

An Applied Research on the Situational Teaching Method Assisted by Multimedia in the Course of "Oral Hotel English" in Secondary Vocational Schools

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An Applied Research on the Situational Teaching Method Assisted by Multimedia in the Course of "Oral Hotel English" in Secondary Vocational Schools

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Abstract

Based on Krashen's Input/Output Hypothesis, Situated Cognition Theory, and Constructivism Theory, this study designed a teaching plan for oral hotel English in secondary vocational schools. The study targeted Class 5 (the control group, receiving traditional teaching methods) and Class 6 (the experimental group, receiving multimedia-assisted situational teaching methods) of the Tourism major at School A. Through questionnaires, classroom observations, educational experiments, and interviews, the study explored the impact of this teaching approach on students' learning interest, academic performance, and classroom enthusiasm.

The experiment employed SPSS for descriptive statistics, correlation, and T-test analyses. The results indicated that multimedia-assisted situational teaching significantly enhanced students' learning interest (as evidenced by increased scores across all dimensions of the interest scale), oral English performance (with the experimental class demonstrating a greater average score improvement compared to the control class), and classroom participation (as reflected by an increased frequency of voluntary speaking and role-playing activities). This study confirms the promotional value of the multimedia-assisted situational teaching method in vocational English education and provides a direction for future research endeavors.

Keywords: *multimedia-assisted instruction; situational teaching method; oral hotel English; second language acquisition theory*

Introduction

The Professional Teaching Standards for Secondary Vocational Schools (Tourism and Foreign Languages Major) stipulates the requirements for the application of hotel English as follows: proficiency in daily English communication; flexible application of situational English in hotel work settings; and the ability of management personnel to handle complex hotel affairs proficiently in English. However, due to the lack of reasonable planning by schools in cultivating hotel professionals, the employment and further education rates of most tourism and hotel management students within the industry remain relatively low. This has resulted in a severe shortage of practical and skilled English-speaking talents in China's hotel industry (Liu, 2020).

According to research findings from a sampling survey on the employment status of graduates

majoring in hotel management, only 10%-20% of students choose to remain in the hotel industry after graduation (Li, Xu et al., 2025). For the majority of secondary vocational school students, due to an inadequate foundation in professional knowledge acquired during their school years and a lack of good study habits (An, 2012), those who enter the hotel industry after graduation often find themselves struggling. A significant number of students majoring in hotel management and tourism ultimately abandon the hotel industry in their career choices, primarily because of industry biases. They perceive hotel work as arduous and are dissatisfied with the compensation, leading to a high attrition rate in the hotel management major and a severe imbalance between the supply and demand of talents in the hotel industry.

Research Background

The Development of the International Hotel Industry Necessitates High-Quality Hotel English Talents

Since Holiday Inn, the first international hotel brand, entered China in 1984, international hotel groups have been operating in the country for over four decades. In recent years, with the improvement of China's economic level, an increasing number of tourists and business travelers from around the globe have been attracted to visit (Zhang, 2024). This presents a significant opportunity for the rapid development of China's tourism and hotel industries, which in turn has led to a widespread demand for English-proficient talents in the Chinese hotel sector. Hotel English education serves as the most direct department for cultivating skilled and applied talents who are proficient in both English and hotel management for foreign-related hotel enterprises (Wen, 2013). It is the primary training base for supplying high-quality hotel talents to these enterprises. Therefore, reserving high-quality English talents for the future hotel industry is an urgent requirement driven by the rapid development of the hotel sector, which calls for both high-quality English-speaking service personnel and management talents.

The teaching effectiveness of oral hotel English in secondary vocational schools is unsatisfactory

The issue with English teaching in vocational schools lies in the fact that the learning content fails to meet students' occupational requirements. The English that students learn in school does not align with the demands of their future professional roles, prompting hotel enterprises to invest substantial human and material resources in retraining new employees. Due to the mismatch between the cultivation of hotel English talents and the talent demands of the hotel market, as well as the inherent problems in hotel English teaching itself, the cultivation of hotel English talents cannot adequately meet the needs of hotel enterprises. This has resulted in a persistent vacancy in the demand for professionally skilled talents in the hotel industry, particularly a severe shortage of applied English-speaking talents. The most significant problem in English teaching at secondary vocational schools, as noted by Zhang (2022), is that the majority of students remain unable to communicate in English with others after years of learning.

Firstly, from the perspective of teachers, many still employ traditional teaching methods in oral English classes, placing emphasis on linguistic knowledge and primarily explaining the fundamental tenets of the grammar-translation method. Secondly, from the students' vantage point, in traditional English language instruction, students often assume the role of passive listeners,

predominantly engaged in rote listening and note-taking, with limited opportunities to participate in language practice.

Literature Review

Research on the Application of Multimedia in Secondary Vocational English Curriculum in China

The use of multimedia has exerted a significant influence on English language teaching in China, particularly in the context of secondary vocational hotel English education. Yu (2014) advocates the full utilization of multimedia in secondary vocational English teaching. He argues that multimedia-based instruction can facilitate group collaboration among students and provide convenience for students to conduct teaching demonstrations using multimedia tools. Lu (2013) posits that multimedia information technology offers significant advantages in enhancing secondary vocational students' English vocabulary, grammar, and writing skills. This is primarily attributed to the intuitive, vivid, and highly engaging nature of multimedia-based instruction, which can effectively cultivate students' sociocultural competence. Wen (2011) noted that the application of multimedia information technology in secondary vocational English education can utilize text, graphics, animations, and sounds to create a realistic linguistic environment, immersing students in an authentic communicative context and thereby facilitating the enhancement of their oral expression skills. Jiao (2013) argued that multimedia technology can create authentic scenarios simulating hotel work environments for students in secondary vocational hotel English classes. When instructors teach cases involving emergency handling in hotels, they can utilize multimedia to play the essence parts of English video dialogues. This approach enables students to familiarize themselves with relevant topics in advance, thereby reducing the difficulty of learning new knowledge and enhancing teaching effectiveness. Li (2016) mentioned that, given that the majority of secondary vocational students come from rural families and generally have a relatively weak foundation in English, information-based teaching methods can mitigate the challenges students face in understanding English by employing vivid imagery, colorful visuals, and various auditory stimuli. These methods help to deepen students' impressions of the knowledge being imparted.

Research on the Effectiveness of Multimedia Teaching in English Curriculum

The utilization of multimedia has exerted a significant influence on English classroom teaching, once transforming the traditional teaching model in English education. Regarding the positive effects of multimedia teaching, Wang, Wang, and Wang (2003) pointed out that multimedia technology is characterized by its convenience and real-time capabilities, enabling the synchronization of sound and images in English teaching. Furthermore, the interactive nature of multimedia technology facilitates one-on-one information exchange between teaching objects and teachers in the English classroom, thereby enhancing classroom efficiency. In the field of English pedagogy, the application of multimedia technology is primarily realized through demonstration teaching and distance education (Wang, 2010). It is crucial to employ multimedia technology judiciously in teaching, striking an appropriate balance in its utilization to achieve optimal teaching outcomes. Regarding the negative effects of multimedia teaching, Zhao (2007) argued that while the multimedia-assisted teaching model can yield certain benefits in the short term, particularly in enhancing vocabulary teaching effectiveness, its long-term impact is significantly diminished.

