

Research on Teaching Innovation of Tourism English Courses from the Perspective of Cultural Communication

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Abstract: *Against the backdrop of deep integration between culture and tourism, the mission of tourism English courses is shifting from training language skills alone to cultivating professionals who can communicate Chinese culture effectively in international settings. Drawing on the perspective of cultural communication, this paper examines the internal logic that connects industrial change, job competency restructuring, and curriculum objectives, and proposes an integrated innovation framework for tourism English courses. The framework rests on four pillars: a multi-stakeholder governance structure in which universities, cultural and tourism enterprises, and industry platforms share responsibilities under compliant school-enterprise arrangements; a structured teaching team built on interdisciplinary collaboration, dual academic-industry leadership, and tiered teacher development; a reform pathway that restructures the curriculum around authentic job-task chains, develops on-campus and off-campus dual training bases, empowers instruction with digital intelligence technologies, and institutionalizes evidence-based evaluation; and a quality assurance mechanism that is traceable, reviewable, and continuously improving. The paper argues that only by embedding cultural communication competence into every key element of the course—objectives, governance, faculty, content, scenarios, technology, and assessment—can tourism English education move beyond instrumental language training and become a genuine vehicle for telling China's stories well in the global tourism arena. The proposed model offers a replicable reference for the reform of foreign language courses in applied higher education.*

Keywords: Cultural communication, Tourism English, Curriculum innovation, Intercultural communicative competence, School-enterprise collaboration, Culture-tourism integration.

1. Introduction

The convergence of culture and tourism has become one of the most visible trends in China's service economy. As the cultural and tourism sectors are institutionally merged and strategically repositioned, the industry no longer treats foreign language ability as an auxiliary skill but as a core productive force that shapes destination image, visitor experience, and the international reach of Chinese culture [1]. Inbound tourism recovery, the expansion of visa-free policies, and the growing visibility of Chinese cultural heritage on global platforms have jointly created a demand for tourism professionals who can interpret local culture accurately, narrate it attractively, and mediate it sensitively across cultural boundaries [2].

Yet the actual condition of tourism English instruction in many colleges lags behind this demand. Textbooks remain organized around generic dialogues and sightseeing vocabulary; classroom activities rarely engage with the interpretive and narrative work that real tour guiding, destination marketing, and cross-cultural hospitality require; and assessment still privileges linguistic accuracy over communicative effectiveness in cultural contexts [3]. The result is a structural mismatch: graduates may pass language tests yet struggle to explain a temple's architectural symbolism to overseas visitors, to handle culturally sensitive questions with tact, or to produce English content suitable for international social media.

Existing research on tourism English has addressed needs analysis, textbook compilation, and classroom methodology, but relatively few studies treat the course as a component of the national cultural communication system, and fewer still examine how governance structures, teacher teams, and

quality mechanisms must be redesigned together to support that role. This paper attempts to fill that gap. Viewing the tourism English course through the lens of cultural communication, it asks three questions: What objectives should the course pursue when its graduates are expected to serve as grassroots cultural communicators? What institutional arrangements can coordinate the university, enterprises, and industry platforms around those objectives? And through what concrete pathways can the key elements of teaching be reformed so that innovation is implementable, evaluable, and sustainable? The discussion proceeds from construction logic and objectives, through governance and faculty development, to implementation pathways and quality assurance, and concludes with the distinctive features of the proposed model.

2. Curriculum Construction Logic and Objectives in the Context of Culture-Tourism Integration

2.1 Job Competency Restructuring Driven by Industrial Transformation and International Communication

The integration of culture and tourism is not merely an administrative merger of two sectors; it redefines what tourism work consists of. Destinations now compete on narrative appeal as much as on scenery, and tourism products increasingly take the form of immersive cultural experiences, heritage interpretation, festival events, and digitally mediated storytelling [4]. Each of these product forms presupposes practitioners who can translate cultural substance into language and images that international audiences understand and appreciate. Consequently, the competency profile of tourism-related posts is being reorganized around three clusters: professional service skills, intercultural

interpretation skills, and digital content production skills. A tour guide is simultaneously a cultural interpreter; a destination marketer is simultaneously a cross-cultural copywriter; a museum liaison officer is simultaneously a bilingual curator of narratives.

