

A Project-Based Teaching Practice of College English Driven by Local Cultural Tourism Industry Needs: A Case Study of Langzhong

Benchuan Xu^{1,a,*}

¹Nanchong Vocational College of Culture and Tourism, Nanchong, Sichuan, China

^a271887300@qq.com

*Corresponding author

Abstract: Guided by the English proficiency needs of the cultural tourism industry in Langzhong City, and taking Nanchong Vocational College of Culture and Tourism as a case study, this research explores the systematic integration of project-based learning (PBL) into the college English course at the higher vocational level. Through an industry needs analysis, the study identifies the English competency requirements for frontline cultural tourism professionals in terms of basic services, cultural interpretation, and adaptive marketing. A project-based college English teaching model is developed, grounded in the principles of "authenticity, locality, integration, and scaffolding." A tiered set of teaching projects is designed around core cultural intellectual properties such as Langzhong Ancient City, the Three Kingdoms culture, and the imperial examination heritage. Taking the "English Interpretation of Cultural Heritage" project as an example, the study elaborates in detail on the entire implementation process, from project initiation, resource support, and collaborative inquiry to outcome presentation and multifaceted evaluation. The findings indicate that this model effectively fosters deep integration of language skills with professional competencies, enhances student motivation, and strengthens local cultural identity and dissemination capabilities. It provides an actionable pathway for aligning higher vocational English teaching with local industry needs and serves as a reference for public English teaching reform in similar institutions.

Keywords: Cultural Tourism Industry Needs; Project-Based Teaching; College English; Higher Vocational College; Langzhong

1. Introduction

Guided by the national strategy of deepening industry-education integration and strengthening the capacity to serve regional development, college English teaching in higher vocational institutions is undergoing a profound transformation from "basic general education" to "vocational application" [3]. As a major province of cultural tourism in western China, Sichuan is accelerating its efforts to become a leading province in culture and tourism, creating an urgent demand for interdisciplinary talents who possess both a deep understanding of local culture and the ability to communicate internationally. Langzhong City, a nationally renowned historical and cultural city, boasts core cultural tourism resources such as Zhangfei Temple, the Imperial Examination Hall, and the Ancient City District. As the city accelerates its tourism internationalization and upgrades its tourism offerings, the ability of frontline practitioners to "tell Langzhong's story" in English and provide high-quality foreign-related services has become a critical bottleneck for industry development. Nanchong Vocational College of Culture and Tourism, located in Langzhong, aligns its institutional mission closely with the needs of the local industry, bearing the important responsibility of cultivating skilled talents precisely for regional cultural tourism development. However, at this institution and many similar ones, college English teaching still commonly suffers from a disconnect from specialized fields and local industry realities [5]. Instructional content has failed to effectively address the English application needs in specific scenarios such as interpreting Langzhong Ancient City, introducing intangible cultural heritage, and delivering specialty services, resulting in a separation between learning and application and an insufficient supply of vocational competencies.

Based on this context, this study takes Nanchong Vocational College of Culture and Tourism as a case study, focusing on the real needs of the local cultural tourism industry in Langzhong, and explores an effective pathway for systematically integrating project-based learning (PBL) into the college

English course. The core research question is: how can a project-based college English teaching model be constructed, grounded in the authentic work scenarios of Langzhong's cultural tourism industry and driven by typical tasks, and how can its practical effectiveness in enhancing students' vocational English application skills and cultural communication competencies be validated? Through rigorous practice, this study aims to provide a concrete "Langzhong solution" to the common challenge of misalignment between higher vocational English teaching and the needs of local specialized industries, while also offering a replicable case for English teaching reform in similar institutions.

