

# A Study on the Current Status and Countermeasures of Foreign Language Education in Higher Vocational Colleges Supporting the Local Cultural Tourism Industry Development—Taking Nanchong Vocational College of Culture and Tourism as an Example

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**Abstract:** *This paper takes Nanchong Vocational College of Culture and Tourism as an example and conducts an in-depth analysis of the current status of its foreign language education in serving the cultural tourism industry of Langzhong Ancient City. The research reveals several issues: the curriculum settings are disconnected from the actual needs of the local cultural tourism industry, and the textbooks lack local characteristics; practical teaching is confined to on-campus simulations and lacks integration with real cultural tourism scenarios; the faculty lacks a professional background in the cultural tourism industry and international experience; school-enterprise cooperation is relatively single in form and lacks a long-term and stable mechanism; and students have limited opportunities to participate in practical activities and lack an understanding of the actual needs of the local cultural tourism industry. In response to these problems, this paper proposes countermeasures and suggestions such as optimizing curriculum settings and developing teaching materials, strengthening practical teaching, enhancing faculty development, deepening school-enterprise cooperation, and motivating student participation. These measures can effectively improve the quality and relevance of vocational foreign language education, cultivate high-quality foreign language talents for the local cultural tourism industry, promote the deep integration and coordinated development of vocational foreign language education and the cultural tourism industry, and provide strong support for local economic growth.*

**Keywords:** Higher vocational colleges, Foreign language education, Cultural tourism industry, Langzhong Ancient City, Nanchong Vocational College of Culture and Tourism.

## 1. Introduction

The cultural tourism industry, as a crucial engine for local economic growth, plays a key role in promoting cultural exchanges and economic prosperity. With the acceleration of the globalization process, the international development of the cultural tourism industry has increasingly urgent demand for high-quality foreign language talents. Nanchong, with its rich historical and cultural resources and natural tourism resources, especially the unique resource of Langzhong Ancient City, has seen rapid development in its cultural tourism industry. However, against the backdrop of the international development of the cultural tourism industry, how foreign language education can better support the local cultural tourism industry has become an urgent problem to be solved. In recent years, the state has introduced a series of vocational education reform policies, such as *the Opinions on Promoting the High-quality Development of Modern Vocational Education* and *the Opinions on Deepening the Reform of the Modern Vocational Education System*, emphasizing the deep integration of vocational education with local industries, which provides policy support and direction for vocational foreign language education to support the local cultural tourism industry. Nanchong has also actively responded by issuing *Nanchong Education Development Plan for the 14th Five-Year Plan and Vision 2035* and *the Implementation Opinions on Accelerating the Development of Cultural and Tourism Economy and Building a Strong Cultural Tourism*

*City*, clarifying the core position of the cultural tourism industry in local economic development and providing policy guarantees for the coordinated development of vocational foreign language education and the cultural tourism industry. Against this policy background, Nanchong Vocational College of Culture and Tourism has actively explored effective ways for foreign language education to support the local cultural tourism industry, and is committed to training high-quality foreign language talents to meet the international needs of the cultural tourism industry. This exploration is not only of great significance to the reform of the college's own foreign language education, but also provides valuable experience and reference for other vocational colleges, and has a far-reaching impact on promoting the high-quality development of the local cultural tourism industry.

## 2. Analysis of the Current Status of Foreign Language Education in Nanchong Vocational College of Culture and Tourism in Supporting the Cultural Tourism Industry of Langzhong Ancient City

### 2.1 Curriculum and Textbooks

Nanchong Vocational College of Culture and Tourism (hereinafter referred to as "the College") offers a comprehensive English course for all students enrolled in

2023, using the New Practical English Integrated Course (5th Edition) as the textbook. This textbook covers the basic language skills of listening, speaking, reading, writing, and translating. However, it fails to fully integrate the local characteristics of Langzhong Ancient City, such as its culture, history, and folklore. Although the textbook includes modules related to the six elements of tourism—eating, lodging, transportation, sightseeing, shopping, and entertainment—these contents are relatively generic and lack specific foreign language expressions for the cultural and historical background of Langzhong Ancient City. For example, the textbook lacks introductions to the historical legends, traditional festivals, and local delicacies of Langzhong Ancient City. This makes it difficult for students to accurately and vividly introduce local cultural and tourism resources to international tourists in practical applications. With the acceleration of the internationalization of the cultural tourism industry, this disconnection is becoming increasingly evident and needs to be addressed through curriculum reform or textbook optimization.