For curriculum designers, this restructuring implies that the unit of analysis can no longer be the sentence or the dialogue but must be the job task embedded in a cultural context. Needs analysis should therefore begin from field observation of actual tasks—welcoming and briefing international visitors, interpreting heritage sites, designing English promotional materials, responding to online reviews, and managing cross-cultural misunderstandings—and then work backward to the linguistic, cultural, and professional knowledge each task presupposes [3]. Only when the course is anchored in this task-based logic can it respond to the competency restructuring that the industry is undergoing.

2.2 Building a Curriculum Objective System Oriented toward Intercultural Communication and International Outreach

A course oriented toward cultural communication needs an objective system that goes beyond the conventional triad of knowledge, skills, and attitude. Drawing on models of intercultural communicative competence, we propose a four-dimensional objective structure [5]. The first dimension is linguistic competence: accurate, fluent, and register-appropriate English for tourism service scenarios. The second is cultural literacy: systematic knowledge of Chinese cultural heritage, contemporary cultural life, and the target cultures of major visitor source markets, together with awareness of how cultural values shape perception. The third is communicative and interpretive competence: the ability to select, organize, and adapt cultural content for different audiences, channels, and purposes, including the capacity to handle sensitive topics with rhetorical tact. The fourth is professional identity and ethics: cultural confidence, service consciousness, and a sense of responsibility for the image one projects of one's community and country.

These four dimensions are not parallel add-ons but an integrated whole. Linguistic accuracy without cultural literacy produces hollow fluency; cultural knowledge without communicative skill remains locked in the classroom; and all three without professional ethics risk reducing culture to a commodity. The objective system should therefore be expressed as integrated learning outcomes—for example, “the student can deliver a ten-minute interpretive talk on a local heritage site that is factually accurate, culturally insightful, and adapted to the background of the audience”—rather than as disconnected checklists of vocabulary items and grammar points.

2.3 Formulating Operable and Evaluable Curriculum Construction Goals

Grand objectives remain rhetorical unless they are decomposed into construction goals that can be implemented within a defined period and verified with evidence. We suggest translating the objective system into three tiers of construction goals. At the output tier, the course should

produce tangible artifacts: a revised syllabus, a task-based modular teaching package, a bilingual case library of local cultural resources, and a set of simulated and real work scenarios. At the capability tier, the course should achieve measurable improvements in student performance on authentic tasks, benchmarked through pre- and post-course assessments, enterprise evaluations during internships, and student works published on real platforms. At the institutional tier, the course should leave behind durable mechanisms: a functioning school-enterprise governance body, a stable team of industry mentors, and a quality monitoring routine. Each goal should carry an indicator, a data source, and a review point, so that curriculum construction becomes a project that can be managed rather than a slogan that is merely proclaimed.

3. Multi-Stakeholder Collaborative Governance and Operating Mechanisms

3.1 Constructing a Governance Structure Linking the University, Cultural and Tourism Enterprises, and Industry Platforms

A course that aspires to serve cultural communication cannot be governed by a single teaching section inside a single department. Its content sources, practice scenarios, and evaluation standards are distributed across organizations, so its governance must be distributed as well. We propose a three-party governance structure consisting of the university, partner cultural and tourism enterprises, and industry platforms such as tourism associations, destination management organizations, and professional certification bodies [6]. The university contributes academic organization, pedagogical expertise, and quality oversight; enterprises contribute authentic tasks, workplace mentors, and performance feedback; industry platforms contribute standards, certification links, and channels through which student work can reach real audiences. A joint curriculum committee, with representation from all three parties, should hold decision-making authority over the syllabus, the practice program, and the evaluation scheme, meeting on a regular schedule with documented minutes.