2. Core Concepts and Theoretical Foundations

2.1. Definition of Core Concepts

2.1.1. Local Cultural Tourism Industry Needs

In the context of this study, "local cultural tourism industry needs" does not refer to broad tourism English skill requirements, but rather to the systematic set of English language competencies, cross-cultural communication skills, and local cultural translation abilities expected of frontline service and entry-level management practitioners in the industrial chain constituted by various subsectors within the specific administrative and cultural-geographical unit of Langzhong City, Sichuan Province. These subsectors include the preservation of historical and cultural cities, operation of tourist attractions, hotel and homestay services, cultural performance planning, and tourism product marketing. This set of needs comprises three interrelated dimensions: the instrumental dimension, which encompasses the basic communicative English necessary for routine foreign-related reception tasks such as check-in, food and beverage service, and tourist guidance; the cultural dimension, which involves the specialized English required to accurately and vividly convey to international visitors the historical context, architectural features (such as Huizhou-style courtyards), intangible cultural heritage (such as Wang Shadow Puppetry and Baxiang Drum Dance), and unique folk customs (such as the origin culture of the Spring Festival) of Langzhong Ancient City, with the core objective of achieving effective cross-cultural transmission of local knowledge; and the competency-based dimension, which entails cultural sensitivity, professional identity, and the ability to handle unexpected situations in foreign-related service scenarios. A precise analysis of this concept is a prerequisite for moving college English teaching reform beyond homogenization and achieving deep alignment with regional industrial characteristics.

2.1.2. Project-Based College English Teaching

In this study, "project-based college English teaching" refers to a specific outcome-oriented, student-centered teaching model implemented within the framework of the compulsory college English course for non-English majors in higher vocational institutions^[4]. The core characteristic of this model lies in the fact that its instructional design does not revolve around isolated language knowledge points; instead, it takes as the central unit of instruction a complex task derived from authentic work scenarios in Langzhong's cultural tourism industry, a task that possesses inquiry value and constitutes a complete workflow. Under the guidance of the instructor and with the support of scaffolding, students, working in collaborative groups, experience the entire process from project initiation, information gathering, solution design, practical implementation, and artifact creation, to presentation, defense, and reflective evaluation. Throughout this process, the learning and application of the English language are embedded in each stage of completing the project task, with listening, speaking, reading, writing, and translation skills being holistically mobilized and enhanced in practice. Therefore, the project-based teaching in this study is essentially a curriculum implementation paradigm that organically integrates language acquisition, vocational skill training, and local cultural cognition, with the ultimate goal of producing a concrete, assessable physical or digital artifact that serves as tangible evidence of students' comprehensive competency development.

2.2. Theoretical Foundations

The design and interpretation of this pedagogical practice study are primarily grounded in the following two theoretical pillars, which provide support for the research from the perspectives of learning psychological mechanisms and educational value orientations, respectively.

2.2.1. Constructivist Learning Theory

Constructivist learning theory, particularly the socioconstructivist perspective, provides this study

with a micro-level explanation of "how learning occurs." This theory posits that knowledge is not acquired through passive transmission but is actively constructed by learners based on their existing experiences and through interaction with others and the environment within specific sociocultural contexts. Applied to this pedagogical practice, this implies: first, the authenticity of the learning context is crucial. Creating a simulated professional context—"how to effectively introduce Langzhong Ancient City to international visitors"—aims to provide an "anchor" with practical significance and motivational power for students' knowledge construction. Second, students are the subjects of cognition. When completing a task such as writing an English interpretation script for the Imperial Examination Hall, students must actively explore relevant historical terminology, organize the logic of their interpretation, and evaluate the effectiveness of their expression; this series of cognitive activities constitutes a process of active meaning-making. Third, social interaction serves as a key medium. The negotiation, division of labor, collaboration, and revision within project groups simulate the teamwork mode of the workplace. Language, in this process, functions both as the object of learning and as a tool for accomplishing social collaboration, with knowledge (including both linguistic and professional knowledge) being shared, tested, and deepened through interaction. Thus, the design of project-based teaching is precisely aimed at creating an ideal learning environment that fosters active, interactive, and contextualized meaning construction.

