

Practical Research on Project-Based Teaching of Cruise Ship Professional English

Xiaowei Zhang, Rui Jiang

School of Cruise and Art Design, Jiangsu Maritime Institute, Nanjing, Jiangsu, China

Abstract: *This paper aims to explore the application and effectiveness of project-based learning (PBL) in the context of cruise ship professional English instruction. Through a literature review, methodological exposition, teaching practice, and analysis and discussion of research findings, this study reveals that PBL can effectively enhance students' English proficiency, stimulate their interest in learning, and improve the interaction between teachers and students. This research offers new teaching approaches and methodologies for cruise ship professional English, possessing certain promotion and application value.*

Keywords: Cruise Ship Professional English, Project-Based Learning, Teaching Practice, Ability Improvement, Teaching Interaction.

1. Introduction

With the rapid development of the global cruise tourism industry, the teaching of cruise ship professional English has become increasingly important. However, traditional teaching methods often fail to meet the actual demands of the industry for English proficiency. Therefore, exploring new teaching models to enhance the effectiveness and pertinence of cruise ship professional English instruction has become an urgent task. Project-based learning, as a student-centered and project-completion-oriented teaching method, has been widely used in the field of education in recent years. This study introduces PBL into cruise ship professional English teaching, aiming to analyze its application effects and existing problems through practice and research, and thereby provide valuable references for the reform of cruise ship professional English teaching.

2. Cruise Ship Professional English Teaching Status and the Integration of Project-Based Learning

2.1 Cruise Ship Professional English Teaching Status

Cruise ship professional English teaching has emerged as a specialized field in recent years with the rapid development of the cruise tourism industry. Currently, this field of teaching mainly focuses on cultivating students' cruise service English communication skills to meet the demands of the cruise industry. However, there are still some issues and challenges in the actual teaching process.

Firstly, traditional cruise ship professional English teaching often overemphasizes the imparting of grammar and vocabulary, while ignoring the cultivation of students' practical application and oral communication skills. This leads to students struggling to apply their English knowledge in practical work despite having a vast amount of English knowledge.

Secondly, there are relatively few textbooks and resources for cruise ship professional English, and the update speed is slow, making it difficult to keep up with the development of the cruise industry. This makes it challenging for teachers to find appropriate teaching materials during the teaching process,

affecting the teaching effectiveness.

Finally, cruise ship professional English teaching also faces the problem of insufficient teacher resources. Since the cruise industry is a relatively emerging industry, there are relatively few teachers with both cruise industry knowledge and English teaching abilities, which restricts the development of cruise ship professional English teaching.

2.2 Project-Based Learning Theory and Practice

Project-based learning is a student-centered, project-completion-oriented teaching method. It emphasizes students learning and mastering knowledge through practical operations and enhancing their comprehensive abilities by completing projects. In recent years, project-based learning has been widely used in the field of education and has achieved significant teaching results.

In cruise ship professional English teaching, the application of project-based learning theory can significantly enhance students' learning motivation and practical abilities. By participating in actual projects, students can learn and apply English in practice, better mastering the professional knowledge and skills of cruise service English. Simultaneously, project-based learning can cultivate students' teamwork spirit and innovation ability, improving their overall quality.

2.3 The Combination of Cruise Ship Professional English and Project-Based Learning

The combination of cruise ship professional English and project-based learning lies in their ability to promote each other and jointly improve teaching effectiveness. Specifically, project-based learning can provide authentic contexts and practical opportunities for cruise ship professional English teaching, allowing students to improve their English application abilities through practical operations. Cruise ship professional English can provide students with rich professional knowledge and communication skills, making them more proficient in completing projects.

To better combine cruise ship professional English with project-based learning, teachers can design project tasks with cruise characteristics. For example, they can simulate

customer service scenarios on cruise ships, allowing students to play different roles and communicate in English. Alternatively, they can handle problems that tourists may encounter on cruise ships, improving their responsiveness and service awareness. Through these practical project tasks, students can deepen their understanding of the characteristics and demands of the cruise industry while enhancing their English application abilities and overall qualities. This combination not only helps improve students' learning interest and initiative but also lays a solid foundation for their future career development.

3. Project-Based Teaching Practice of Cruise Professional English

3.1 Carefully Planned Cruise Professional English Teaching Schedule and Projects

The booming cruise tourism industry has raised higher demands on the English communication skills of its practitioners. To meet this demand, we have implemented a project-based teaching practice for cruise professional English, aiming to enhance students' English proficiency and cultivate talents with an international perspective and professional skills for the cruise industry through systematic and specialized instruction.