3.2 Improving School-Enterprise Co-Education Mechanisms under Compliance Constraints

School-enterprise collaboration in China operates within an increasingly explicit regulatory framework concerning student internships, labor protection, intellectual property, and data security. Compliance should not be treated as an obstacle to innovation but as a design constraint that makes collaboration more sustainable. Written agreements should specify the educational purpose of each cooperative activity, the division of responsibilities, insurance and safety arrangements, the ownership and licensing of jointly produced teaching materials and digital content, and the procedures for handling student personal information. When students produce English promotional content for real enterprises, for instance, the agreement should clarify that the work is part of a credit-bearing learning activity, that enterprises may use it under an agreed license, and that students retain appropriate attribution. Embedding these provisions in standard agreement templates lowers transaction costs and protects all parties, thereby encouraging enterprises

to open more authentic tasks to the course.

3.3 Establishing an Operating System with Clear Tasks and Responsibilities

Collaborative governance fails most often not from lack of goodwill but from ambiguous responsibilities. The course should therefore operate under a documented responsibility matrix. For each major activity—syllabus revision, case library development, scenario-based teaching, internship placement, and summative evaluation—the matrix names a lead unit, supporting units, deliverables, and deadlines. The course leader on the university side acts as the integrator, maintaining a shared calendar and a common repository of materials. Enterprise mentors receive written task descriptions specifying the sessions they co-teach, the student works they evaluate, and the feedback format they use. Regular coordination meetings review progress against the matrix, and deviations trigger corrective actions rather than silent drift. Such procedural clarity converts the enthusiasm of individual partners into a reliable operating routine.

3.4 Improving Incentive, Safeguard, and Continuous Improvement Mechanisms

Sustained collaboration requires that the contributions of every party be recognized and rewarded. For university teachers, enterprise-engaged teaching and jointly developed materials should count toward workload and promotion evaluation; for enterprise mentors, the university can offer honorary titles, training opportunities, and reasonable remuneration; for students, authentic projects should carry credits and be showcased in portfolios. Safeguards include dedicated budget lines, teaching facility support, and administrative assistance for cross-organizational coordination. Finally, a continuous improvement loop should be institutionalized: each semester ends with a review meeting that examines evaluation data, stakeholder feedback, and external developments, and produces a written improvement plan whose implementation is checked at the next review. In this way the governance mechanism becomes self-correcting rather than static.

4. Building a Structured Teaching Team and Developing Teacher Capacity

4.1 Interdisciplinary and Cross-Position Collaboration as the Organizing Principle

The competence profile described above exceeds what any single teacher trained in English language and literature can supply. The teaching team should therefore be organized as an interdisciplinary and cross-position unit [7]. Its core comprises English teachers with tourism-related teaching experience; around this core are teachers of tourism management, Chinese culture and history, and digital media, together with practitioners from partner enterprises. Interdisciplinarity here is not decorative: co-designing a module on heritage interpretation, for example, requires the language teacher's sense of register, the culture teacher's command of historical substance, and the practitioner's knowledge of how real visitors actually behave. Cross-position collaboration further means that team

members rotate through each other's working contexts—teachers spend time in enterprises, and practitioners participate in curriculum meetings—so that mutual understanding rests on experience rather than imagination.

4.2 Establishing Dual Academic-Industry Leadership and an Industry Mentor System

Following the dual-leader model that has proven effective in Chinese vocational education, the course should appoint two leaders: an academic leader responsible for pedagogical coherence, research, and quality standards, and an industry leader—typically a senior manager or master practitioner from a partner enterprise—responsible for the authenticity of tasks, the currency of industry knowledge, and the mobilization of enterprise resources [8]. Around them, a structured mentor system engages enterprise professionals in defined roles: guest lecturers who bring current cases into the classroom, project supervisors who guide student teams through authentic commissions, and internship preceptors who oversee workplace learning. Each role carries a written description, an induction process, and feedback channels, so that mentoring is a professional engagement rather than an occasional favor.