2.2.2. Competency-Based Education

Competency-based education (CBE) provides this study with a macro-level framework for curriculum development logic and outcome evaluation orientation. CBE emphasizes that education should focus on the comprehensive competencies (encompassing knowledge, skills, and attitudes) that learners need to complete specific vocational tasks or fulfill job roles, using observable and measurable performance as instructional objectives and evaluation criteria. Its specific guidance in this study is reflected in the backward design process: first, through industry research, systematically analyzing the specific English competency requirements of Langzhong's cultural tourism industry and translating them into clear, concrete, and measurable course objectives (needs analysis orientation); second, based on these competency objectives, backward-designing aligned project tasks, learning activities, and assessment plans (outcome-oriented design); and third, ensuring that teaching implementation and evaluation focus on evidence collection—that is, using the various artifacts generated by students during the project process (such as project proposals, interpretation videos, service dialogue records) and their performance to objectively assess the extent to which target competencies have been achieved (performance-based assessment). This framework ensures that the entire pedagogical practice study—from its starting point (needs) through its process (projects) to its endpoint (evaluation)—remains closely centered on the core value of "vocational competency development," effectively overcoming the subject-discipline orientation common in traditional college English teaching and achieving substantive alignment between course content and professional standards, as well as between learning processes and work processes.

In summary, constructivist learning theory explains the internal psychological mechanisms and social processes through which project-based teaching facilitates effective student learning, while competency-based education provides, from a curriculum theory perspective, the external goal orientation and design logic for the teaching practice. The integration of these two theories offers a robust and coherent theoretical foundation for constructing a college English teaching model that adheres to the principles of learning sciences, aligns with the nature of vocational education, and is deeply embedded in local industrial characteristics.

3. A Project-Based College English Teaching Model Designed for the Needs of Langzhong's Cultural Tourism Industry

To translate the theoretical framework into actionable curriculum practice, a project-based college English teaching model oriented to the needs of Langzhong's cultural tourism industry was systematically constructed based on preliminary research. This design follows the logical thread of "needs-driven, competency-based, authentic context, and local integration," aiming to achieve deep integration of language learning and professional competency development.

3.1. Design Basis: An Analysis of English Language Needs in Langzhong's Cultural Tourism Industry

The primary premise and fundamental basis for this instructional design lie in the empirical analysis

of English application needs within Langzhong's cultural tourism industry. Against the backdrop of cultural tourism integration, the connotations of the industry are undergoing systematic transformation, imposing new requirements on the qualities and capabilities of industry professionals that are "cross-domain, cross-disciplinary, composite, and innovative" [1]. Based on this, the research team conducted surveys and interviews with management agencies of Langzhong Ancient City Scenic Area, star-rated hotels, travel agencies, and cultural performance units. The aim was to identify the specific English competency demands placed on frontline practitioners in Langzhong's cultural tourism industry against the context of cultural tourism integration. These demands can be summarized into the following three core categories, which directly constitute the source of instructional objectives for this pedagogical design.

Basic Service Needs: These needs are commonly found in scenarios such as hotel front desks, restaurants, and tourist information centers. Practitioners are expected to be able to use English fluently to complete standardized process dialogues such as check-in, dish introduction, traffic directions, and bill settlement. This type of need is characterized by fixed sentence patterns but requires rapid responses and clear pronunciation.

Cultural Interpretation Needs: This category represents a higher-order need that highlights Langzhong's unique characteristics, primarily targeted at tour guides, scenic area interpreters, and museum service personnel. Practitioners are required to accurately convey in English the historical connotations of Langzhong as a "stronghold of Three Kingdoms culture," a "sacred site of imperial examination culture," and the "origin of Spring Festival culture." They should be able to provide coherent explanations of the background, architectural features, and related anecdotes of iconic landmarks such as Zhangfei Temple, the Imperial Examination Hall, and Huaguang Tower, and be capable of responding briefly to visitors' questions about local customs (such as Baxiang Drum Dance) and intangible cultural heritage (such as Wang Shadow Puppetry).

Adaptability and Marketing Needs: In the context of growing personalized tourism, the industry expects practitioners not only to handle complaints and emergencies (such as visitor discomfort or itinerary changes) but also to proactively engage in cultural marketing. This includes, for example, using English to introduce Langzhong's "Three Culinary Treasures" (Baoning Vinegar, Zhangfei Beef, and Sugar Steamed Buns) or to describe the distinctive courtyards and boutique homestays within the ancient city, thereby transitioning from passive service to active attraction.

