

Research on Evaluation of Higher Vocational English Teaching for Cruise Stewarding Management Majors Based on OBE Concept

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Abstract: *In the context of the rapidly developing global cruise tourism industry, there is a growing demand for cruise stewarding management professionals with proficient English communication skills. Traditional evaluation methods for higher vocational English teaching often focus on knowledge assessment, failing to fully reflect or foster the practical language application abilities required by the industry. This paper explores the construction and implementation of a teaching evaluation system for Cruise Stewarding Management majors based on the Outcomes-Based Education (OBE) concept. It analyzes the applicability of OBE's core principles—outcome focus, reverse design, personalized instruction, and continuous improvement—to the practical, culturally diverse, and highly operational nature of English teaching in this field. It details the process of defining evaluation objectives and standards centered on specific vocational competencies and cross-cultural communication skills. Furthermore, this paper advocates for utilizing diverse evaluation methods and tools, integrating formative and summative assessments alongside digital platforms, to comprehensively gauge student learning outcomes. While the implementation of this OBE-based evaluation system demonstrates positive effects on student motivation, oral proficiency, and cross-cultural skills, the study also identifies challenges, including insufficiently precise evaluation standards and a lack of methodological diversity. Corresponding improvement strategies are proposed, such as involving industry professionals in standard refinement and incorporating more project-based assessments. This paper concludes that an OBE-oriented evaluation system holds significant promise for enhancing teaching quality, aligning educational outcomes with industry needs, and offers valuable insights for English teaching reform in related vocational fields.*

Keywords: Outcomes-Based Education, Cruise Stewarding Management, English Teaching Evaluation, Higher Vocational Education, Teaching System Construction.

1. Introduction

In the context of today's globalization, the cruise tourism industry is developing rapidly, leading to a growing demand for professionals in cruise stewarding management. Cruise stewarding personnel not only need solid professional skills but also require good English communication skills [1]. As an important pathway for cultivating application-oriented talents, the quality of English teaching in the Cruise Stewarding Management major in higher vocational education directly impacts students' future career development and the overall standard of the industry.

Traditional evaluation models for higher vocational English teaching often focus on assessing students' knowledge acquisition, neglecting the cultivation and application of their practical abilities. This evaluation approach finds it difficult to comprehensively and accurately reflect students' ability to use English in real-life situations, and it cannot effectively guide teaching towards cultivating application-oriented talents that meet industry needs. Therefore, exploring a more scientific, reasonable, and effective teaching evaluation system is of significant practical importance [2].

OBE (Outcomes-Based Education) is an educational philosophy that emphasizes focusing on students' learning outcomes as the core, and reverse-designing the teaching process and evaluation system. This concept has been widely applied and validated in the field of education abroad and is considered an effective approach to improving education quality and cultivating students' practical abilities [3]. Introducing the OBE concept into the evaluation of higher vocational English teaching for Cruise Stewarding

Management majors can encourage teaching to pay more attention to students' practical abilities and vocational needs, helping to cultivate high-quality talents better adapted to the development of the cruise industry.

This study aims to deeply explore the construction of an evaluation system for higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept. By researching the connotation and characteristics of the OBE concept, combined with the characteristics and needs of English teaching in this major, it seeks to determine scientific and reasonable evaluation objectives and standards, and select appropriate evaluation methods and tools. Simultaneously, it will assess and analyze the implementation effects of the teaching evaluation based on the OBE concept, identify existing problems, and propose corresponding improvement strategies.

The conduct of this study will not only help improve the quality of higher vocational English teaching for Cruise Stewarding Management majors and enhance students' comprehensive English application abilities and professional competence, but also provide useful reference for the reform of English teaching evaluation in other related higher vocational majors, promoting the continuous improvement and development of the teaching evaluation system in China's higher vocational education.

2. Application Basis of OBE Concept in Evaluation of Higher Vocational English Teaching for Cruise Stewarding Management Majors

2.1 Connotation and Characteristics of OBE Concept

The OBE concept is playing an increasingly important role in the field of education and holds unique application value in the evaluation of higher vocational English teaching for Cruise Stewarding Management majors. Understanding its connotation and characteristics helps to better integrate it into the English teaching evaluation system for this major.