To ensure the pertinence and effectiveness of teaching, we conducted extensive market research in cruise companies and clarified the English skill requirements for cruise practitioners. Based on these needs, we have devised a detailed teaching plan and designed multiple practical teaching projects. These projects encompass various aspects such as cruise service, tourist navigation, and emergency handling, emphasizing the cultivation of students' cross-cultural communication skills and team collaboration spirit.

In our teaching plan, we specially underline the importance of listening and speaking training, arranging abundant practical activities like role-playing and simulated dialogues to help students better grasp English communication skills in cruise work.

3.2 Thorough Implementation of Cruise Professional English Teaching Process

During the teaching process, we focus on integrating theory with practice. By simulating real cruise work scenarios, students learn and apply professional English in practice, enhancing their adaptability and problem-solving abilities. To stimulate students' interest in learning, we adopt diversified teaching methods such as group discussions, role-playing, and case analyses, enabling students to acquire knowledge in a relaxed and pleasant atmosphere.

Moreover, we invite experienced cruise practitioners to our school for exchanges and guidance, sharing their practical work experiences and English communication skills. This not only provides students with a deeper understanding of the cruise industry but also offers valuable references for their future career development.

3.3 Comprehensive Collection of Student Feedback and Teaching Effectiveness Evaluation

To ensure teaching quality, we have established a robust student feedback mechanism and teaching effectiveness evaluation system. Through regular student forums, surveys, and other means, we timely collect student feedback on teaching content, methods, and effectiveness to adjust teaching strategies promptly and meet students' learning needs.

Regarding teaching effectiveness evaluation, we adopt diversified assessment methods, including written tests, oral exams, and practical operations, to comprehensively evaluate students' English proficiency and professional literacy. These evaluation results not only provide a basis for teaching improvement but also offer students clear learning goals and directions.

Overall, through the project-based teaching practice of cruise professional English, we strive to cultivate cruise industry talents with both professional skills and good English communication abilities, contributing to promoting the development of China's cruise tourism industry.

4. The Impact of Project-Based Learning on Teaching

4.1 Improvement of Students' English Ability

Project-based learning has played a significant role in enhancing students' English proficiency. By participating in practical projects, students not only learn language knowledge in the classroom but also hone their English application skills through practice. This teaching method emphasizes the practical use of language, enabling students to continuously improve their listening, speaking, reading, and writing skills while solving practical problems. Especially in oral expression and listening comprehension, students gradually enhance their language expression abilities through communication with team members and teachers.

Moreover, project-based learning encourages independent and collaborative learning, fostering students' self-study skills and teaching them how to contribute in a team. This approach comprehensively elevates their overall English proficiency.

4.2 The Impact of Project-Based Learning on Students' Interest in Learning

Project-based learning has greatly stimulated students' interest and motivation in learning. Compared to traditional teaching methods, project-based learning places more emphasis on student engagement and participation. By designing challenging and fun project tasks, students experience the joy and sense of accomplishment in learning through problem-solving.

This teaching approach not only makes learning more enjoyable and meaningful but also fosters students' initiative to explore and innovate. In completing projects, students need to actively search for information, analyze problems, and propose solutions, making them more passionate about learning and confident in facing future challenges.

4.3 The Transformation of Teacher-Student Interaction

In project-based learning, the interaction between teachers and students has undergone profound changes. Teachers are no longer merely knowledge providers but have become guides and partners in the learning process. They guide students to explore and solve problems independently, encourage them to voice their opinions and ideas, and engage in deep discussions and collaborations with students.

Simultaneously, students have become more proactive and positive, no longer passively receiving knowledge but actively participating in project planning and implementation. They engage in equal dialogue and cooperation with teachers, jointly solving problems and completing learning tasks. This new teacher-student interaction not only improves teaching effectiveness and learning efficiency but also fosters students' independent learning abilities and critical thinking, laying a solid foundation for their future development.

Furthermore, this shift in interaction promotes emotional exchange and trust-building between teachers and students. Teachers demonstrate their professional knowledge and personal charm in projects, gaining students' respect and trust. Students' active performance and innovative thinking in projects also fill teachers with anticipation and confidence. This positive teacher-student relationship not only enhances students' learning motivation but also provides strong support for their comprehensive development.

5. Summary of the Prospects of Project-Based Learning

5.1 Advantages and Challenges of Project-Based Learning

Project-based learning, with its unique practicality and innovativeness, demonstrates significant advantages. Firstly, it can effectively enhance students' interest and motivation in learning, making the learning process more proactive and meaningful. Through practical operations and project execution, students can combine theoretical knowledge with practical skills, gaining a deeper understanding and mastery of the content they learn. Additionally, project-based learning aids in cultivating students' teamwork spirit and innovative thinking abilities, laying a solid foundation for their future careers.