Therefore, it is essential to maintain a balanced perspective on the role of multimedia in education. Wang (2010) further pointed out that in English classrooms, the multimedia-assisted teaching approach tends to obscure the dominant role of teachers, emphasizing instead the need for autonomous learning capabilities. However, the cultivation of autonomous learning skills presupposes that students possess a relatively high level of self-control. Overemphasizing students' dominant position may compromise the overall effectiveness of classroom instruction.

Approaches to Creating Situational Teaching Methods in English Instruction

Based on the steps involved in establishing situational teaching methods, researchers have synthesized a suitable situational teaching model for English instruction through their practical teaching experiences. Yang (2020) advocates for the utilization of multimedia to introduce scenarios in situational teaching, thereby constructing everyday life situations to cultivate students' responsiveness to such contexts. Role-playing is proposed as a means to recreate and instantiate these scenarios, ultimately enhancing students' comprehensive abilities through the construction of practical, context-rich learning environments. (Zhang, 2019) highlighted that when designing situational teaching, it is imperative to adhere to the theoretical foundations of constructivism while also following the principles of education and pedagogy, ensuring that the design of teaching scenarios is clearly targeted at specific subjects. (Chen, 2019) emphasized the importance of leveraging students' emotional cognition to create various scenarios for them, primarily through performances, experiences, pictorial representations, depictions of real-life situations, musical presentations, and verbal descriptions to showcase these scenarios. (Xue & Cui, 2016) pointed out that the implementation of situational teaching methods in hotel English speaking instruction primarily involves four steps: first, the perceptual experience during the scenario introduction phase; second, cognitive understanding in the scenario analysis phase; third, simulated practice in the scenario reproduction phase; and fourth, practical training feedback in the scenario transfer phase.

Current Implementation Status of Situational Teaching Method in Secondary Vocational Oral Hotel English Education

Since its inception, the situational teaching method has been introduced into hotel English courses and has gained widespread popularity among teachers of hotel spoken English. Zhang (2022) emphasizes that English teaching should be closely aligned with real-life contexts and should inherently connect with students' practical lives. The principles of practicality and real-life application, which are central to situational teaching, should serve as guiding ideologies for the design of English situational teaching materials. Hotel English encompasses both specialized services in the hotel industry and English communication skills, making it a highly practical course that also imposes significant professional demands on teachers. Huang (2019) pointed out that hotel English is characterized by strong applicability and professionalism. In the specific application of situational teaching in hotel English, it is essential to make thorough preparations before class, as well as conduct effective situational introduction and knowledge explanation, followed by simulated practice, after-class exercises, social practice, and comprehensive assessment. (Wang, 2019) discussed that in situational teaching, students can engage in dialogues based on real-life situations, presenting scenarios they may encounter in their future careers. This learning approach can lay a solid foundation for their future oral hotel English skills. When utilizing multimedia in teaching, teachers can show students short videos, such as those depicting guest service scenarios,

enabling them to gain an intuitive understanding of the knowledge they are learning and helping them construct a comprehensive English knowledge system.

Experimental Research

Selection of Experimental Subjects

In the preliminary stage of the experiment, in order to select experimental and control classes that met the criteria for educational experiments, the author conducted surveys with the head of the Tourism Service and Management program and English teachers from the tourism department. It was learned that, over the past year of teaching, both Class 5 and Class 6 of the Tourism Service and Management program were taught by the same instructor, who had employed traditional English teaching methods in their oral hotel English instruction. To gain an in-depth understanding of the baseline conditions of the two classes before the experiment, a descriptive statistical analysis of the frequency of demographic variables was conducted to describe the student composition of both classes. Additionally, an independent samples t-test was performed on the overall levels of learning interest in the two classes.

Frequency Descriptive Statistical Analysis of Demographic Variables. As indicated in Table 1, there are no significant differences between the two classes in terms of gender, age, the time when they started learning English, student source, and ethnic distribution. This ensures the smooth progress of the experimental teaching study.

Comparison of the Overall Learning Interest between the Control Class and the Experimental Class before the Experiment. The data in Table 2 reveal that the overall level of learning interest in the control class is 80.24 points, while that in the experimental class is 82.62 points. In the t-test, all p-values are greater than 0.05. Therefore, it can be concluded that there is no significant difference in the overall level of learning interest between the two classes before the implementation of the teaching experiment.

Ultimately, the subjects of this study were selected from 77 students in Class 5 and Class 6 of the Tourism Service and Management program. Specifically, Class 5 served as the control class, while Class 6 was designated as the experimental class.

Design of the Experimental Scheme

Firstly, before the experiment, an investigation into students' interest in learning oral hotel English and the collection of oral English scores were conducted in both classes. Subsequently, two different teaching methods were employed in the experimental and control classes respectively. Specifically, the experimental class adopted multimedia-assisted situational teaching method, while the control class utilized traditional teaching methods. After the experiment, a post-test was administered to students in both classes, including a survey on interest in learning oral hotel English and an assessment of oral English scores in the final exam. Based on the design pattern of the experiment, it can be seen that this experiment adopted an unequal control group experimental design, with the experimental model as follows:

In Table 3, O1 and O2 represent the measurement results of the pre-test and post-test in the experimental group, respectively, while O3 and O4 denote the measurement results of the pre-test in the control group and the post-test in the experimental group, respectively. X represents the experimental interference factor applied during the experiment, where X1 indicates the

multimedia-assisted situational teaching method, and X0 denotes the traditional teaching method. After the conclusion of this educational experiment, an analysis of the obtained measurement results was conducted to ultimately derive the experimental findings. The specific experimental process is illustrated in the figure 1:

Table 1
Frequency Analysis of Demographic Variables

Class	Experimental Class			Control Class		
Number of students	39			38		
Variable	Option	Frequency	Percentage	Option	Frequency	Percentage
1. Gender	Male	12	30.8%	Male	12	32%
	Female	27	69.2%	Female	26	68%
	Total	39	100.0%	Total	38	100.0%
2. Birth Year	2003	4	10.3%	2003	6	16%
	2004	20	51.3%	2004	20	53%
	2005	15	38.5%	2005	12	32%
	Total	39	100.0%	Total	38	100.0%
3. Start Time of Schooling	Grade 1~2	4	10.3%	Grade 1~2	2	5%
	Grade 3~4	14	35.9%	Grade 3~4	24	63%
	Grade 5~6	7	17.9%	Grade 5~6	4	11%
	Junior High School	14	35.9%	Junior High School	8	21%
	Total	39	100.0%	Total	38	100.0%
4. Hometown	City	3	7.7%	City	3	8%
	Rural Area	36	92.3%	Rural Area	35	92%
	Total	39	100.0%	Total	38	100.0%
5. Ethnicity	Han	10	25.6%	Han	13	34%
	Ethnic Minorities	29	74.4%	Ethnic Minorities	25	66%
	Total	39	100.0%	Total	38	100.0%