The connotation of the OBE concept emphasizes focusing on students' learning outcomes as the core. It concerns the abilities and qualities students actually acquire after completing the learning process, rather than merely focusing on the teaching process and content. This means that the design, implementation, and evaluation of educational activities must revolve around the final learning outcomes students are expected to achieve. For example, in the higher vocational English teaching for Cruise Stewarding Management majors, teaching objectives are no longer limited to enabling students to master English grammar and vocabulary; more importantly, it is to cultivate their ability to use English for effective communication and solving practical problems in cruise work scenarios [4].

The OBE concept has the following significant characteristics. The first is Outcome Focus. All teaching activities take students' expected learning outcomes as the starting point and end goal. When designing courses, teachers must clarify the knowledge, skills, and attitudes students should possess upon course completion, and formulate teaching plans and methods based on this. In English teaching for Cruise Stewarding Management majors, it is necessary to determine the English communication skills students should master based on the actual needs of cruise work, such as passenger service English, emergency handling English, etc.

The second is Reverse Design. The OBE concept requires reverse-designing the teaching process starting from the expected learning outcomes. First, determine the final outcomes students should achieve, then design teaching content, teaching methods, and evaluation methods based on these outcomes. In English teaching for Cruise Stewarding Management majors, teachers can design corresponding teaching projects and tasks based on the English requirements of cruise work scenarios, allowing students to learn and master English knowledge and skills in practice.

Furthermore, there is Personalized Instruction. This concept recognizes that each student's learning ability and pace are different, thus encouraging the adoption of personalized teaching methods to meet the learning needs of different students [5]. In English teaching for Cruise Stewarding Management majors, teachers can provide students with learning tasks and guidance at different levels according to their English foundation and learning ability, helping each student to make the maximum possible progress.

Finally, there is Continuous Improvement. The OBE concept emphasizes the continuous evaluation and feedback of the teaching process and student learning outcomes to identify problems in a timely manner and make improvements. In English teaching for Cruise Stewarding Management majors, teachers can understand students' learning situations and

teaching effects through regular teaching evaluations, and adjust teaching strategies and methods based on the evaluation results to continuously improve teaching quality.

In summary, with its unique connotation and characteristics, the OBE concept provides new ideas and methods for the evaluation of higher vocational English teaching for Cruise Stewarding Management majors. Deeply understanding and applying this concept will help improve the quality of English teaching in this major and students' learning outcomes, cultivating high-quality talents that better meet the needs of the cruise industry.

2.2 Characteristics and Needs of Higher Vocational English Teaching for Cruise Stewarding Management Majors

Higher vocational English teaching for the Cruise Stewarding Management major has distinct characteristics and also entails specific needs. These factors are crucial for constructing a teaching evaluation system based on the OBE concept.

From the perspective of teaching characteristics, first, Practicality is a prominent feature. Cruise stewarding work involves communication with passengers and crew from different countries and regions. Therefore, English teaching needs to closely revolve around actual work scenarios. For example, in areas such as restaurant service, room service, and travel consultation, students need to master practical English expressions to communicate accurately and fluently with others. This requires teaching content to be highly targeted and practical, focusing on cultivating students' language application ability in practical situations [6].

Secondly, Cultural Diversity is also a major characteristic of English teaching in this major. Cruise ships gather personnel from all over the world. Different cultural backgrounds and customs mean that English communication involves not only language transmission but also cultural understanding and integration. In the teaching process, it is necessary to introduce multicultural knowledge, allowing students to understand cultural differences among different countries and regions to avoid communication barriers caused by cultural misunderstandings. For instance, while explaining English language knowledge, introduce Western etiquette culture, holiday customs, etc., to enhance students' cross-cultural communication skills.

Furthermore, there is strong Practical Operability. The Cruise Stewarding Management major emphasizes the cultivation of students' practical abilities, and English teaching is no exception. Through activities such as simulating cruise work scenarios and conducting role-plays, students can use English for communication in practical operations, improving their oral expression and adaptability. For example, organizing students to conduct simulated restaurant service drills allows them to familiarize themselves with commonly used English service phrases and procedures in practice.

From the perspective of teaching needs, students need to possess a solid foundation in English language, including vocabulary, grammar, listening, speaking, etc. Only with a good language foundation can they better engage in

cross-cultural communication and practical work. Simultaneously, students also need to master certain professional English knowledge, such as vocabulary and expressions related to cruise tourism, maritime regulations, etc., to meet the practical needs of their work.