## 2.2 Practical Teaching

The foreign language practical teaching at the College mainly focuses on language skill training through classroom simulation dialogues, group discussions, and other forms to enhance students' listening, speaking, reading, and writing abilities. However, these practical teaching activities are mostly confined to the campus and lack close integration with real cultural and tourism scenarios. Although the College is equipped with advanced facilities such as a 3D simulated tour guide training laboratory and a tour guide interpretation training room, these facilities are not fully utilized in foreign language practical teaching, failing to fully leverage their potential in simulating real cultural and tourism communication scenarios.

In terms of practical teaching content, while it covers basic language communication and tour guide interpretation skills, it lacks the cultivation of foreign language application abilities specifically for the cultural tourism industry of Langzhong Ancient City. For example, students are not proficient in foreign language expressions related to the culture, history, and folklore of Langzhong Ancient City during simulated tour guide interpretations, which fails to meet the high standards required for foreign language tour guides in the international development of the cultural tourism industry. Additionally, there is a lack of in-depth cooperation with local cultural and tourism enterprises in practical teaching, resulting in limited opportunities for students to participate in real cultural and tourism projects. This leads to a disconnection between practical teaching and the actual needs of the cultural tourism industry.

In terms of practical teaching formats, although the College has organized students to participate in volunteer services for major events such as the Hangzhou Asian Games and the Chengdu Universiade, these activities provide a platform for cross-cultural communication but have low relevance to the actual needs of the cultural tourism industry of Langzhong Ancient City. The foreign language practice content in these activities has not been effectively transformed into practical abilities to support the local cultural tourism industry.

## 2.3 Faculty Development

The foreign language faculty at the College basically meets the teaching demands in terms of quantity and academic qualifications. However, facing the rapid development of the cultural tourism industry and the new requirements for foreign language education to support local industries, there are still some pressing issues to be addressed. On the one hand, some teachers' professional backgrounds are mainly concentrated in traditional foreign language education, lacking professional training related to the cultural tourism industry. This results in their unfamiliarity with professional terms and actual work processes in the cultural tourism industry. For example, when teaching foreign language expressions related to tour guide interpretation, hotel services, and travel route planning, which are closely related to the cultural tourism industry, teachers may not be able to provide accurate and professional guidance. This limitation in professional background makes it difficult for teachers to closely integrate foreign language knowledge with the actual application scenarios of the cultural tourism industry, failing to meet students' needs for the cultivation of cultural and tourism foreign language application abilities.

On the other hand, due to heavy teaching tasks, teachers find it difficult to spare time to conduct field research in cultural and tourism enterprises or participate in actual projects. This results in their insufficient understanding of the latest developments and market demands of the cultural tourism industry. For example, teachers may not be aware of the latest tourism product development in Langzhong Ancient City, changes in the needs of international tourists, or the operation models of cultural and tourism enterprises. This disconnection makes it difficult for teachers to integrate the latest industry information into the curriculum, affecting the practicality and relevance of teaching.

## 2.4 School-Enterprise Cooperation

The College has made preliminary explorations in cooperation with local cultural and tourism enterprises and has achieved certain results. However, the depth and breadth of cooperation are still insufficient. At present, the cooperation between the College and cultural and tourism enterprises mainly focuses on student internships and employment, with a relatively single mode of cooperation. Although this mode of cooperation provides certain internship opportunities for students, it fails to fully leverage the role of enterprises in talent cultivation (Cui, 2023).

Due to the lack of a long-term and stable cooperation mechanism between the College and cultural and tourism enterprises, the enthusiasm of enterprises to participate in the College's teaching activities and talent cultivation process is somewhat affected. This instability makes it difficult for school-enterprise cooperation to meet the long-term demand of the cultural tourism industry for high-quality foreign language talents and also limits the flexibility of the College in curriculum setting and teaching content updates.