3.2. Design Principles

Based on the above needs analysis, the establishment of this teaching model adheres to the following four core principles:

Principle of Contextual Authenticity: All project tasks must be rooted in authentic or highly simulated work scenarios within Langzhong's cultural tourism industry. Whether it is a simulated "hotel check-in dispute resolution" or an "English-guided tour of the Imperial Examination Hall on the imperial examination system," the task background, role settings, language materials (such as authentic scenic area introduction texts and hotel booking emails), and evaluation criteria must reflect workplace realities to the greatest extent possible, thereby eliminating the gap between classroom learning and professional application.

Principle of Content Localization: Teaching content is deeply embedded with the unique cultural symbols of Langzhong. Local knowledge—such as the layout of the ancient city, the Three Kingdoms stories of Han Huanhou Temple (Zhangfei Temple), the imperial examination history of the Sichuan Imperial Examination Hall from the Qing Dynasty, and the Feng Shui culture of the Jialing River—serves as the core carrier and value connotation for language learning. This approach enables students to deepen their understanding and identification with local culture while mastering English expression, cultivating their sense of mission as "ambassadors for disseminating Langzhong culture internationally."

Principle of Competency Integration: This principle abandons the traditional model of isolated skill instruction. In each comprehensive project, language skills—listening (e.g., understanding visitor needs), speaking (e.g., delivering on-site interpretation), reading (e.g., consulting English materials on Langzhong's history), writing (e.g., drafting attraction introduction texts), and translating (e.g., translating Chinese menus)—are organically integrated. These skills are developed in tandem with general professional competencies such as information retrieval, digital presentation (PPT/video production), teamwork, and cross-cultural communication.

Principle of Process Scaffolding: This principle recognizes that students require support in their transition from language learners to "quasi-professionals." The teacher's role shifts from being an instructor to a designer and facilitator. By providing structural scaffolds such as "language toolkits" (e.g., industry-specific vocabulary lists, functional sentence pattern banks), "cultural knowledge packages" (e.g., timelines of key historical events in Langzhong), and "strategy guides" (e.g., guidelines on how to deliver effective English interpretations), teachers guide students to explore and construct knowledge independently within their "zone of proximal development." Scaffolding is gradually removed to cultivate students' ability to solve problems independently.

3.3. Teaching Objectives

Guided by the competency-based education philosophy and integrating the project-based teaching reform approach proposed by Ma Haixu and Han Fang (2018)^[2], which emphasizes equal emphasis on "language, specialty, and general education," the industry needs are transformed into a three-dimensional teaching objective system that is clear, observable, and assessable.

Knowledge Objectives: Students are expected to systematically acquire professional English vocabulary and terminology closely related to core service scenarios in Langzhong's cultural tourism industry (e.g., "courtyard house," "imperial examination," "shadow puppetry"). They should also master the common sentence patterns and discourse structures for four major communicative functions: reception, interpretation, negotiation, and marketing.

Competency Objectives: Students are expected to collaboratively complete, in small groups, a comprehensive project task that simulates an authentic work process (e.g., planning and presenting a half-day "Langzhong Ancient City Cultural Heritage" tour route for English-speaking visitors). Specific competencies include: effectively handling typical service scenarios using English; delivering an accurate and logically coherent English interpretation on a Langzhong cultural theme for approximately three minutes; and creating English promotional materials (such as posters or short video scripts) that align with the cognitive habits of international visitors.

Competency Objectives (Alternative Wording): Students are expected to work in groups to complete a comprehensive project task that simulates an authentic work process. Specifically, they should be able to use English effectively to address typical service scenarios, deliver an accurate and logically coherent three-minute English interpretation on a selected theme related to Langzhong's culture, and produce English promotional materials (such as posters or short video scripts) tailored to the cognitive preferences of international visitors.

Attitudinal Objectives: The course aims to cultivate in students a sense of professional identity and responsibility for serving local cultural tourism development. It seeks to enhance their cultural confidence and sensitivity in cross-cultural communication, enabling them to introduce local culture appropriately while respecting cultural differences. Additionally, it fosters the development of professional potentials such as active learning, teamwork, and critical reflection.