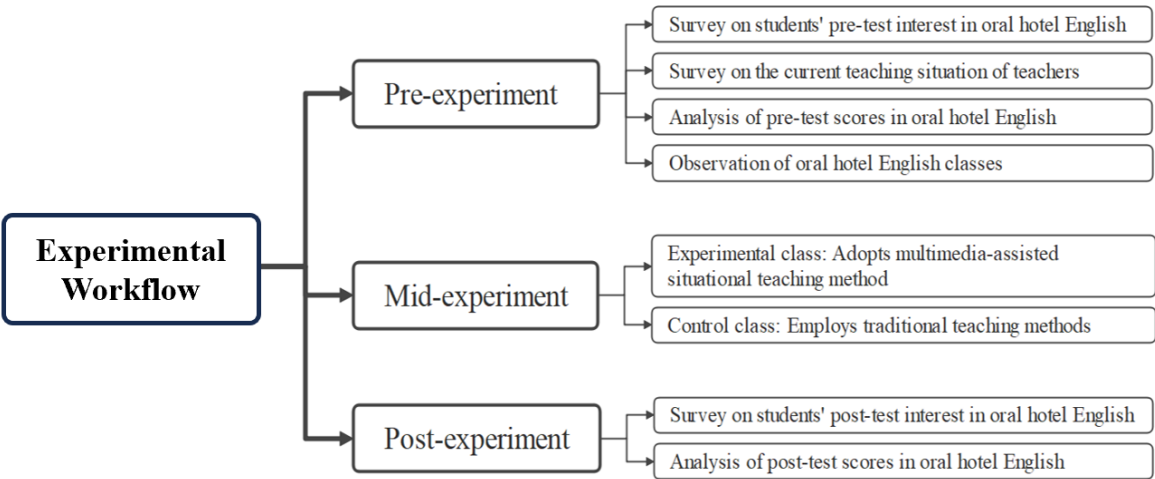
Table 2
Independent Sample T-Test of the Overall Learning Interest Level between the Control Class and the Experimental Class before the Experiment

Class	N	Mean	Standard Deviation	t	P
Control Class	38	80.24	15.407	-.755	.453
Experimental Class	39	82.62	12.078		

Table 3
Experimental Model

Unequal Control Group Experimental Design	
Experimental Group	O1.....X1.....O2
Control Group	O3.....X0.....O4

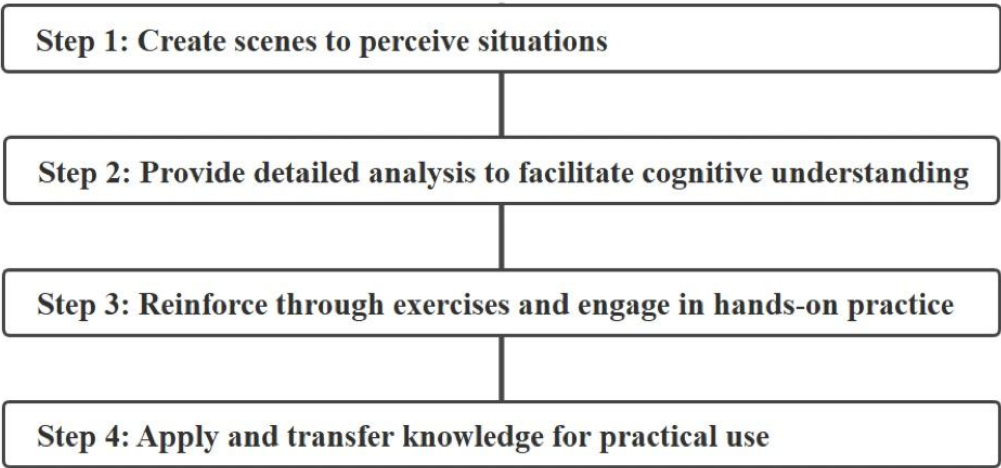
Figure 1:
Experimental Flowchart



Implementation of the Experiment
The author selected the textbook *Comprehensive Practical English Dialogues for Hotel Services*, currently designated by School A, as the teaching material for conducting an exploratory study on the Situational Teaching Method in Class 6 of the Tourism Service and Management major at

School A, a secondary vocational school. In accordance with the typical phases of situational teaching—namely, "perception – comprehension – deepening"—and integrating the Situated Cognition Theory, Constructivist Learning Theory, Krashen's Input Hypothesis, and Swain's Output Hypothesis within the context of English situational teaching, this situational teaching design for spoken hotel English was divided into four sequential steps: (1) creating vivid scenarios to facilitate perception of the context; (2) conducting detailed analysis to foster cognitive understanding; (3) engaging in consolidation exercises and participatory drills; and (4) facilitating application and transfer for practical use. After a thorough examination of the textbook content, the author chose Section 2 of Chapter 1 from *Comprehensive Practical English Dialogues for Hotel Services*, titled "Farewelling Guests upon Check-out," as the practical application case for the Situational Teaching Method.

Figure 2
Schematic Diagram of Specific Teaching Steps



Step 1: Create scenes to perceive situations.

Phase 1: Introduce scenarios before class. Firstly, during the pre-class introduction phase, a PowerPoint presentation is used to display several sets of prepared images depicting hotel staff handling check-out procedures for guests. While the images are being shown, students are required to answer questions about the information they glean from the pictures. This exercise aims to provide students with a preliminary impression of the hotel check-out scenario, as illustrated in the following figure:

Subsequently, video clips of guests checking out of the hotel are played. Given that the English proficiency of secondary vocational school students is generally moderate, video clips with both Chinese and English subtitles are selected to facilitate students' understanding of the content and to immerse them in an authentic hotel scenario. Some excerpts from the video are as follows:

Phase 2: Students attempt to recall the video clips. After playing the video clips twice, students are invited to attempt to recount the dialogue between the service staff and the guests in the video. They are encouraged to raise their hands to participate in answering.

Phase 3: Presentation of the video dialogue content. The content of the video dialogue is displayed on the projection screen to guide students in observing and contemplating the service process during hotel check-out, as well as common English conversational phrases used in hotel settings. The content of the video dialogue is as follows:

Staff: Good morning, madam. May I help you?

Guest: I want to check out. Here is my room key.

Staff: Certainly. How is your stay with us, Ms. Wang?

Guest: It's fine. Just the drain in the shower room didn't work well.

Staff: Ms. Wang, we apologize for that, and thank you so much for telling us this situation. I will inform Housekeeping and Engineering to check the room immediately. May I have your email address? As we want to contact you to extend apology and provide you with our feedback.

Guest: That's good. This is my email address. Thank you!

Staff: You are more than welcome, Ms. Wang. And thank you for sharing your stay experience with us. We look forward to welcoming you back to Grand Hyatt Beijing in the near future. Have a safe trip.

Guest: Thank you!

Staff: You are welcome. Goodbye.

Design Intent: According to Constructivist theory, students' learning is built upon the accumulation of prior knowledge. Furthermore, Second Language Acquisition (SLA) theory emphasizes the importance of maintaining a balance between input and output during the language learning process. Only with a sufficient amount of input can students have a foundation for output in language learning. Through the display of photographs and the playback of videos in the classroom, students can initially understand the basic service procedures for handling guest check-outs at a hotel front desk based on the content presented in the videos. During the process of watching the videos, students can clearly comprehend the common conversational phrases used in daily dialogue.

Teaching Reflection: On one hand, the combined visual and auditory stimulation provided by multimedia videos creates an immersive experience for students, instantly transporting them into real-life check-out scenarios. This approach captures students' attention, piques their interest, and evokes their memories of past experiences with hotel check-out procedures. On the other hand, despite students gaining a basic understanding of the service process for handling check-outs, the presence of numerous specialized vocabulary items in the video poses a challenge. Due to their relatively weak English foundation, many students struggle to fluently recall and articulate the dialogues and sentence structures presented in the video. Moreover, many students are not yet accustomed to engaging in dialogues in English during class.