In the process of cooperation with cultural and tourism enterprises, the College also lacks an effective communication and feedback mechanism. Suggestions and feedback from enterprises on the College's talent cultivation

plan are not promptly and effectively integrated into teaching reforms. This disconnection not only affects the quality of school-enterprise cooperation but also makes it difficult for the College to adjust its teaching strategies in a timely manner according to the development dynamics of the cultural tourism industry.

### **2.5 Student Participation**

Students show high enthusiasm in participating in foreign language learning and practical activities. However, in serving the cultural tourism industry of Langzhong Ancient City, there are still some shortcomings. Through classroom learning and simulated practice, students have improved their foreign language and practical abilities. However, opportunities for students to participate in practice are relatively limited, mainly focusing on campus-based simulated practice and volunteer services for a few major events. There is a lack of direct interaction and practice opportunities with local cultural and tourism enterprises. This leads to students' insufficient understanding of the actual needs of the local cultural tourism industry, resulting in a disconnection between learning content and actual work scenarios, which affects students' learning outcomes and career development.

## **3. Countermeasures and Suggestions for Foreign Language Education in Nanchong Vocational College of Culture and Tourism in Serving the Cultural Tourism Industry of Langzhong Ancient City**

### **3.1 Optimizing Curriculum Settings and Developing Teaching Resources**

Optimizing the curriculum system is the first key step in solving the disconnection between vocational foreign language education and the local cultural tourism industry. Nanchong Vocational College of Culture and Tourism should break through the traditional foreign language education curriculum model and introduce the actual needs of the cultural tourism industry to build a diversified curriculum structure. The core should be practicality and applicability, and through case analysis and project-driven methods, students' practical operation abilities and problem-solving skills in cultural tourism scenarios should be cultivated. The curriculum should focus on interdisciplinary integration, combining foreign language education with tourism management, marketing, cultural studies, and other disciplines to broaden students' knowledge and horizons, and cultivate versatile talents.

The College should organize professional teachers and experts from local cultural tourism enterprises to jointly compile school-based textbooks to ensure that the content is closely integrated with the actual needs of the local cultural tourism industry. The textbooks should highlight local characteristics, incorporating elements of Langzhong Ancient City's history, culture, folklore, and tourism resources to enable students to understand the background and characteristics of the local cultural tourism industry while learning foreign languages. For example, adding content

about the historical legends, traditional festivals, and local delicacies of Langzhong Ancient City, using vivid language and rich pictures to stimulate students' interest in learning and their sense of identification with local culture. At the same time, the textbooks should focus on practicality, providing a large number of actual application scenarios and language expression examples to help students improve their foreign language application abilities. In addition, the College can also introduce excellent domestic and foreign cultural tourism-related foreign language textbooks and adapt them to local conditions to enrich teaching resources.

With the rapid development of information technology, the College should make full use of multimedia platforms and online resources to develop a rich range of digital teaching resources. For example, producing virtual tour guide interpretation videos to allow students to experience the tourism scenarios of Langzhong Ancient City through virtual reality technology and improve learning effectiveness. Developing online interactive dialogue platforms to simulate real tourism service scenarios and enable students to communicate and interact with teachers or other students online to exercise oral expression abilities. Using online resources to collect and organize foreign language learning materials related to the local cultural tourism industry, such as tourism brochures, news reports, academic papers, etc., to provide students with a variety of learning resources. Through the development and application of digital teaching resources, the fun and effectiveness of foreign language teaching can be effectively improved to meet students' diverse learning needs.

### **3.2 Reinforcing Practical Teaching**

The core of practical teaching is to closely integrate theoretical knowledge with practical application to enhance students' foreign language application abilities and professional quality (Guo & Tao, 2025). The College should make full use of on-campus training resources and off-campus cooperation platforms to build a multi-level and multi-dimensional practical teaching system. This allows students to gain experience in real or simulated cultural tourism scenarios and enhance their cross-cultural communication abilities and professional competitiveness.

The College's existing 3D simulated tour guide training laboratory and tour guide interpretation training room have the potential to simulate real cultural tourism communication scenarios. However, the application of these facilities has not yet fully leveraged their advantages. Therefore, the College should further optimize the use of these training rooms and develop training projects closely integrated with the local cultural tourism industry. This will enable students to practice foreign language interpretation, tourist interaction, and emergency handling in a virtual environment. Through simulating real scenarios, students can become familiar with the work processes of the cultural tourism industry in advance and improve their foreign language expression and adaptability skills.

