Innovative Pathways for Foreign Language Education of Higher Vocational Colleges in Nanchong to Facilitate the Internationalization of the Local Cultural Tourism Industry

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Abstract: *In the process of internationalizing Nanchong's cultural tourism industry, the mismatch between higher vocational foreign language education and industry demands has become increasingly prominent, necessitating innovative educational service pathways to achieve precise alignment. This paper proposes a dual-driven model of "Competency Map + Consortium", constructing a foreign language competency map to accurately align job requirements with curriculum design, and establishing a foreign language service consortium in the cultural tourism industry to deepen the integration of government, schools, enterprises, and industries. Additionally, three supporting mechanisms are introduced: a data-driven dynamic monitoring system, a cross-regional cooperation and resource-sharing system, and an innovation incentive and achievement incubation system. These mechanisms ensure the effective implementation of the dual-driven model, providing insights for the deep integration of higher vocational foreign language education and the cultural tourism industry.*

Keywords: *Foreign Language Education in Higher Vocational Colleges; Internationalization of the Cultural Tourism Industry; Competency Map; Consortium; Nanchong*

1. Introduction

Against the backdrop of globalization, the internationalization of the cultural tourism industry has become a key driver of regional economic development. As an important tourist city in Sichuan Province, Nanchong faces both opportunities and challenges in this process. Foreign language professionals, as critical support for the industry's internationalization, directly influence its global competitiveness. However, a significant misalignment currently exists between higher vocational foreign language education and the needs of the cultural tourism industry, calling for innovative service pathways to achieve precise alignment. This study aims to explore theoretical and practical approaches for Nanchong's higher vocational foreign language education to better serve the internationalization of the local cultural tourism industry, offering theoretical support and practical guidance for regional development.

2. Problem Identification: The Foreign Language Talent Gap in the Internationalization Process

2.1 Trends and Bottlenecks in Nanchong's Cultural Tourism Industry Internationalization

Nanchong boasts abundant natural landscapes and cultural resources, yet its progress in internationalizing the cultural tourism industry has been slow, failing to fully realize its potential. While its tourism products and services are gradually entering the global market, attracting international visitors, bottlenecks remain. For instance, the level of internationalization in tourism services, particularly foreign language services, is inadequate, with language barriers and cultural differences negatively impacting the experience of international tourists. Moreover, the industry's internationalization demands higher standards for talent, requiring foreign language professionals with cross-cultural communication skills and international market operation capabilities. Currently, the talent cultivated by Nanchong's higher vocational foreign language education falls short of these demands. As Qiu (2016) notes, vocational education should prioritize its occupational nature to better serve local industries, highlighting the need for curriculum reforms aligned with industry needs [3].

2.2 Three Misalignments between Foreign Language Education of Higher Vocational Colleges and Industry Demands

2.2.1 Curriculum-Job Misalignment

The curriculum design of higher vocational foreign language education tends to overemphasize linguistic knowledge while neglecting close alignment with the practical requirements of cultural tourism positions. As a result, there is a significant disconnect between the content students learn in classrooms and the actual skills needed in the workplace, making it difficult for graduates to adapt to their roles [5]. For instance, international tour guides require not only fluent foreign language proficiency but also expertise in historical culture, tourism service skills, and emergency response capabilities—competencies that are often inadequately addressed in current curricula.

2.2.2 Faculty-Scenario Misalignment

Most foreign language teachers in higher vocational institutions come from academic backgrounds with limited practical experience in the cultural tourism industry. Consequently, they struggle to integrate language teaching with real-world industry scenarios [4]. Additionally, schools lack teaching facilities and practicum bases that simulate authentic work environments, depriving students of opportunities to develop hands-on skills and professional competencies [2].

2.2.3 Student-Capability Misalignment

Many students lack a clear understanding of the demands of cultural tourism positions, leading to vague learning objectives. Some exhibit low motivation in language acquisition and insufficient independent learning or innovative thinking, making it challenging to meet the industry's need for high-quality foreign language professionals. Furthermore, the current education system overlooks comprehensive training in students' holistic qualities and vocational abilities, resulting in graduates who are ill-prepared for the evolving requirements of the internationalized cultural tourism sector.