Step 2: Provide detailed analysis to facilitate cognitive understanding.

Phase 1: The teacher attempts to prompt students to recall the content of the video through questioning. Building upon this, students are organized into groups to collaboratively summarize the check-out procedures and present their findings in class through group representatives.

Phase 2: The teacher leads the students in reading aloud the dialogue content from Section 1 of Chapter 2 in the textbook, which pertains to guest check-out. The dialogue content is as follows:

Staff: Good morning, Mr. Smith. How are you today?

Guest: Good morning, Jane. I'm fine, thanks, and you?

Staff: I'm fine too. Are you checking out today?

Guest: Yes, I think so.

Staff: Did you enjoy your stay here?

Guest: Yes, I did.

Staff: I hope our service is to your satisfaction.

Guest: Sure, I'm very pleased with everything here.

Staff: Thank you. I wish you a nice trip home, and look forward to seeing you again.

Guest: Thank you. I'll definitely come to your hotel next time when I am in Tianjin.

Phase 3: The teacher summarizes and generalizes the front desk check-out procedures, including greeting, room confirmation, deposit refund, invoice issuance, farewell, room status reporting, etc. The teacher also summarizes common conversational expressions used when handling guest check-out procedures.

Phase 4: Students are asked to read the dialogue content from Section 1 of Chapter 2 in the textbook in character roles, during which the teacher corrects any incorrect pronunciations.

Phase 5: Students are instructed to compare the dialogue content in the textbook with the service procedures summarized from the video clips, in order to identify the idiomatic expressions associated with each service procedure.

Design Intent: By encouraging students to contemplate and summarize the basic service procedures for handling guest check-outs, this activity aims to reinforce their memory of the check-out service process for guests. Through reading, analyzing, and comparing the guest check-out dialogues in both the video and Section 2 of Chapter 1 in the textbook, students are guided to connect the real-life scenarios of check-outs with the corresponding service procedures. This approach enables them to transfer their learning to practical situations based on the dialogues they have studied, fostering their ability to apply innovative thinking.

Teaching Reflection: Students have generally grasped the basic procedures for handling check-out procedures. Through a comparative analysis of the check-out process depicted in the video and the content presented in the textbook, students have further consolidated their understanding of the foundational knowledge covered in the course. However, they still struggle to fully comprehend certain challenging concepts and sentence structures, and many students experience difficulties in reading sentences fluently.

Step 3: Reinforce through exercises and engage in hands-on practice.

Phase 1: Students are requested to engage in role-playing dialogues based on their understanding of the guest check-out conversation and the basic service procedures outlined in Section 2 of Chapter 1 of the textbook.

Phase 2: After guiding students to form groups freely, allocate a 10-minute preparation period. Encourage students to create hotel check-out scenarios that align with the situational design, drawing upon their personal experiences. During the presentation, urge students to immerse themselves authentically, thereby fostering an environment where students become the central focus of the classroom.

Phase 3: The teacher encourages students to actively raise their hands and come to the platform to simulate the check-out scenario. Students are required to immerse themselves fully in the role-play. Meanwhile, other students are instructed to observe closely the details of the performers' dialogues, including pronunciation, intonation, and the use of facial expressions during the performance, to assess whether the service is delivered professionally. They are also

asked to take notes on the shortcomings and errors made by each student during the performance and provide suggestions for improvement.

Design Intent: According to the definition of situated cognition theory, it is essential to create a meaningful learning environment that enables learners to transfer the knowledge they have acquired into real-life contexts. Under the gradual guidance of the teacher, students can progressively engage in authentically created hotel check-out scenarios. Through scenario demonstrations and group collaborations, students gradually become the central focus of the classroom, taking ownership of their learning experience.

Teaching Reflection: The classroom atmosphere was highly vibrant, with students actively participating in the scenario-based dialogues and demonstrating a strong sense of group collaboration. However, as students were still not fully acquainted with the content of the textbook, many of them struggled with pronunciation, which was not entirely accurate. It is imperative for the teacher to promptly correct any inaccurate pronunciations and provide encouragement to students from each group as they take the stage to present.

Step 4: Apply and transfer knowledge for practical use.

Phase 1: The teacher guides students through a review of the key service skills involved in handling guest check-out procedures. Simultaneously, the teacher reminds students that, as hotel staff, they should provide service with a smile when assisting customers with their check-outs and present items to guests using both hands.

Phase 2: Create a check-out scenario for the students. One party will simulate the role of the hotel front desk staff, with the individual standing at the front desk representing the hotel personnel, while the opposite party will act as the guest. After grouping the students, instruct them to organize the process and contextual language based on the knowledge they have acquired above.

Phase 3: Instruct students to conduct group rehearsals based on the scenarios created by the teacher. Whenever feasible, provide students with attire and props appropriate for hotel service personnel. After each group completes its rehearsal, the teacher should promptly score and provide feedback to the students who performed in that group, with a particular emphasis on evaluating the professionalism of their service delivery.

Design Intent: Through the preceding consolidation exercises, students have gained a deeper understanding of the basic procedures for handling guest check-out. Meanwhile, the teacher promptly creates scenario-based dialogues similar to the content covered in this lesson, enabling students to develop a clear comprehension of the key and challenging knowledge points. During the role-play in these scenarios, students can effectively consolidate their knowledge and transfer what they have learned to practical guest service work.

Teaching Reflection: With the assistance of videos and scenario-based role-plays, students' level of engagement has significantly increased, resulting in a highly interactive classroom atmosphere that deviates from the traditional teacher-centered approach. Students learn through entertainment and experience joy in the process. Through this scenario-based teaching method, students are able to accurately grasp the service details involved in handling guest check-out procedures. They transition from their role as students and immerse themselves in the practical context of hotel front desk reception. This experience lays a solid theoretical foundation for students' future careers and equips them with practical experience in guest service.

Analysis of Experimental Results

After a 16-week experimental teaching period of the Hotel English Oral Communication course, the author conducted a unified post-experiment questionnaire survey and final examination for students in both the experimental class (Class 6) and the control class (Class 5). Additionally, post-experiment interviews were conducted with students from the experimental class at the end of the semester. The purpose of the questionnaire survey on learning interest in both the experimental and control classes was to investigate whether the multimedia-assisted situational teaching method could enhance students' interest in the Hotel English Oral Communication course. The comparison with final examination scores aimed to determine whether this teaching method could improve students' overall proficiency in hotel English oral communication. The results of the post-experiment interviews were analyzed to understand students' experiences with the multimedia-assisted situational teaching method after the teaching practice, with the aim of making improvements to future Hotel English Oral Communication course instruction.

Analysis of the Impact on Secondary Vocational Students' Interest in Hotel English Oral Communication Courses.