Additionally, teaching evaluation also needs to adapt to these characteristics and needs. The evaluation system should place greater emphasis on assessing students' actual language application ability and cross-cultural communication skills, rather than merely the memorization and understanding of knowledge. Diversified evaluation methods can be adopted, such as oral tests, project assignments, practical assessments, etc., to comprehensively and objectively evaluate students' learning outcomes.

In summary, higher vocational English teaching for the Cruise Stewarding Management major is characterized by practicality, cultural diversity, and strong practical operability, while also having needs regarding students' language foundation, professional English knowledge, and cross-cultural communication skills. In the teaching process, these characteristics and needs should be fully considered to improve teaching quality and students' comprehensive competence.

3. Construction of the Teaching Evaluation System Based on the OBE Concept

3.1 Determination of Evaluation Objectives and Standards

When conducting the evaluation of higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept, accurately determining evaluation objectives and standards is crucial. This forms the foundation for constructing a scientific and reasonable teaching evaluation system and plays a key role in enhancing teaching quality and students' English ability.

The determination of evaluation objectives needs to closely revolve around the core principles of the OBE concept: student-centeredness, outcome orientation, and continuous improvement. First, it is necessary to clarify the ability outcomes that students should achieve after completing the higher vocational English course for Cruise Stewarding Management majors. From the perspective of language ability, students need to possess a solid foundation in basic English knowledge, including vocabulary, grammar, pronunciation, etc., enabling them to conduct fluent and accurate daily communication and professional interaction. In cruise service scenarios, they should be able to skillfully use English to provide quality service to passengers, such as answering inquiries and handling complaints. From the perspective of cross-cultural communication ability, students need to understand communication habits and etiquette norms in different cultural backgrounds, respect and adapt to multicultural environments, and avoid communication barriers caused by cultural differences [7]. Additionally, students' autonomous learning ability should be cultivated, enabling them to continuously improve their English proficiency in the future to adapt to industry development needs.

When determining evaluation standards, detailed, quantifiable, and operable rules should be formulated based on the clearly defined ability outcomes. For the evaluation of language ability, it can be conducted from four dimensions: listening, speaking, reading, and writing. For listening, standards can be set based on students' comprehension accuracy rates of English listening materials with different speeds and accents. Speaking evaluation can consider factors such as pronunciation accuracy, fluency of expression, and logical coherence of content. Reading evaluation can measure students' comprehension degree and reading speed of English articles of different genres and difficulty levels [8]. Writing evaluation focuses on the structural rationality, grammatical correctness, and content richness of the composition. For cross-cultural communication ability, it can be assessed by simulating communication tasks in different cultural scenarios, observing students' coping ability and cultural sensitivity. For example, in scenarios simulating the reception of passengers from different countries on a cruise, observe whether students can use appropriate language and behavior for communication. Simultaneously, for students' autonomous learning ability, evaluation can be conducted through aspects such as students' learning plan formulation, learning resource utilization, and learning outcome presentation.

The determination of evaluation objectives and standards should also be dynamic and adaptive. With the development of the cruise industry and the reform of English teaching, evaluation objectives and standards should be adjusted and improved in a timely manner to ensure they consistently align with industry needs and student development. Only in this way can the evaluation of higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept truly play its role in promoting the improvement of teaching quality and the comprehensive development of students.

3.2 Selection of Evaluation Methods and Tools

When constructing the evaluation system for higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept, the selection of evaluation methods and tools is crucial, as it directly affects whether the teaching evaluation can accurately reflect students' learning outcomes and the achievement of teaching objectives.

First, regarding the selection of evaluation methods, a variety of approaches should be comprehensively applied to assess students' English ability comprehensively and objectively. Formative evaluation is an indispensable part. In the daily teaching process, classroom performance evaluation can be used to observe students' participation, quality of speech, group cooperation ability, etc. For example, teachers can develop detailed classroom performance scoring sheets, grading students from aspects such as fluency of oral expression, innovativeness of viewpoints, and proactiveness in teamwork. Additionally, assignment evaluation is also an important means of formative evaluation. Besides traditional written assignments, some oral assignments can be assigned, such as recording English situational dialogues, English speech videos, etc. Through correcting and providing

feedback on assignments, teachers can timely understand students' grasp of knowledge and existing problems.

Summative evaluation should also not be overlooked. Final exams are a common summative evaluation method, but attention should be paid to the design of exam content to make it more aligned with the actual needs of the Cruise Stewarding Management major. Some listening, speaking, reading, and writing questions related to cruise service scenarios can be added, such as simulating passenger inquiries, emergency handling scenarios on cruises, to examine students' English application ability in practical situations [9].