4.3 Optimizing the Full-Time and Part-Time Staffing Structure by Task Module

Staffing should follow the modular structure of the curriculum rather than administrative convenience. Modules centered on language foundations and academic skills are best led by full-time university teachers; modules centered on service operations, destination practice, and content production should be co-taught or led by enterprise professionals; modules on cultural substance should involve culture teachers and, where possible, heritage specialists or intangible cultural heritage inheritors. A reasonable target is a staffing mix in which enterprise professionals contribute a substantial share of practice-oriented instruction while full-time teachers retain overall pedagogical responsibility. The personnel plan should be reviewed annually against the module map, so that gaps—such as the growing need for teachers competent in short-video scripting and platform operation—are identified and filled through recruitment, training, or new partnerships.

4.4 Forming a Tiered and Progressive Path for Teacher Practice and Development

Teacher development should be designed as a progressive pathway rather than a collection of disconnected training events. At the entry tier, teachers conduct structured observation in partner enterprises to build baseline industry literacy. At the intermediate tier, they undertake project-based practice, co-delivering authentic commissions with enterprise mentors and documenting their learning in reflective portfolios. At the advanced tier, they lead joint development projects—co-authoring bilingual interpretation scripts, co-designing digital courses, or co-conducting applied research—that generate both teaching resources and professional recognition. Each tier should carry certification within the institution and feed into workload and promotion accounting. Alongside enterprise practice, teachers should be supported to pursue intercultural communication research,

attend academic conferences, and obtain relevant professional qualifications, so that practice and scholarship reinforce each other [7].

4.5 Strengthening Professional Ethics, Cultural Confidence, and Occupational Integrity

Because the course prepares students to represent Chinese culture to the world, the ethical formation of teachers carries particular weight. Teachers should model cultural confidence that is grounded in knowledge rather than slogans: the ability to present Chinese culture with pride, accuracy, and openness, and to discuss differences without either defensiveness or self-deprecation. Occupational integrity includes respect for visitors of all backgrounds, honesty in interpretation, refusal to fabricate or exaggerate for effect, and sensitivity to the dignity of the communities whose culture is being presented. These dispositions are cultivated through precept and example—through the way teachers handle difficult questions in class, the standards they apply to student work, and the collegial culture of the team—and they should be explicitly addressed in team meetings, teaching observations, and annual reviews rather than left to chance.

5. Implementation Pathways for Reforming the Key Elements of Teaching

5.1 Restructuring the Curriculum System and Training Model around Job-Task Chains

The content architecture of the course should be rebuilt around job-task chains rather than textbook units. A task chain is a sequence of interrelated tasks that mirrors a real workflow: for example, “preparing for an inbound cultural tour” runs from researching visitor profiles, through designing an itinerary narrative and rehearsing interpretive talks, to conducting the tour and handling follow-up communication. Each chain integrates language input, cultural content, professional procedure, and communication strategy, and each is delivered through a cycle of task briefing, guided preparation, performance, feedback, and refinement [9]. Around the chains, supporting modules supply systematic knowledge—phonetics and register, cultural background, service standards—that students draw on as tasks demand. This structure dissolves the traditional separation between “language courses” and “content courses”: language is learned in the act of doing culturally meaningful work, and cultural knowledge is activated through language use. The training model consequently shifts from teacher-centered presentation to situated, project-based learning in which student output is constantly measured against the standards of real professional performance.

5.2 Developing On-Campus and Off-Campus Dual Bases and Authentic Teaching Scenarios

Authentic learning requires authentic settings. We propose a dual-base arrangement. The on-campus base is a simulated practice environment comprising a multilingual guiding laboratory, a destination-marketing studio equipped for audio and video production, and scenario rooms that replicate hotel reception, visitor centers, and exhibition spaces. The off-campus base is a network of partner sites—heritage

attractions, museums, hotels, travel agencies, and festival organizers—that host progressive levels of student practice, from guided observation, through assisted service, to independent task performance under supervision. The two bases are pedagogically linked: tasks are first rehearsed in the simulation environment with intensive feedback, then performed in real settings, and finally debriefed back on campus. This circulation between simulation and reality allows students to take risks where mistakes are cheap and to consolidate competence where standards are real, while enterprises gain a structured way to host students without disrupting operations.