After the experiment, the same questionnaire administered before the experiment was distributed again to students in both the experimental class and the control class. A total of 77 valid questionnaires were collected, achieving a 100% response rate. Following the collection of the questionnaires, the data were analyzed, and the specific results are as follows:

Comparison of Learning Interest Levels Between the Control Class and the Experimental Class After the Experiment. In order to objectively assess whether the multimedia-assisted situational teaching method has an influence on secondary vocational students' interest in learning Hotel English Oral Communication, a comparative analysis was conducted on the overall learning interest levels of the control class and the experimental class following the experimental teaching outcomes. The results of the analysis, performed using SPSS data, are as follows:

Table 4
Comparison of Overall Learning Interest Between the Control Class and the Experimental Class After the Experiment

Class	N	Mean	Standard Deviation	t	p
Control Class	38	78.39	13.054	-13.122	.000
Experimental Class	39	108.46	5.789		

As can be seen from the data in Table 4, in the t-test, the p-values are all greater than 0.05. Therefore, it is easy to conclude that a significant difference in the overall level of learning interest occurred between these two classes before the implementation of the teaching experiment, where the mean score of the total scores of the control class was at 78.39 while the mean score of the total scores of the experimental class was at 108.46, and the experimental class was significantly higher

than the overall level of the control class.

Comparison of Learning Interest Across Various Dimensions Between the Control Class and the Experimental Class After the Experiment. To objectively assess whether the multimedia-assisted situational teaching method influences secondary vocational students' interest in learning Hotel English Oral Communication, a comparative analysis was conducted on the learning interest across various dimensions between the control class and the experimental class following the experimental teaching outcomes. The results of the analysis, performed using SPSS data, are as follows:

Table 5
Independent Sample T-test Results of Learning Interest Across Various Dimensions Between the Control Class and the Experimental Class After the Experiment

Dimension	Class	Mean	Standard Deviation	t	P
Functional Recognition Dimension	Control Class	3.93	0.73	-4.988	.000
	Experimental Class	4.63	0.48		
Pleasure Dimension	Control Class	3.31	0.87	-9.774	.000
	Experimental Class	4.78	0.33		
Engagement Dimension	Control Class	3.12	0.67	-11.224	.000
	Experimental Class	4.56	0.43		
Exploration of New Knowledge Dimension	Control Class	3.05	0.53	-7.904	.000
	Experimental Class	4.05	0.58		
Application Dimension	Control Class	3.05	0.59	-10.737	.000
	Experimental Class	4.41	0.52		

As can be seen from the table, the experimental class adopted the multimedia-assisted situational teaching method during the teaching process, while the control class was taught using traditional teaching methods. After the experiment, students in both classes were once again administered the same questionnaire as in the pre-test. Following the collection and organization of the data, an analysis was conducted using SPSS. In the mean t-test, the p-values were all less than 0.05. Therefore, it is easy to conclude that there were significant changes in the learning interest of the two classes after the implementation of the teaching experiment. From the perspective of the mean scores across various dimensions, the mean values of each dimension in the experimental class have improved significantly.

Comparison of Overall Learning Interest Levels in the Control Class Before and After the

Experiment. To objectively assess whether the multimedia-assisted situational teaching method influences secondary vocational students' interest in learning Hotel English Oral Communication, a paired-sample T-test was conducted on the data collected from the control class before and after the experimental teaching. The results of the analysis, performed using SPSS data, are as follows:

Table 6
Paired-Sample T-test Results of Learning Interest in the Control Class Before and After the Experiment

Dimension	Mean	Standard Deviation	t	P
Functional Recognition Dimension Pre-test	3.95	0.84	0.18	0.86
Functional Recognition Dimension Post-test	3.93	0.73		
Pleasure Dimension Pre-test	3.43	0.99	0.57	0.57
Pleasure Dimension Post-test	3.31	0.87		
Engagement Dimension Pre-test	3.36	0.64	1.55	0.13
Engagement Dimension Post-test	3.12	0.67		
Exploration Of New Knowledge Dimension Pre-test	2.89	0.64	-1.08	0.29
Exploration Of New Knowledge Dimension Post-test	3.05	0.53		
Application Dimension Pre-test	3.03	0.74	-0.16	0.87
Application Dimension Post-test	3.05	0.59		

As can be seen from Table 6, the P-values for the five dimensions of interest levels in the control class before and after the experiment are all greater than 0.05, indicating that there is no significant difference in the interest levels of the control class before and after the experiment. Interviews reveal that it remains difficult to enhance students' interest in Hotel English Oral Communication. Most students express that they do not enjoy learning Hotel English Oral Communication, believing that their oral English foundation is weak and they easily get distracted during English classes, lacking interest in learning English. Only a small number of students indicate that Hotel English Oral Communication is interesting and they believe they can learn it well.

Comparison of Overall Learning Interest Levels in the Experimental Class Before and After the Experiment. After the experimental teaching outcomes were obtained, a paired-sample T-test was conducted on the data collected from the experimental class before and after the experiment. The results of the analysis, performed using SPSS, are as follows:

Table 7
Paired-Sample T-test Results of Learning Interest in the Experimental Class Before and After the Experiment

	Mean	Standard Deviation	t	P
Functional Recognition	4.63	0.48	6.53	0.00
Dimension Post-test	4.09	0.60		
Pleasure Dimension Post-test	4.78	0.33	8.70	0.00
	3.52	0.84		
Engagement Dimension Post-test	4.56	0.43	7.66	0.00
	3.53	0.66		
Exploration Of New Knowledge	4.05	0.58	7.02	0.00
Dimension Post-test	3.04	0.64		
Application Dimension Post-test	4.41	0.52	12.02	0.00
	2.99	0.54		

As can be observed from Table 7, there were significant differences in the experimental class students' interest in learning oral hotel English before and after the experiment. Following a 16-week teaching experiment, the P-values for all five dimensions of interest levels in the experimental class were found to be less than 0.05 both before and after the experiment. Through interviews with students, it was revealed that the teachers' utilization of multimedia-assisted instruction in the classroom enabled students to make full use of fragmented time to practice oral English. As short videos have increasingly become a major form of entertainment for students during their leisure time, they were able to dedicate more of their free time to honing their oral English skills. Students often followed various video platforms to learn English in their daily lives, fostering a strong learning atmosphere for oral hotel English among the students during the experimental period. Meanwhile, in the design of teaching activities based on the Situational Teaching Method, the teacher created a highly relaxed learning environment for the students, allowing them more time to practice English and correct incorrect pronunciations. In the classroom, students' collaborative learning abilities were enhanced, and their interest in learning oral hotel English surged rapidly. They gradually came to appreciate the enjoyment of learning oral hotel English, finding it much

easier to comprehend previously obscure and challenging situational dialogues in hotel English.

Comparison of Correlations Among Various Dimensions of Learning Interest Between the Two Classes After the Experiment. After the experiment, a correlation analysis was conducted on the interest levels and various dimensions of the students in the experimental class. The results in the table indicate that there is a significant correlation between the learning interest of secondary vocational students and each dimension. Among them, the dimensions of engagement and enjoyment in learning oral hotel English among secondary vocational students exhibit a relatively high correlation with the level of learning interest, with correlation coefficients of 0.871 and 0.840, respectively. The correlation coefficients for the other dimensions are also relatively high. Through interviews with students, it was revealed that compared to previous classes, students are now more focused during lessons, daring to actively raise their hands to answer questions when posed by the teacher, and participating enthusiastically in activities organized by the teacher. They also engage in active thinking when faced with questions from the teacher. Simultaneously, students have gradually developed a fondness for oral hotel English classes. Whereas they previously regarded oral English as a weakness in their studies, they now view attending oral hotel English classes as an enjoyable experience. Observations of the classroom also revealed that students are lively and cheerful during lessons, creating a vibrant classroom atmosphere.