3.4. Project Themes and Content Development

Based on the hierarchy of objectives and the distinctive resources of Langzhong, a sequenced set of projects was designed to cover the primary dimensions of industry needs:

Foundation-Level Project: "Welcome to Langzhong!" – English Practice for City Impressions and Basic Services. Student groups design an English-language Welcome to Langzhong digital handbook tailored to different hypothetical client groups (e.g., elderly tour groups, student study tours, business delegations). The handbook includes essential information such as transportation, accommodation, dining, and emergency contacts. Students also simulate basic service scenarios such as airport/train station pick-up and hotel check-in. The focus is on information accuracy, service standardization, and language practicality.

Core-Level Project: "The Storyteller of Langzhong Ancient City" – English Interpretation of Cultural Heritage. This project serves as the core component of the course. Student groups select a central Langzhong cultural IP (e.g., "Zhang Fei and the Three Kingdoms Culture," "The Imperial Examination Hall and the Imperial Examination System," "Ancient City Architecture and Feng Shui") and conduct in-depth research. The final output can be either: (a) a complete English interpretation script for a specific attraction accompanied by an on-site interpretation video; or (b) a short English-language documentary on an aspect of Langzhong's intangible cultural heritage (such as the

craftsmanship of Wang Shadow Puppetry). The focus is on the depth of cultural exploration, the coherence of narrative structure, and the evocative quality of interpretive language.

Expansion-Level Project: "Beyond the Guidebook" – Personalized Tourism Services and Marketing Planning. Students take on the role of "tourism designers," creating a personalized "In-Depth Langzhong Experience" English itinerary for a specific type of foreign visitor (e.g., Chinese culture enthusiasts, photographers, food connoisseurs). They then prepare a proposal presentation to be delivered to the "client" (played by the instructor or an industry expert). The itinerary must include unique scheduling, cultural experience activities (such as tasting Langzhong specialties), and customized service details. The focus is on innovative thinking, cross-cultural marketing capabilities, and the comprehensive competency to solve complex problems.

This instructional design forms an interconnected sequence, aiming to guide students, through project-based learning, to progressively construct the vocational English competencies and comprehensive qualities required to solve real-world, complex tasks originating from Langzhong's cultural tourism industry.

4. Implementation of Project-Based College English Teaching Informed by Langzhong Cultural Tourism Industry Needs

Following the completion of the systematic course design, this teaching model was applied to a pilot class at Nanchong Vocational College of Culture and Tourism, where a full cycle of teaching practice was conducted. The implementation process is elaborated below, taking the "English Interpretation of Langzhong Ancient City Cultural Heritage" project as an example.

4.1. Teaching Implementation Process

Phase 1: Project Initiation and Contextual Anchoring. The instructor begins by playing a simulated video showing foreign tourists experiencing confusion due to language barriers while visiting Langzhong Ancient City. This is supplemented by displaying the English-language sections of the Langzhong Tourism Bureau's official website and authentic comments from international visitors on social media. These materials introduce the core driving question: "As future cultural tourism practitioners, how can we leverage existing digital resources to create an English interpretation product that vividly presents the core cultural heritage of Langzhong Ancient City to international visitors who cannot be physically present, enabling it to resonate across screens?" This approach aims to establish an authentic, urgent, and meaningful professional task context within the classroom.

Phase 2: Knowledge Construction and Provision of Resource Scaffolding. This phase aims to equip students with a "toolkit" and "resource library" for independent inquiry. The instructor provides three primary forms of support: 1) Language and Content Scaffolding: Systematic instruction on the stylistic features and structural framework of cultural heritage interpretation texts (introduction-historical background-core values-conclusion); provision of bilingual vocabulary lists and sentence pattern banks containing key terms related to Langzhong Ancient City, Zhangfei Temple, the Imperial Examination Hall, and Huaguang Tower; distribution of Langzhong cultural background materials (in both Chinese and English) verified by local cultural and historical experts. 2) Digital Resource Guidance: Guiding students to use officially recognized online resources, such as the "Panoramic Langzhong" virtual tourism platform, the Langzhong local chronicles digital resources in the Sichuan Provincial Digital Library, and online English interpretation case studies from renowned domestic and international museums, as reliable information sources and creative references for their projects. 3) Methodological and Collaborative Scaffolding: Clarifying the project task sheet, providing suggestions for group role division, time management templates, and a preliminary draft of the outcome quality assessment rubric.