3. Theoretical Framework: The Dual-Driven Model for Precise Alignment

3.1 Map of Foreign Language Abilities of Talents in Culture and Tourism: A Backward Design Model for Job Competency

To address the mismatch between higher vocational foreign language education and the needs of the cultural tourism industry, this study proposes a map of model foreign language competency of cultural tourism talents. This model takes job competency as the core and adopts a reverse design approach to transform the job requirements of the cultural tourism industry into curriculum content and teaching objectives in foreign language education.[1]

Specifically, the research team conducts in-depth investigations into various positions in the cultural tourism industry to clarify the required foreign language competency elements for each position, including language skills, professional knowledge, and cross-cultural communication abilities. Based on these competency elements, corresponding curriculum modules are designed to ensure close alignment between curriculum content and job requirements.

Furthermore, the construction of the competency map emphasizes a dynamic updating mechanism. By incorporating information from corporate quarterly reports and graduate tracking feedback, the curriculum content and teaching methods can be promptly adjusted to meet the actual needs of the internationalization development of the cultural tourism industry.

Through this model, higher vocational foreign language education can provide students with clear learning directions and content basis, thereby effectively enhancing their job competency and cultivating high-quality foreign language talents for the internationalization development of the cultural tourism industry.

3.2 Foreign Language Service Consortium in the Cultural Tourism Industry: A Quad-Partite Integrated Education Mechanism

To promote precise alignment between higher vocational foreign language education and the cultural tourism industry, this study proposes establishing a foreign language service consortium in the cultural tourism industry. This mechanism integrates four key stakeholders - government, educational

institutions, enterprises, and industry associations - to form a co-constructed and shared education system aimed at cultivating high-quality foreign language talents for the internationalization of the cultural tourism industry.

The consortium operates through deep cooperation among these four parties, creating a complementary and resource-sharing education pattern. The government plays a coordinating role by formulating relevant policies to guide resource allocation in cultural tourism foreign language education. Educational institutions, as the main body of talent cultivation, are responsible for curriculum development, faculty training, and teaching implementation. Enterprises participate by providing practical training bases, employment positions, and project cooperation opportunities. Industry associations serve as bridges to facilitate communication and collaboration between educational institutions and enterprises.

This cooperation model not only improves the quality and level of higher vocational foreign language education but also provides strong talent support for the international development of the cultural tourism industry. The quadripartite integrated education mechanism establishes a solid foundation for deep integration between higher vocational foreign language education and the cultural tourism industry, and provides fundamental support for cultivating high-quality foreign language talents that meet the internationalization needs of the cultural tourism industry.

4. Innovative Pathways: Dual-Driven Mechanisms for Precise Alignment

4.1 Competency Map Construction: From Job Demands to Curriculum Mapping

4.1.1 Job Requirement Research

Job requirement research serves as the foundational step in constructing the cultural tourism foreign language competency map. In-depth investigations are conducted across various positions in Nanchong's cultural tourism industry, collecting information on language skills, professional knowledge, cross-cultural communication abilities, and other key competency requirements. Through methods such as questionnaires, interviews, and field visits, the research covers tourism enterprises, scenic areas, hotels, and other employers, as well as practitioners such as tour guides. This comprehensive approach ensures a thorough understanding of the foreign language competency demands for each position, providing a scientific basis for aligning curriculum design with industry needs.

4.1.2 Competency Element Extraction

Building on the job requirement research, the collected data is analyzed to extract the essential foreign language competency elements for cultural tourism positions. The extraction process follows principles of scientific rigor, systematic organization, and practical applicability to ensure the identified competencies fully reflect job demands. For example, the competency profile for international tour guides includes fluent foreign language communication skills, in-depth knowledge of history and culture, strong cross-cultural communication abilities, and emergency response skills. This step clarifies the core foreign language competencies required by the industry, offering clear direction for restructuring curriculum modules.