Table 8
The analysis of the correlation between the mean scores of learning interest and each dimension in the two classes after the experiment

Dimension	Correlation	Mean Score	Function	Pleasure	Engagement	Exploration of New Knowledge	Application
Mean Score	Pearson	1					
Function Recognition	Pearson	.709**	1				
Pleasure	Pearson	.840**	.486**	1			
Engagement	Pearson	.871**	.616**	.584**	1		
Exploration of New Knowledge	Pearson	.776**	.365**	.577**	.599**	1	
Application	Pearson	.777**	.368**	.591**	.586**	.682**	1

**Correlation is significant at the 0.01 level (bilateral).

Based on the analysis of the aforementioned research findings, the following conclusions can be drawn:

In terms of the functional understanding dimension of students' interest in learning oral English

for the hotel industry, it is evident that students possess a clear sense of purpose regarding their learning objectives in oral English for hotel contexts. The scenario-based teaching method supported by multimedia leverages the internet information platform to its fullest extent. Teachers can provide students with a more diverse range of learning resources for oral English, thereby enabling students to access knowledge related to oral English for the hotel industry through multiple channels. During the teaching implementation process, at the pre-class introduction stage, teachers utilize PowerPoint presentations to showcase authentic scenarios related to hotel English work that have been prepared in advance. This approach enables students to fully experience the basic workflow of future employment during the classroom learning process, thereby fostering an appreciation for the necessity of learning hotel English oral communication skills. During the teaching process, teachers fully leverage internet media to expand the teaching content both horizontally and vertically, facilitating students' understanding of the knowledge. Meanwhile, through information platforms such as WeChat and QQ, teachers and students establish real-time communication and interaction within class learning groups, overcoming spatial barriers to communication. This enables seamless exchanges between students and teachers, allowing students to promptly seek solutions to the difficulties they encounter during the learning process and receive efficient teaching feedback. Such an approach not only benefits students' learning but also helps teachers grasp students' learning progress, thereby enabling them to provide targeted instruction in the teaching of oral English for the hotel industry.

In the dimension of pleasure derived from the interest in learning oral English for the hotel industry, it refers to the enjoyable experiences students have while taking oral English courses tailored for the hotel sector. After implementing the scenario-based teaching method supported by multimedia, classroom teaching activities have become more diversified, and teaching formats have enriched significantly. Examples include quiz contests, group competitions, role-playing, and so on. In this context, students have started to take the lead in the classroom. In traditional teaching approaches, teachers often dominate the classroom, leaving students with few opportunities for self-expression. However, secondary vocational school students are generally more active and inclined to showcase themselves, with relatively lively personalities. A relaxed and lively classroom atmosphere enables students to break free from the rigid environment of exam-oriented English education they were previously accustomed to. This shift encourages them to change their learning attitudes and experience the joy of learning oral English.

In the dimension of engagement concerning interest in learning oral English for the hotel industry, under the guidance of the scenario-based teaching method supported by multimedia, students' enthusiasm in the classroom has significantly increased. Students have reported that they used to find it easy to get distracted during English classes. However, now, under the teacher's guidance, they always actively raise their hands to answer questions. They feel that the class time passes quickly and are very willing to participate in the classroom activities organized by the teacher. Moreover, they look forward with great anticipation to each hotel oral English scenario practice session organized by the instructor. Furthermore, in order to seize opportunities for self-expression in subsequent classes, students actively participate in group scenario practices outside of class. After English lessons, they take the initiative to review the content covered that day and seek assistance from classmates and teachers for sentences or words they struggle to pronounce.

In the dimension of exploring new knowledge related to interest in learning oral English for the hotel industry, it refers to students' personal willingness and proactive ability to learn

extracurricular knowledge in oral English. After implementing the scenario-based teaching method supported by multimedia, students have expressed that, in order to enhance their oral English proficiency, they actively watch videos on oral English learning during their spare time. In the selection process for the restaurant service skills competition organized by the school, compared to the past when they reluctantly applied for a few spots only after being encouraged by their head teachers and subject teachers, students now willingly sign up to challenge themselves. They hope to accumulate the necessary vocational knowledge through daily efforts, thereby improving their competitiveness in the future job market.

In the dimension of application concerning interest in learning oral English for the hotel industry, it pertains to students' proactive use of the knowledge acquired in oral English courses for hotel contexts in their daily lives, primarily manifesting in their listening and speaking abilities. In past learning experiences, students often found it challenging to speak English in public settings during classes. For many, speaking English was a daunting task. After implementing the scenario-based teaching method, the teacher has created an open platform for students to practice their oral English. In the past, students were often reluctant to speak English primarily due to the lack of an English-speaking environment. However, in the scenario-based teaching classroom, which now requires the active participation of every student, students are encouraged to open their mouths and speak. Through group collaboration, students gradually overcome their psychological barriers. Additionally, students have reported that they take the initiative to listen to English oral broadcasts and programs outside of class to improve their oral English proficiency.

An Analysis of the Impact on the Academic Performance of Secondary Vocational School Students in Hotel Oral English Courses

Analysis of Mid-term Exam Results in Hotel Oral English Courses for Students in Two Classes Before the Experiment. The mid-term exam results of students from Tourism Class 5 and Class 6 were used as pre-test data and analyzed using SPSS. The results showed that $P=0.83>0.05$. In the mid-term exam, the experimental class (Class 6) had a mean score of 80.92, while the control class had a mean score of 81.29. Therefore, it can be concluded that there was no significant difference in the mid-term exam performance between the experimental class (Class 6) and the control class. Consequently, it can be stated that these two classes are parallel classes and suitable for use as research subjects.

Table 9
Descriptive Analysis of Pre-experiment Academic Performance in the Experimental Class and the Control Class for Hotel Oral English Courses

Class	N	Mean	Standard Deviation	t	P
Experimental Class	39.00	80.92	6.91	-0.22	0.83
Control Class	38.00	81.29	7.57		

Comparison of Academic Performance between the Experimental Class and the Control Class After the Experiment. After the experiment, an independent sample T-test was conducted

using SPSS to analyze the post-experiment academic performance of the experimental class and the control class. The results indicated that $P=0.00<0.05$. The experimental class had a mean score of 87.40, while the control class had a mean score of 81.05. Therefore, it can be concluded that there was a significant difference in the post-experiment academic performance between the experimental class (Class 6) and the control class (Class 5). The performance of the experimental class (Class 6) was significantly higher than that of the control class (Class 5).

Table 10
Independent Sample T-test Results of Academic Performance between the Experimental Class and the Control Class After the Experiment

Class	N	Mean	Standard Deviation	t	P
Control Class 5	39.00	81.05	6.91	(4.65)	0.00
Experimental Class 6	38.00	87.40	4.92		

After the experiment, an independent sample T-test was conducted using SPSS to analyze the post-experiment academic performance of the experimental class and the control class. The results indicated that $P=0.00<0.05$. The experimental class had a mean score of 87.40, while the control class had a mean score of 81.05. Therefore, it can be concluded that there was a significant difference in the post-experiment academic performance between the experimental class (Class 6) and the control class (Class 5). The performance of the experimental class (Class 6) was significantly higher than that of the control class (Class 5).