In the selection of evaluation tools, information-based tools have significant advantages. Online testing platforms can conveniently organize various types of tests, such as unit tests, etc. These platforms can automatically grade objective questions, quickly generate score reports, and also analyze students' answer situations, helping teachers understand students' weak areas. For example, by analyzing students' error rates on different question types, teachers can provide targeted tutoring and reinforcement training.

Furthermore, English learning APPs are also an effective evaluation tool. Students can use APPs for oral practice, listening training, etc., and the APP will provide corresponding scores and feedback based on students' performance. Simultaneously, teachers can understand students' learning progress and practice situations through the APP, achieving real-time monitoring of students' learning process.

Third-party evaluation tools can also be introduced, such as assessment services provided by professional English ability assessment institutions. These assessment tools have high authority, can provide a more accurate assessment of students' English proficiency, and also help schools understand the gap between their own teaching and industry standards.

In summary, when selecting evaluation methods and tools, the requirements of the OBE concept and the characteristics of higher vocational English teaching for Cruise Stewarding Management majors should be fully considered to ensure that the evaluation can comprehensively and accurately reflect students' learning outcomes, providing strong support for teaching improvement and student development.

4. Implementation Effects and Improvement Strategies of Teaching Evaluation under the OBE Concept

4.1 Assessment and Analysis of Implementation Effects

After introducing the OBE concept and implementing the corresponding teaching evaluation in the higher vocational English teaching for Cruise Stewarding Management majors, assessing and analyzing its implementation effects is of great significance, as it helps to understand the effectiveness of the teaching evaluation and provides a basis for subsequent teaching improvement.

From the perspective of student learning outcomes, through teaching evaluation based on the OBE concept, students have

shown significant improvement in their comprehensive English ability. In terms of language knowledge, students have a more solid grasp of vocabulary and grammar and can use English more accurately for expression [10]. For example, in oral communication, students can express their views more fluently, and have shown obvious progress in the richness and accuracy of vocabulary usage. In listening comprehension, students can better understand English conversations and broadcast content, especially professional English listening materials related to cruise stewarding, with a remarkable improvement in comprehension accuracy rate.

Analyzing from the achievement of teaching objectives, the teaching objectives determined based on the OBE concept have been relatively well achieved. Teaching evaluation closely revolves around teaching objectives, prompting teachers to carry out teaching activities more targeted during the teaching process. For example, in the objective of cultivating students' cross-cultural communication ability, by designing relevant evaluation tasks, such as simulating scenarios of communicating with passengers from different cultural backgrounds on a cruise, students can better understand differences between cultures and use appropriate English expressions for communication, reflecting the effective combination of teaching objectives and evaluation.

From the perspective of teaching process optimization, teaching evaluation based on the OBE concept has promoted the improvement of teaching methods and teaching resources. Teachers adjust teaching strategies in a timely manner based on evaluation results, adopting teaching methods more suitable for students, such as group cooperative learning, project-based learning, etc., enhancing students' learning motivation and participation. Simultaneously, based on feedback from teaching evaluation, schools have also updated and improved teaching resources, such as introducing more English textbooks and multimedia teaching resources related to cruise stewarding, providing better support for teaching.

However, some potential problems were also discovered during the implementation effect assessment. Some students, despite improvements in English skills, still need to strengthen their ability to apply English knowledge to actual cruise stewarding work scenarios [11]. Furthermore, the attention to individual student differences in the evaluation process is not yet comprehensive enough, resulting in the learning needs of some students not being fully met. Overall, the teaching evaluation for higher vocational English teaching in Cruise Stewarding Management based on the OBE concept has achieved certain results, but there is still room for improvement and refinement, requiring further in-depth research and exploration.

4.2 Discussion on Existing Problems and Improvement Strategies

In the process of conducting the evaluation of higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept, although certain implementation effects have been achieved, some problems that need urgent solution have also been exposed.

First, the precision of the evaluation standards needs

improvement. Although the current evaluation standards are formulated around the OBE concept, they fail to fully align with the actual needs of the Cruise Stewarding Management major in certain aspects. For example, regarding the evaluation of English listening and speaking abilities, the standards focus more on daily communication, while the consideration of professional communication ability in specific cruise scenarios is insufficient, such as handling cruise emergencies, communicating service details with passengers of different nationalities, etc. This leads to evaluation results not accurately reflecting students' English application ability in their future careers.

