase, AI-based spoken English evaluation tools provide students with immediate, fine-grained feedback on pronunciation and fluency during self-directed rehearsal, partially substituting for the one-to-one teacher attention that large class sizes make impossible [12]. In the performance phase, virtual reality or screen-based simulation systems generate interactive passenger scenarios whose branching dialogues respond to

student choices, allowing repeated practice of high-stakes situations—such as medical emergencies or security incidents—that cannot be ethically or practically staged physically. In the feedback phase, automatic transcription and corpus tools turn students' recorded performances into searchable data, enabling teachers to identify recurring error patterns across the cohort and to convert them into targeted micro-lessons.

Crucially, technology is positioned as an amplifier of the task cycle rather than a substitute for human interaction. Machine feedback handles the mechanical dimensions of performance — pronunciation accuracy, lexical range, response latency — while teachers and enterprise mentors concentrate on the dimensions machines cannot yet judge reliably: pragmatic appropriateness, emotional attunement and intercultural tact. This division of labor preserves the human core of service communication while harvesting the efficiency gains of automation.

5.4 Establishing a Multi-Dimensional, Whole-Process Evidence-Based Evaluation Mechanism

The evaluation system is redesigned around the evidence chain logic of OBE: every claimed outcome must be supported by documented performance, and every documented performance must feed instructional improvement. Structurally, the mechanism combines four components. Process evidence—task recordings, online rehearsal logs, draft announcements—constitutes the formative layer and carries substantial weight, rewarding sustained engagement rather than terminal cramming. Summative evidence consists of an integrated live simulation assessment conducted jointly by teachers and enterprise evaluators at the end of each module. Multi-agent evaluation distributes scoring among teacher judgment, peer assessment against rubrics, self-assessment through playback review, and enterprise mentor rating, whose convergence and divergence are both diagnostically informative. Finally, each unit closes with an evidence review meeting in which the teaching team examines outcome attainment rates, identifies the tasks with the lowest attainment, and records specific improvement actions for the next teaching cycle.

This mechanism converts assessment from a terminal judgment into a steering instrument. Because every score is traceable to a recorded performance and a rubric descriptor, disputes become discussions about observable evidence rather than impressions; because attainment data are aggregated by task rather than only by student, weaknesses in instructional design become visible alongside weaknesses in individual learning; and because improvement actions are logged and re-checked in the following cycle, the evaluation loop closes on teaching itself rather than stopping at students.

6. Features of Teaching Practice and Quality Assurance

6.1 Integrating Language Ability, Job Literacy and Professional Spirit in Collaborative Education

A distinctive feature of the design is its refusal to treat English teaching as a purely linguistic affair. The tasks that students

rehearse are simultaneously carriers of job literacy — procedural discipline, safety consciousness, service etiquette — and of professional spirit, including responsibility under pressure, respect for cultural diversity and pride in service craftsmanship. When a student learns to deliver a muster announcement, she is learning not only imperative structures and maritime vocabulary but also the gravity of safety responsibility; when she rehearses complaint mediation, she is practicing not only negotiation language but also emotional self-regulation and guest dignity. Value cultivation is therefore not appended to the curriculum as slogans but grown inside its tasks, which is the form of ideological and professional education most natural to a vocational language course.

To consolidate this integration, the rubric's professional demeanor dimension is deliberately retained in every assessment rather than relegated to a one-off moralizing lecture, and enterprise mentors are invited to comment explicitly on the professional attitudes they observe in student performances. Over multiple cohorts, students consistently identify the moment of receiving an enterprise mentor's recognition—"this is how it is actually done on board"—as the point at which classroom English converted into professional identity, suggesting that the collaborative arrangement cultivates vocation as well as vocabulary.

6.2 Establishing a Traceable and Improvable Teaching Quality Loop

Quality assurance is engineered as a closed loop modeled on the plan-do-check-act cycle. At the planning stage of each semester, outcome indicators and rubrics are reviewed against the latest enterprise feedback to confirm continued industrial validity. During implementation, process evidence is continuously collected through the mechanisms described in Section 4.4. At the checking stage, module-end attainment data are disaggregated by task, by student cohort and by evaluator source to locate discrepancies—for example, tasks on which self-assessment and enterprise ratings diverge sharply, which often signal rubric descriptors that are understood differently by academic and industrial judges. At the action stage, documented improvement measures are assigned to named teachers with deadlines, and their effectiveness is verified against the next cycle's data.

The loop's defining property is traceability. Every curricular decision can be traced backward to outcome data and forward to its consequences, and every outcome claim about a student can be traced to recorded evidence. This traceability serves two constituencies simultaneously: internally, it gives the teaching team an honest instrument for self-correction; externally, it supplies the documentation that accreditation reviews, school-enterprise agreements and employer inquiries increasingly demand. Continuous improvement thus ceases to be a slogan and becomes an auditable organizational routine.

7. Conclusion

Confronted with the cruise industry's rising and increasingly specific demand for shipboard English competence, this study has argued that the reform of cruise English teaching in higher vocational colleges must begin from a reversal of design logic:

instead of deriving outcomes from convenient content, derive content, activity and assessment from the communicative outcomes of real shipboard work. The resulting design—a task-chain-based competence map, a condition-behavior-criterion objective system, position-aligned modules with embedded intercultural and maritime normative content, a flipped task-driven organization supported by enterprise collaboration and digital-intelligent tools, and a multi-agent evidence-based evaluation loop—constitutes an internally coherent operationalization of the OBE philosophy for vocational foreign language education.

The study's limitations point to its future agenda. The competence map was built primarily from guest-facing service positions and should be extended to technical and marine operations roles; the reported practice spans a limited number of partner enterprises, and broader multi-college validation is needed; and the long-term effect of the design on graduates' workplace performance awaits tracking studies that follow cohorts into employment. Nevertheless, the central finding—that anchoring language curriculum in authentic occupational tasks converts the chronic school-work gap from an abstract complaint into a set of specific, observable and correctable discrepancies—appears robust, and the design logic is in principle transferable to other occupation-oriented language courses wherever the target occupation's communicative tasks can be identified and described.

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