Comparison of Academic Performance in the Experimental Class Before and After the Experiment. An analysis of the table above reveals that the average scores of the experimental class before and after the experiment were 81.29 and 87.40, respectively. This indicates a significant difference in the average scores of the experimental class before and after the experiment. The paired sample T-test results in the table demonstrate that, after the T-test, the comparison of the experimental class's scores before and after the experiment yielded $P=0.000<0.05$, indicating a highly statistically significant difference. This suggests that there was a significant difference in the experimental class's scores before and after the experiment. Furthermore, after the experiment, there was a notable improvement in their scores.

Table 11
Paired Sample T-test Results of Academic Performance in the Experimental Class Before and After the Experiment

Variable	Mean	Standard Deviation	t	P
Pre-test	81.29	7.57	(4.01)	0.00
Post-test	87.40	4.92		

Comparison of Academic Performance in the Control Group Before and After the Experiment. The data in the table above demonstrates that the academic performance of the control group before and after the experiment was 80.92 and 81.05, respectively. Although there was a slight increase in the average score of the control group after the experiment, the magnitude of improvement was not significant.

Table 12
Paired Sample T-Test of Academic Performance in the Control Group Before and After the Experiment

Variable	Mean	Standard Deviation	t	P
Pre-test	80.92	6.91	(0.28)	0.79
Post-test	81.05	6.91		

The paired sample T-test results in the table above demonstrate that, following the T-test, the comparison of academic performance in the control group before and after the experiment yielded a P-value of 0.79, which is greater than 0.05, indicating no statistically significant difference. This suggests that the difference in academic performance of the control group before and after the experiment is not significant.

In conclusion, the Situational Language Teaching approach was applied to the experimental class in the teaching of hotel English speaking, while the traditional teaching method was applied to the control group. After a half-semester teaching experiment, it was found that the hotel English speaking scores of the experimental class were significantly higher than those of the control group, indicating a notable disparity in performance between the two classes. It can be inferred that in the context of secondary vocational hotel English speaking instruction, the application of multimedia-assisted situational teaching method holds significant importance for the improvement of students' hotel English speaking proficiency.

Analysis of the Impact on the Enthusiasm of Secondary Vocational Students in Hotel English Speaking Classes

Student Interview Process. As a supplementary method to questionnaires, interviews serve as an excellent research approach for gathering information. In order to gain a deeper understanding of students' perceptions regarding the effectiveness of the multimedia-assisted situational teaching method, interviews were conducted with students from the experimental class after the conclusion of the experiment.

Prior to the interviews, to ensure the authenticity of the information gathered, the researcher informed the interviewees in advance about the purpose of the interviews and provided a brief overview of the topics to be discussed. Additionally, the researcher clarified to the interviewees that the content of the interviews would remain confidential and was solely intended as a method for data collection for the thesis. The students were encouraged to respond based on their genuine experiences and perspectives, thereby safeguarding the authenticity of the interview results.

Upon completion of the experiment, the researcher conducted one-on-one interviews, both online

and offline, with nine students from Class 6 of the experimental group to investigate their attitudes towards the situational teaching method. To ensure the representativeness of the interview results, the nine students were categorized into three groups based on their proficiency in hotel English speaking. The first group consisted of three students who demonstrated the highest level of proficiency in hotel English speaking within the experimental group. The second group included three students whose English proficiency scores fell within the middle range. The third group comprised three students whose final exam scores were below the average level.

Summary of Interview Results. Following the interviews, the researcher collated the interview records and analyzed the students' responses. The specific findings from the interviews are presented below:

In the dimension of functional awareness, students' internal and external learning motivations for hotel English speaking have been strengthened. "In previous classes, the teacher usually taught us to read words, but I often struggled to understand their meanings. Despite reading some sentences multiple times, I still couldn't memorize them. However, I find the current English classes quite rewarding, as I can learn a great deal in them." "Personally, I have always been very fond of English. During my junior high school years, I aspired to learn English well through my own efforts. Although my current speaking proficiency is still average, I now hope to improve my English to secure a better job in a high-end hotel." It is evident that after the implementation of the multimedia-assisted situational teaching method, students have recognized the importance of learning hotel English, their motivation for learning hotel English has been enhanced, and they have also clarified their goals for learning hotel English speaking.

In the dimension of pleasure, students experienced joy in the process of learning hotel English speaking. "In previous classes, the teacher was always very strict, and I was afraid to speak up. Now, the teacher uses multimedia courseware to present videos and audios related to hotel English, allowing me to visually understand what I'm learning. English learning has become much more interesting." "I think the teacher could arrange for the top-performing students in the class to sit separately, which could better motivate their peers. This way, they can seek help from the high-achieving students." In summary, students have gradually overcome their fear of English speaking and are beginning to appreciate the pleasures of learning it.

In the dimension of engagement, students' enthusiasm for learning hotel English speaking has increased. "To be honest, I wasn't particularly fond of English, mainly because I found it somewhat challenging to learn. In the past, I would occasionally listen in English classes but often got distracted. However, the teacher's current classes are very engaging, and with the support of group members, it's no longer like before." "I really enjoy the current classes. Now, the teacher uses role-playing to facilitate our oral practice, so I think the learning atmosphere is excellent. Many students now form their own study groups in class, and they learn from each other when encountering difficulties." Based on the students' feedback, it is evident that there has been a significant improvement in students' participation in hotel English speaking classes. They are now more willing to engage in classroom activities, and the classroom atmosphere has become much more harmonious.

In the dimension of expanding new knowledge, students have begun to explore multiple avenues for enhancing their English learning. "Personally, I find this teaching method truly remarkable. It enables many students to acquire a wealth of knowledge. The teacher is highly effective, and we all enjoy attending his classes. Moreover, the teacher is extremely gentle and patient." "I feel that the

teacher speaks too much Chinese in class nowadays. I hope the teacher could communicate entirely in practical English so that we can better improve our English proficiency." "I wish that towards the end of the class, the teacher could engage us in discussions about other English topics or organize some interactive games. This would help us relax even more." Based on the interview results, it is evident that in the past, students dedicated a significant portion of their spare time to entertainment and leisure, with little to no time spent on learning English outside of class. However, students are now proactively seeking methods to improve their English-speaking skills, with the aim of enhancing their English communicative abilities.

In the dimension of application, students have gained the courage to speak English aloud, overcoming their fear and anxiety about doing so. "In the current hotel English classes, the teacher organizes many engaging activities. I particularly look forward to the situational dialogues with my group members. Although my English is not very good, the teacher always encourages me to speak up." "In previous teaching sessions, I found the teacher's classes rather monotonous, with limited interaction between the teacher and us. Usually, we would just form groups to read texts. However, in the current English classes, we learn through play and play while learning, making the experience much more enjoyable and less tedious. Whenever the teacher asks a question in class, I'm always the first to raise my hand." "I used to be too afraid to raise my hand to answer questions and would worry that the teacher might call on me, as I often couldn't answer the questions. I was very scared. But now, when the teacher asks a question, I don't feel that way anymore. I actually hope the teacher will call on me to answer." Based on the students' responses, it can be inferred that students now have the confidence to speak English aloud in hotel English speaking classes. They have a high level of acceptance towards the multimedia-assisted situational teaching method, and their oral English proficiency has further improved.