In terms of practical teaching content, the College should thoroughly explore the cultural, historical, and folk resources of Langzhong Ancient City and integrate them into foreign language practical teaching. For example, in oral practice,

adding discussions on topics such as traditional festivals, historical relics, and local delicacies of Langzhong Ancient City will enable students to accurately and vividly introduce local characteristics in a foreign language. In addition, practical teaching should focus on cultivating students' cross-cultural communication abilities. This can be achieved through simulating international tour group reception and cultural exchange activities, enabling students to learn how to effectively communicate with tourists from different cultural backgrounds and enhance their cross-cultural communication skills.

To enhance the effectiveness of practical teaching, the College should establish in-depth cooperation with local cultural tourism enterprises to jointly build off-campus practice bases. Through cooperation with enterprises, a variety of practical opportunities such as internships, part-time jobs, and volunteer services can be provided for students. For example, cooperating with tourist attractions, hotels, and travel agencies in Langzhong Ancient City to arrange students to participate in actual tourism reception, tour guide interpretation, and marketing activities. During the practice, students can directly contact the actual needs of the cultural tourism industry, accumulate work experience, and improve their professional quality. At the same time, the College should encourage students to actively participate in volunteer services for local cultural tourism activities. Through practical work scenarios, students can enhance their practical abilities and professional identity.

To ensure the quality of practical teaching, the College should establish a comprehensive practical teaching evaluation system. Practical teaching evaluation should include three dimensions: student self-assessment, teacher evaluation, and enterprise evaluation. Student self-assessment can help students reflect on their gains and shortcomings in the practice process. Teacher evaluation can provide professional guidance and suggestions on students' performance. Enterprise evaluation can offer feedback from real work scenarios, helping students understand the gaps in their professional quality and skills. Through a multi-dimensional evaluation system, the College can adjust practical teaching content and methods in a timely manner to ensure that practical teaching remains consistent with the needs of the local cultural tourism industry.

### 3.3 Strengthening Faculty Development

The professional quality and teaching ability of teachers directly affect the quality of student training. The College should enhance the professional level and international vision of teachers through various means to meet the new requirements of the rapid development of the cultural tourism industry for foreign language education.

The College should regularly organize teachers to participate in training activities related to the cultural tourism industry and invite experts from local cultural tourism enterprises to give lectures and guidance. These training activities should cover professional terms, work processes, the latest development trends of the cultural tourism industry, and foreign language application skills. For example, organizing teachers to visit the tourist attractions of Langzhong Ancient

City to understand the development and utilization of local tourism resources, and inviting experienced tour guides to share their experience and skills in foreign language interpretation. Through such training, teachers can gain a deep understanding of the actual needs of the cultural tourism industry and thus better integrate foreign language knowledge with the application scenarios of the cultural tourism industry in teaching.

The College should encourage teachers to participate in actual projects in local cultural tourism enterprises during their spare time or vacations to accumulate practical experience. For example, teachers can participate in the planning of travel routes, the promotion of tourism products, and tourist services to understand the operation modes and market demands of the cultural tourism industry. This hands-on experience can help teachers more accurately grasp industry dynamics and provide more targeted guidance for students in teaching.

The College should also establish an incentive mechanism for teacher professional development. By setting up a special reward fund, teachers who actively participate in training, research, and international exchanges should be commended and rewarded. For example, teachers who achieve significant results in research on the cultural tourism industry can be provided with additional research funding; teachers who perform outstandingly in international academic exchanges can be appropriately commended. This incentive mechanism can effectively stimulate teachers' enthusiasm for improving their professional quality and promote the comprehensive development of the teaching staff.

### 3.4 Deepening School-Enterprise Cooperation

School-enterprise cooperation aims to achieve resource sharing and complementary advantages through in-depth interaction between the College and cultural tourism enterprises, thereby improving the quality and relevance of talent training. The College should establish a long-term and stable cooperation mechanism, improve communication and feedback channels, and expand cooperation areas to promote the in-depth development of school-enterprise cooperation.