4.3 Empowering Teaching Innovation with Digital Intelligence Technologies

Digital intelligence technologies, used judiciously, can remove longstanding constraints on tourism English instruction [10]. Virtual simulation systems allow students to practice guiding in digitally reconstructed heritage sites that would otherwise be inaccessible for daily training; speech recognition and automated pronunciation analysis provide immediate, individualized feedback that a single teacher cannot supply to a whole class; learning analytics dashboards aggregate performance data across tasks so that teachers can see which communicative functions—explaining, persuading, repairing misunderstandings—each student has or has not mastered; and generative tools, under teacher-designed protocols, can serve as sparring partners for drafting and revising promotional texts, provided that students are taught to verify, adapt, and take responsibility for the final output. Two principles should govern technology use: technology serves pedagogy rather than substituting for it, and data collected through platforms is handled in compliance with personal information protection requirements. The aim is not a showcase of devices but a measurable widening of practice opportunities and feedback quality.

5.4 Promoting Co-Construction and Transformation of Cultural Resources through Joint Research and Development

A distinctive opportunity of this course is that teaching, research, and resource development can be pursued as one activity. The teaching team, together with enterprise partners, should systematically survey local cultural resources—heritage sites, folk customs, crafts, cuisine, contemporary cultural life—and transform them into bilingual teaching assets: interpretive scripts, bilingual signage proposals, subtitled micro-videos, and English web copy. These assets serve three functions at once: they are teaching materials rooted in the region the students will actually serve; they are usable products for the partner enterprises and attractions, which strengthens the collaborative relationship; and they are objects of applied research on how Chinese culture can be rendered in English without losing its texture. Joint development agreements should clarify authorship and licensing, and outstanding student work should be incorporated into the resource library with attribution, giving students the motivating experience of producing public cultural goods rather than disposable homework.

5.5 Establishing a Multi-Stakeholder, Whole-Process

Evidence-Based Evaluation Mechanism

Evaluation must be redesigned to match the objectives. We propose an evidence-based mechanism with three features [11]. First, multiple evaluators: teachers, enterprise mentors, peer students, and—in suitable tasks—real audiences or online engagement metrics each contribute judgments, weighted according to the nature of the task. Second, whole-process coverage: evaluation extends across preparation, performance, and reflection, using rubrics aligned with the four-dimensional objective system, so that a polished final performance cannot conceal weak preparation and a single bad day cannot erase documented progress. Third, evidence orientation: every judgment is tied to artifacts—recordings, drafts, observation sheets, analytics reports—stored in a portfolio that students can present to employers and that the course team can mine for improvement. Summative certification should combine portfolio review with a capstone performance in an authentic or high-fidelity simulated scenario, jointly assessed by academic and industry evaluators. Such evaluation not only measures learning but steers it, because students understand from the outset what competent cultural communication looks like.

6. Distinctive Innovations of the Curriculum and Quality Enhancement

6.1 Integrating Language Proficiency, Cultural Communication, and Professional Literacy

The first distinctive feature of the proposed model is the thorough integration of three strands that conventional courses treat separately. Language proficiency is developed through culturally loaded tasks rather than decontextualized drills; cultural communication is taught as a learnable craft with strategies for selection, adaptation, and narration rather than as an inherited talent; and professional literacy—service standards, ethical judgment, and collaborative habits—is cultivated inside the same tasks rather than in a parallel moral education track. The integration is visible at the level of the individual lesson: when students rehearse an interpretive talk on a local craft, they are simultaneously practicing pronunciation and register, exercising narrative strategy, and internalizing respect for the artisans whose work they present. This fusion is what distinguishes a cultural-communication-oriented course from a general English course with tourism vocabulary sprinkled on top.