However, project-based learning also faces some challenges. Implementing project-based learning requires teachers to possess higher professional literacy and organizational abilities, while also demanding adequate resource and time investments. Furthermore, ensuring that every student receives sufficient learning and training within the projects is an important consideration during implementation.

5.2 Implications for Cruise Ship Professional English Teaching

For cruise ship professional English teaching, project-based learning offers a brand-new teaching model. By designing project tasks closely related to the cruise industry, students can learn and apply professional English knowledge through practice, better adapting to the demands of future career

development. Simultaneously, project-based learning aids in cultivating students' cross-cultural communication skills and teamwork spirit, which are particularly crucial for cruise industry professionals.

5.3 Promotion and Application Prospects

With the continuous deepening of educational reform, the application prospects of project-based learning in the field of education are very broad. Its student-centered teaching philosophy and teaching method that combines practice with theory align with the trend of modern educational development. In the future, with more educators recognizing and exploring project-based learning, it is believed that this teaching method will be widely applied in more disciplines and fields.

To promote and apply project-based learning, continuous teacher training and professional development are necessary to enhance their ability to implement project-based learning. Meanwhile, schools and educational institutions should provide necessary support and resources to ensure the smooth implementation of project-based learning. Additionally, it is essential to continuously summarize experiences and continuously improve and optimize the methods and means of project-based learning to adapt to the needs of different disciplines and students.

Project-based learning, with its unique advantages, exhibits broad application prospects in the field of education. By continuously overcoming challenges and strengthening practical exploration, it is believed that this teaching method will lay a solid foundation for students' comprehensive development and future careers.

6. Conclusions

This paper delves into the advantages and challenges of project-based learning, as well as its implications for specific fields such as cruise ship professional English teaching. Additionally, it provides a comprehensive analysis of its promotion and application prospects in the future.

As an innovative teaching method, project-based learning significantly enhances students' interest and motivation in learning with its high degree of practicality and student-centered teaching philosophy, promoting a close integration of theory and practice. Through project-based learning, students can not only gain a deeper understanding and mastery of the knowledge learned but also cultivate teamwork spirit and innovative thinking abilities through practical operations. This is of great significance for improving students' comprehensive qualities and preparing them for future careers.

However, this paper also points out the challenges faced by project-based learning during implementation, such as the need for teachers to possess higher professional literacy and organizational abilities, as well as adequate resource and time investments. These challenges remind us that successful implementation of project-based learning requires multi-party cooperation and continuous investment within the education system.

In cruise ship professional English teaching, project-based learning demonstrates its unique application value. Through project designs closely related to the cruise industry, students can learn and apply professional English knowledge in practice, enhancing cross-cultural communication skills and teamwork spirit, thus better preparing for future career development.

Finally, this paper provides an outlook on the promotion and application prospects of project-based learning. With the advancement of educational reform and the development of modern educational concepts, project-based learning is expected to be widely applied in more disciplines and fields. To achieve this goal, it is necessary to strengthen teacher training, provide professional development opportunities, and ensure that schools and educational institutions provide necessary support and resources.

Acknowledgement

This paper is supported by the fund: 2023 Jiangsu Province Vocational College Key Teacher Team Visiting and Training Project 《Research on the Development of New Business Forms and Talent Cultivation Based on the Integration of Cultural Tourism》 (2023TDFX005).

References

- [1] Zhao Ran. (2019) Exploration of the Reform of International Cruise English Education Oriented by Improving Employment Quality. *Education Modernization*, 35, 62-63.
- [2] Liu Shuang. (2020) Research on the Cultivation of Students' Intercultural Communicative Competence in Cruise English Courses in Higher Vocational Colleges. *Overseas English*, 20, 257-258.
- [3] Huo Hong. (2022) Problems and Countermeasures in the Reform of High-Quality Course Teaching Mode for the International Cruise Service Major. *Popular Art*, 17, 144-146.
- [4] Hu Shunli. (2018) Research on the Reform of High-Quality Teaching Mode for the Cruise Service Management Major. *Cultural Innovation Comparative Studies*, 15, 94-95.
- [5] Zhu Changying. (2015) The Current Situation and Approaches to Cultivating Intercultural Adaptability in the International Cruise Service Major in Universities. *Journal of Guangzhou Institute of Maritime Technology*, 03, 39-41.
- [6] Kong Jie. (2021) Analysis on the Cultivation of Talents in the International Cruise Service Management Major. *Maritime Education Research*, 02, 57-61.