The College should sign long-term cooperation agreements with local cultural tourism enterprises, clarifying the responsibilities and obligations of both parties in talent training, curriculum design, practical teaching, and faculty training. Regular school-enterprise cooperation meetings should be held to strengthen communication and exchange, and to adjust the content and methods of cooperation in a timely manner to ensure the smooth progress of school-enterprise cooperation. For example, regular school-enterprise cooperation forums can be organized, inviting representatives from enterprises, teachers, and students to participate together, discuss problems and improvement measures in cooperation, and promote the effective implementation of cooperation projects.

In terms of cooperation models, the College should shift from single student internship and employment cooperation to comprehensive and multi-level cooperation. In addition to providing internship positions for students, enterprises can participate in the College's curriculum design and teaching

content updates (He & Liu, 2024). For example, enterprise experts can serve as part-time teachers to share industry experience and cases with students. At the same time, the College can jointly conduct research projects with enterprises to solve practical problems in the cultural tourism industry, thereby enhancing the College's research level and ability to support the local economy. For example, in response to the problem of tourist diversion during the peak tourist season in Langzhong Ancient City, the college has collaborated with enterprises to conduct special research, propose solutions, and put them into practice.

The College should establish a school-enterprise cooperation information platform to improve communication and feedback mechanisms, making it convenient for enterprises to provide suggestions and feedback on the College's talent training plan, and for the College to adjust teaching content and methods according to enterprise needs in a timely manner. For example, through the information platform, enterprises can provide real-time feedback on students' performance during internships, and the College can adjust the teaching plan based on the feedback results to optimize the curriculum. In addition, the College should regularly conduct enterprise satisfaction surveys to understand their evaluation and suggestions on cooperation projects and to improve any shortcomings in a timely manner.

In addition, the College should expand the fields of school-enterprise cooperation and explore more cooperation models (Xu, 2020). For example, the College can jointly conduct employee training programs with cultural tourism enterprises to provide foreign language training and professional quality improvement courses for enterprise employees, achieving mutual benefits for the College and the enterprise. At the same time, the College can jointly hold cultural tourism industry-related activities with enterprises to enhance the College's social influence and the brand awareness of the enterprise.

### 3.5 Motivating Student Participation

To inspire students' enthusiasm for learning and professional identity, and to better integrate them into the development of the local cultural tourism industry, the College should provide students with a wealth of practical opportunities to accumulate experience in real work scenarios. In addition to offering internship programs in collaboration with cultural tourism enterprises, the College can also organize students to participate in volunteer services for local cultural tourism activities. This will enhance students' foreign language application abilities, cross-cultural communication skills, and professional quality. Moreover, the College can recognize and reward students who actively participate in practice and demonstrate outstanding performance through scholarships, certificates of honor, and other means. The College can also incorporate students' practical performance into the comprehensive evaluation system as an important basis for excellence awards, thereby encouraging active participation.

In addition to offering career planning courses, the College can also host career planning lectures and provide one-on-one career counseling to guide students in formulating reasonable career development paths based on their interests and the

demands of the local cultural tourism industry. For example, the College can invite senior practitioners from cultural tourism enterprises to offer career planning advice, helping students understand industry trends and job requirements, and thus clarify their learning goals and career directions.

## 4. Conclusion

The development of foreign language education in higher vocational colleges to support the local cultural tourism industry holds significant practical importance. Through an in-depth analysis of the current status of foreign language education in Nanchong Vocational College of Culture and Tourism in serving the local cultural tourism industry, this paper has proposed countermeasures and suggestions such as optimizing curriculum settings and developing teaching resources, strengthening practical teaching, enhancing faculty development, deepening school-enterprise cooperation, and motivating student participation. The implementation of these countermeasures will help address the current disconnection between higher vocational foreign language education and the needs of the local cultural tourism industry, improve the quality and relevance of foreign language education, and cultivate high-quality foreign language talents for the local cultural tourism industry. However, this process requires the joint efforts of the College, enterprises, the government, and all sectors of society. Through continuous reform and innovation, it is essential to promote the deep integration of higher vocational foreign language education and the local cultural tourism industry, achieving coordinated development of the local economy and educational endeavors. Future research can further focus on other challenges faced by higher vocational foreign language education in serving the local cultural tourism industry, such as technological applications and policy support, to provide more theoretical and practical basis for the sustainable development of higher vocational foreign language education.

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