Based on the aforementioned interview results, it can be discerned that the primary reasons for the improvements observed in students across the dimensions of functional recognition, pleasure, engagement, exploration of new knowledge, and application within multimedia-assisted situational teaching classrooms lie in the teacher's design of various scenarios to guide students in addressing common practical issues in English. This approach enables students to perceive English not as an abstract theoretical system, but rather as a practical communication skill.

One contributing factor is that students, aspiring to communicate more conveniently with others and secure more and better opportunities for future development, recognize the necessity of mastering English. Consequently, their external motivation to learn English is significantly enhanced. Students will only be inclined to engage wholeheartedly in learning activities when they believe in their ability to acquire knowledge and achieve their learning goals. To bolster students' self-efficacy, the researcher dedicated considerable time after class to communicating with students, aiming to understand their English proficiency levels as well as their physical and psychological development. In the classroom, the researcher created a conducive environment, encouraging students to engage in dialogues, perform short skits, and participate in games. For each theatrical performance or game, the researcher set moderately challenging goals for students, ensuring they were attainable, and provided appropriate evaluations through comparative analysis.

Another reason is that students feel at ease and experience a sense of pleasure during the process of learning hotel English speaking courses, approaching the learning with a very comfortable attitude. When students finish their performances, the teacher offers them more praise to bolster their confidence, making them realize that English is not as difficult as they had imagined. This

encourages students to perceive that with increased effort in learning hotel English speaking, they too can excel in English. In class, an increasing number of students are raising their hands enthusiastically to answer questions, no longer fearing that they might give incorrect answers. Inspired by their learning motivation and interest, students will be more proactive in refining their learning methods, enabling them to continue making progress in their learning endeavors. During the implementation of situational teaching, the majority of students have indicated that in the current hotel English speaking classes, they are able to preview the key points before class, take notes during class, and review the key points after class. Even though this process requires them to spend more time memorizing linguistic essentials, considering that they will need this knowledge in their future careers, they perceive this process as meaningful and strive to engage in English conversations after class.

In summary, the interview results align closely with the findings from the survey on students' learning interests. The interview outcomes further demonstrate that the multimedia-assisted situational teaching method has a positive impact on the oral English courses for hotel management in secondary vocational schools. This approach has garnered approval from the majority of students and can significantly enhance their oral English learning proficiency.

Research Conclusions and Prospects

Research Conclusions

This study employed both theoretical and empirical research methodologies to apply the multimedia-assisted situational teaching method in the oral English courses for hotel management among secondary vocational school students. The final findings demonstrate that the utilization of the multimedia-assisted situational teaching method can effectively enhance students' interest in and comprehensive proficiency of oral English for hotel management, specifically manifesting in the following three aspects:

Firstly, the multimedia-assisted situational teaching method contributes to enhancing secondary vocational students' interest in learning oral English for hotel management. By employing this method, students are able to apply the everyday language of hotel English to real-life situations, and their level of engagement in learning oral English for hotel management is heightened through role-playing activities (Li, 2024). This, in turn, fosters a sense of accomplishment and enjoyment, thereby stimulating their learning interest. Consequently, it can be inferred that implementing the multimedia-assisted situational teaching method among secondary vocational students can effectively elevate their interest in learning oral English for hotel management.

Secondly, the multimedia-assisted situational teaching method has improved the overall academic performance of secondary vocational students in their oral English courses for hotel management. By implementing this method, students' learning interest has been stimulated (Ai, 2020). Consequently, in addition to enhancing their learning interest, this approach has also led to a significant improvement in their final academic achievements.

Thirdly, the multimedia-assisted situational teaching method is conducive to enhancing the enthusiasm of secondary vocational students in oral English classes for hotel management. Given the generally low level of learning interest among secondary vocational students, this study implemented the multimedia-assisted situational teaching method in their instruction. It was found that this approach transformed the previous situation where students passively received oral English

knowledge taught by teachers. In traditional classrooms of the past, students merely transcribed the content written on the blackboard by teachers without differentiating or engaging in subsequent memorization and application, resulting in their oral English proficiency remaining at the level of "mute English." However, the implementation of the multimedia-assisted situational teaching method has provided students with opportunities to simulate real-life scenarios of using oral English in hotel settings during class. Through collaboration and competition within groups, this approach has increased the chances for students to learn from one another (Liu, 2015), fostering mutual learning and facilitating collective progress.

In conclusion, the multimedia-assisted situational teaching method has improved the overall effectiveness of classroom instruction in oral English for hotel management among secondary vocational school students.

Research Prospects

In future research, it is hoped that the multimedia-assisted situational teaching method will continue to be promoted and refined in oral English courses for hotel management in secondary vocational schools. To achieve better teaching outcomes, the following points should be adhered to as much as possible during the teaching process:

Firstly, endeavor to select a larger experimental cohort and extend the duration of the experiment. In future research, whenever feasible, it is advisable to augment the sample size and the number of classes involved in educational experiments. Students from different grade levels should be chosen to participate in experimental studies concurrently. Upon completion of the experiment, the outcomes can be evaluated by comparing results across different classes. Additionally, given that a 16-week teaching period, spanning approximately three months, is relatively brief, it would be beneficial, when time permits, to conduct teaching experiments over a complete semester with a consistent class cohort. This approach would help mitigate the contingency of experimental results.

Secondly, it is essential to diversify the evaluation methods for assessing the learning outcomes of experimental subjects. In the current teaching evaluation process, a sole summative evaluation approach was adopted, neglecting the formative evaluation of students during the teaching process. This led to an overly simplistic evaluation outcome, failing to reflect students' scores based on their daily performance. During the teaching evaluation phase, a multi-faceted evaluation approach can be employed, incorporating student self-assessment, peer evaluation among groups, teacher evaluation, and assessment of student academic performance. Consequently, both teachers and students should be encouraged to pay greater attention to the situational teaching process and the benefits derived from it. Teachers should comprehensively gather feedback on students' learning progress, enabling them to promptly adjust the teaching pace, identify and address gaps, and enhance the pertinence and efficiency of instruction.

Thirdly, a double-blind experimental design should be adopted during the experiment. A double-blind experiment ensures that both students and teachers remain unaware of the experimental conditions throughout the process, thereby eliminating any additional interfering factors in teaching and ensuring the normal progression of the experiment.

Fourthly, continue to promote the situational teaching method in oral English instruction for hotel management in secondary vocational schools. The situational teaching method has demonstrated its unique advantages and has been validated through the test of time. Although it still faces certain challenges in practical application, it is believed that in future developments, this

method will be more widely adopted across various disciplines. The effective implementation of situational teaching in oral English courses for hotel management should not merely focus on superficial forms. Meanwhile, it is hoped that teachers can integrate their classroom teaching methods according to the individualized needs of students, thereby providing higher-quality courses that facilitate students' effective learning of oral English in the context of hotel management. This endeavor aims to offer a better learning platform for the advancement of vocational education.

Finally, we earnestly hope that an increasing number of frontline teachers will contribute more theoretical foundations and practical methodologies to the teaching of oral English for hotel management in secondary vocational schools. This endeavor will enable more students and teachers to benefit from the teaching process, fostering mutual growth and development among both educators and learners.

Declaration of competing interest

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