Phase 3: Collaborative Inquiry and Solution Design. Students form project groups, taking on the role of "cloud-based cultural tourism content creation teams." Each group completes the following tasks during and after class: 1) In-Depth Online Research: Based on the resource list provided by the instructor, targeted collection, filtering, and synthesis of textual, image, and audiovisual materials related to their chosen cultural theme (e.g., "The Architectural Feng Shui Wisdom of the Ancient City," "Three Kingdoms Memory in Langzhong"). 2) In-Class Solution Planning: Through discussion within the classroom, groups determine the interpretation theme, narrative perspective, target audience, and product format (e.g., recording an "anchor-style" interpretation video with a virtual background). 3) Development of Preliminary Solution: Drafting a detailed English interpretation script and outlining the

storyboard or script framework for the final output.

Phase 4: Artifact Creation and Iterative Refinement. Groups utilize equipment such as laptops, tablets, and smartphones to produce their artifacts. They employ software such as PowerPoint, Canva, and CapCut (or similar video editing tools) to transform scripts into audiovisual works. The instructor organizes a "Mid-Term Review Session" where groups present their preliminary outputs and receive feedback from both the instructor and other groups based on the assessment rubric. Students then engage in multiple rounds of revision based on the feedback, refining the accuracy of their interpretation content, the fluency of language expression, the alignment of visuals, and the depth of cultural explanation. This process simulates the quality control workflow of product development, internal review, and iterative refinement commonly found in professional settings.

Phase 5: Outcome Presentation and Multifaceted Evaluation. A classroom presentation session, titled "Langzhong Culture Digital Communication Ambassadors," is held. The evaluation system balances process and product: 1) Formative Assessment (40%): Based on group collaboration records, individual reflection journals, and comparisons between iterative versions, assessing student engagement, research skills, and learning growth. 2) Summative Outcome Assessment (60%): Employing multiple evaluators. Instructor evaluation focuses on language application and narrative logic. Industry evaluation is achieved through two methods: first, anonymized submission of outstanding projects to experts from partner enterprises for blind review and scoring; second, playing pre-recorded videos of industry experts (such as senior English interpreters from the Langzhong Ancient City Scenic Area) offering comments on representative projects, incorporating their feedback into the evaluation reference.

Phase 6: Reflection, Synthesis, and Knowledge Transfer. Upon project completion, students submit structured individual reflection reports, systematically analyzing their gains in language knowledge, digital literacy, cultural understanding, and collaborative skills. The instructor facilitates a comprehensive class debriefing, synthesizing exemplary cultural translation cases, common language errors, and effective collaboration models that emerged during the project to form a transferable "knowledge map" and "strategy toolkit." Finally, students are guided to consider how to apply the experience gained from this project to professional tasks in other constrained contexts, facilitating the generalization from specific project experience to general professional competence.

4.2. Key Implementation Factors and Contextual Adaptation Strategies

The core concept underlying this implementation was to transform the constraints of physical space into opportunities for deepening digital simulation and narrative innovation. Key strategies included:

Shifting Context from "Physical Presence" to "Narrative Presence": This strategy emphasized the use of thorough desk research and meticulous scriptwriting to construct an immersive cultural narrative within digital products through the power of language, imagery, and sound. By compensating for the inability to conduct on-site filming, this approach actually allowed for a greater focus on depth of content and precision of expression.

Shifting Industry Connection from "On-Site Engagement" to "Online Integration": By incorporating micro-lectures recorded by industry experts, video commentaries on case studies, and establishing a mechanism for online submission of works for external review, the integration ensured that industry standards and authentic feedback continued to permeate the teaching process. This maintained a close connection between instruction and practice.

Through the above processes and strategies, the implementation, while operating within real-world constraints, remained faithful to the core principles of project-based teaching—namely, "driven by authentic tasks, student-centered, and outcome-oriented." It successfully transformed the classroom into a microcosmic, highly simulated digital content creation studio for cultural tourism.