Secondly, there is insufficient diversity in evaluation methods and tools. Currently, there is heavy reliance on traditional written tests and oral tests, lacking a comprehensive assessment of students' comprehensive English application ability. In actual cruise work, the scenarios for using English are complex and diverse, including written document processing, team collaboration communication, etc. A single evaluation method can hardly cover these multi-dimensional abilities, causing the true ability of some students to be underestimated or overestimated.

Furthermore, the connection between teaching and evaluation is not close enough. In the teaching process, teachers may focus more on knowledge transmission, while in the teaching evaluation stage, they fail to effectively integrate the teaching content with evaluation standards in a timely manner. This leaves students without a clear goal orientation during the learning process, unsure of how their learning outcomes connect with future career needs.

In response to these problems, the following improvement strategies can be adopted.

Regarding evaluation standards, they should be further refined and improved. Invite professionals from the cruise industry to participate in the formulation of evaluation standards, clarify specific requirements for different dimensions of English ability based on actual work scenarios. For example, add assessment content such as cruise professional vocabulary, dialogues in specific scenarios, etc., to make the evaluation standards more targeted and practical.

In terms of evaluation methods and tools, introduce diversified evaluation methods. Besides traditional tests, methods such as project-based learning evaluation and group cooperation evaluation can be adopted. For example, assign a simulated cruise service project for students to complete in groups, comprehensively examining students' comprehensive English application ability from project planning, execution to final presentation. Simultaneously, utilize modern information technology to develop online English learning platforms, recording students' learning processes and performances in real time, providing richer data support for evaluation.

To strengthen the connection between teaching and evaluation, teachers should clearly inform students of the evaluation standards and objectives during the teaching process, so that students have a clear direction during learning. Simultaneously, adjust teaching content and methods

promptly based on evaluation results, forming a positive interaction between teaching and evaluation. For example, if it is found that students tend to have problems with a certain knowledge point, teachers can provide targeted tutoring and reinforcement training in a timely manner [12].

Through in-depth analysis of these problems and the implementation of improvement strategies, it is expected to further enhance the quality of the evaluation of higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept, cultivating high-quality talents that better meet the needs of the cruise industry.

5. Conclusion

This study focuses on evaluation of higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept. Through in-depth exploration of the application basis of the OBE concept in the English teaching evaluation for this major, the construction of the teaching evaluation system, and the analysis of implementation effects and improvement strategies, a series of significant conclusions have been drawn.

Regarding the application basis, the OBE concept is oriented towards student learning outcomes, emphasizing defining expected learning outcomes, focusing on how to help students achieve these outcomes, and evaluating and providing feedback on the learning outcomes. Its characteristics align with the emphasis on practicality and vocational nature in higher vocational English teaching for Cruise Stewarding Management majors. Simultaneously, English teaching in this major has its own unique characteristics and needs, such as requiring students to possess strong oral expression ability and cross-cultural communication skills, which provides the soil for the application of the OBE concept.

The teaching evaluation system constructed based on the OBE concept, in determining evaluation objectives and standards, closely revolves around students' vocational abilities and practical needs, ensuring that the evaluation can accurately reflect students' learning outcomes. In selecting evaluation methods and tools, it comprehensively uses various methods, such as combining formative and summative evaluation, to assess students' learning situations more comprehensively and objectively.

From the perspective of implementation effects, the teaching evaluation based on the OBE concept has achieved certain results in improving students' English learning motivation and enhancing their vocational abilities. Students have made obvious progress in oral expression, cross-cultural communication, etc., and can better adapt to the requirements of future cruise stewarding work. However, some problems also exist during the implementation process, such as some teachers' understanding of the OBE concept not being deep enough, and the implementation of evaluation standards not being strict enough.

In response to these problems, corresponding improvement strategies have been proposed. On one hand, teacher training should be strengthened to improve teachers' understanding

and application ability of the OBE concept; on the other hand, evaluation standards and processes should be further improved to ensure the fairness and accuracy of evaluation.

Overall, the evaluation of higher vocational English teaching for Cruise Stewarding Management majors based on the OBE concept has important practical significance and promotion value. In the future, attention should be continuously paid to development trends in this field, constantly optimizing the teaching evaluation system to provide strong support for cultivating more high-quality English talents that meet the needs of the cruise stewarding industry. Simultaneously, it is also hoped that this study can provide useful reference for teaching reform and evaluation research in related fields.

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