6.2 Carrying Whole-Process Practical Teaching on a Virtual-Real Integrated Platform

The second feature is the use of a virtual-real integrated platform to carry practical teaching across the whole process [12]. Because simulation, field practice, and digital production are connected through a common task architecture and a common data environment, students experience a continuous practice curriculum rather than isolated episodes. A student might research a heritage site using digital archives, rehearse its interpretation in the virtual simulation, perform it for real visitors during a festival event, edit a short English video about the experience, and receive analytics-informed feedback on each stage. The platform also accumulates the traces of this process, making practice visible to teachers,

mentors, and the students themselves. This continuity addresses a chronic weakness of practice teaching—its fragmentation across semesters and settings—and turns practice into the organizing spine of the curriculum.

6.3 Advancing Teacher Growth, Cultural Research, and Social Service in Synergy

The third feature is the synergy among teacher development, applied cultural research, and social service. Every joint development project simultaneously upgrades teacher competence, produces researchable questions about cultural translation and audience reception, and delivers services to the local cultural and tourism sector. Teachers' enterprise practice feeds case studies into the classroom; classroom experiments with interpretive strategies generate data for research; research findings refine the bilingual resource library; and the resource library serves attractions, festivals, and destination marketing. This virtuous circle gives the course a significance beyond its credit hours: it becomes a small but real node in the local cultural communication ecosystem, which in turn sustains the motivation of teachers, the loyalty of enterprise partners, and the pride of students.

6.4 Establishing a Traceable and Reviewable Quality Assurance Mechanism

Innovation without quality assurance degenerates into activity for its own sake. The fourth feature is therefore a quality mechanism that is traceable and reviewable. Traceability means that every claim about course quality can be followed back to evidence: syllabus versions, rubric-scored artifacts, evaluation records, meeting minutes, and improvement plans are archived in an organized repository. Reviewability means that the course is examined on a regular cycle by multiple eyes—internal teaching supervision, peer review by colleagues from other institutions, feedback from industry platforms, and follow-up surveys of graduates and employers—and that each review produces findings with assigned responses. Key indicators, such as student performance on capstone tasks, enterprise satisfaction, and the uptake of student-produced content by real channels, are tracked longitudinally so that trends rather than anecdotes drive decisions. When the mechanism detects decline or drift, the continuous improvement loop described earlier is activated, closing the circuit between evidence and action.

7. Conclusion

Viewed from the perspective of cultural communication, the tourism English course is no longer a peripheral language service course but a strategic site where the tourism industry's demand for intercultural talent meets the broader mission of presenting Chinese culture to the world. This paper has argued that realizing this potential requires simultaneous innovation on four fronts: an objective system that integrates linguistic, cultural, communicative, and ethical dimensions; a governance structure that distributes responsibility among the university, enterprises, and industry platforms under compliant and well-documented arrangements; a structured, interdisciplinary teaching team with tiered development pathways; and implementation pathways that rebuild content around job-task chains, ground learning in dual bases and

authentic scenarios, employ digital intelligence in the service of pedagogy, convert local cultural resources into bilingual teaching assets through joint development, and steer the whole process with evidence-based evaluation. The model's distinctiveness lies in integration—of language, culture, and profession; of virtual and real practice; of teaching, research, and service; and of innovation with traceable quality assurance.

Several limitations of the present discussion should be acknowledged. The framework is proposed at the level of design logic; its effectiveness must be tested through longitudinal implementation in diverse institutional settings, and its indicators require empirical calibration. Future research could compare student outcomes under the integrated model with those under conventional instruction, examine how enterprise participation can be sustained across economic cycles, and explore how emerging generative technologies reshape the tasks themselves. As culture-tourism integration deepens and international exchange recovers and expands, the stakes of tourism English education will only rise. Courses that succeed will be those that treat every lesson as an act of cultural communication and every graduate as a potential ambassador of Chinese culture.

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