5. Conclusion

Grounded in the specific needs of the cultural tourism industry in Langzhong City and addressing key issues in higher vocational college English teaching reform, this study has constructed and implemented a college English teaching model that takes local culture as its core and project-based tasks as its driver. Through systematic needs analysis, the study transformed industry requirements for English application competencies into a curriculum design scheme guided by the principles of

"authenticity, locality, integration, and scaffolding." A set of tiered teaching projects was developed around core cultural IPs such as Langzhong Ancient City, the Three Kingdoms culture, and the imperial examination system. During implementation, by creating highly simulated digital contexts, integrating cloud-based local cultural resources, and simulating industry workflows, the study successfully established a "learning by doing" environment oriented toward professional competency development within the boundaries of the classroom. This validated the feasibility and effectiveness of the model in stimulating intrinsic learning motivation and promoting deep integration of language skills with professional competencies.

The practical exploration of this study yields insights primarily in the following two aspects. First, with regard to implications for higher vocational college English teaching reform: it demonstrates that aligning foundational public courses with local industry needs is not an empty slogan, but an actionable pathway achievable through meticulous project design. The core of the curriculum shifts from "teaching language knowledge" to "completing professional tasks," and the teacher's role transforms from "instructor" to "curriculum designer, resource coordinator, and learning facilitator." This requires institutions to provide corresponding support in faculty development, curriculum management, and resource construction, encouraging teachers to engage in place-based action research. Second, regarding implications for serving local development: this model positions English teaching as an integral part of the local cultural tourism talent cultivation system. In the process of completing projects, students not only enhance their English application skills but also achieve deep learning and value identification with local culture. The high-quality digital cultural interpretation outputs they produce can themselves serve as a potential resource bank for the international dissemination of local culture, achieving an initial synergy between the teaching process and cultural dissemination, as well as between talent cultivation and industrial service.

Admittedly, as a phased practical exploration, this study has certain limitations. The teaching practice was confined to a single pilot class over the duration of one semester; the generalizability and long-term effects of its outcomes await validation through broader application over extended periods. Looking ahead, the model constructed in this study can be further developed in two directions. The first is vertical deepening: exploring the development of a "progressive" project-based curriculum system that spans students' entire learning cycle, establishing closer alignment with specialized courses. The second is horizontal expansion: attempting to develop immersive teaching projects integrating virtual reality (VR) and augmented reality (AR) technologies to transcend physical constraints through more advanced technological means and simulate complex workplace scenarios. We believe that college English teaching reform rooted in local contexts and oriented toward industry needs can not only equip students with the professional competencies needed for the future but also enable foundational public courses in higher vocational institutions to demonstrate their irreplaceable value in serving regional economic and social development.

Acknowledgments

This study was funded by two grants:

(1) *Research on the Practice of Project-Based College English Teaching Based on the Needs of Local Cultural Tourism Industry* (Project No.JG2024B03), funded by Teaching Reform Program of Nanchong Vocational College of Culture and Tourism in 2024;

(2) *Reform and Practice of Higher Vocational College English Teaching Oriented by Cultural Tourism Industry Needs* (Project No.WYJZW-2025-069), funded by Advisory Committee of Foreign Language Teaching in Vocational Education, Ministry of Education, P.R. China under its 2024 special program for vocational colleges "Languages Empowering Vocational Education to Go Global".

References

- [1] Bai, C. H. (2019). *Talent cultivation in the context of cultural tourism integration: Practical demands and theoretical issues*. *Frontiers of People's Forum·Academic Frontier*, (11), 36-42.
- [2] Ma, H. X., & Han, F. (2018). *Research and practice on project-based teaching reform in college foreign language education with equal emphasis on language, specialty, and general education*. *Modern Communication*, (24), 113-114.
- [3] Mo, L. L. (2021). *Restructuring the "foreign language plus" talent cultivation model based on deep industry-education integration*. *Journal of Zhejiang Wanli University*, 34(4), 112-116.

[4] Shi, J. H. (2023). *Revisiting the significance of project-based teaching in the context of new liberal arts: A case study of the "News English" course for English majors. Shandong Foreign Language Teaching, 44(3), 77-84.*

[5] Wu, J. (2024). *Application research on industry-education integration based on enterprise micro-courses: A case study of industry-specific foreign languages. Journal of Radio & TV University (Liaoning), (1), 69-72.*