4.1.3 Curriculum Module Restructuring

Based on the extracted competency elements, the higher vocational foreign language curriculum is reorganized into modular units. To enhance flexibility and relevance, a modular design approach is adopted, breaking down course content into independent yet interconnected modules, each focusing on specific job skills or knowledge areas. For instance, modules such as "Historical and Cultural Knowledge", "Foreign Language Communication Techniques", and "Emergency Response Skills" are designed for international tour guide training. Project-based Learning (PBL) is integrated into the curriculum, allowing students to apply their skills in real-world scenarios, such as designing travel routes for international tourists or creating multilingual tourism guides. Additionally, interdisciplinary courses like "Tourism Marketing and Foreign Language Communication" and "Cross-Cultural Communication in Tourism Services" are introduced to foster comprehensive skill development. Modern information technologies are leveraged to develop online learning resources and blended teaching models, providing diverse and flexible learning opportunities. To ensure ongoing alignment with industry needs, a dynamic update mechanism is established, allowing for timely adjustments to curriculum content and teaching methods based on employer feedback, graduate tracking data, and

industry trends.

4.2 Operation of the Consortium: Quad-Partite Co-Construction and Sharing

The foreign language service consortium in the cultural tourism industry functions through deep integration of four parties (government, schools, enterprises, and industry associations), establishing a co-construction and sharing mechanism for talent cultivation. Under this mechanism, all parties collaborate through clear division of responsibilities and close cooperation to jointly promote the deep integration of higher vocational foreign language education with the cultural tourism industry, meeting the demand for high-quality foreign language talents in the industry's internationalization process.

4.2.1 Organizational Structure

1) Government Coordination

The government plays a coordinating role in the consortium by formulating relevant policies to guide the aggregation of resources in the field of cultural tourism foreign language education. Through issuing special policies, the government clarifies the responsibilities and rights of all parties to ensure efficient operation of the consortium. For example, the government may establish special funds to support cooperative projects between higher vocational colleges and cultural tourism enterprises in curriculum development and teacher training. Meanwhile, through measures such as tax incentives and policy support, the government encourages enterprises to actively participate in the construction of the consortium, providing students with practice bases and employment positions.

2) School Leadership

As the main body of talent cultivation, schools are responsible for curriculum construction, teacher training, and teaching implementation. Schools should adjust curriculum settings and optimize teaching content according to the actual needs of the cultural tourism industry to ensure close integration between teaching and industry demands. At the same time, schools should strengthen the construction of teaching staff, enhance teachers' practical abilities and international perspectives through cooperation with enterprises. Additionally, schools should actively cooperate with industry associations to participate in the formulation and promotion of industry standards, improving the school's teaching level and industry influence.

3) Enterprise Participation

Enterprises, as important participants in the consortium, provide resources such as practice bases, employment positions, and project cooperation for students. Enterprises should actively participate in school curriculum construction, provide practical cases and project support, and help schools optimize course content. At the same time, enterprises may cooperate with schools to carry out scientific research projects, solve practical problems faced by enterprises, and enhance their innovation capabilities. Furthermore, enterprises should actively participate in student evaluations, providing objective evaluations of students' practical abilities and professional qualities.

4) Industry Association Support

Industry associations play a bridging role in the consortium, promoting communication and cooperation between schools and enterprises. Industry associations should actively participate in the formulation and promotion of industry standards, promoting deep cooperation between schools and enterprises. At the same time, industry associations may organize activities such as industry forums and academic seminars to promote exchanges and cooperation between schools and enterprises. Additionally, industry associations should actively participate in student evaluations, providing industry-recognized evaluation standards for students' practical abilities and professional qualities.

4.2.2 Operational Content

1) Co-developed Courses

Schools and enterprises collaborate closely to jointly formulate course standards, clarifying teaching objectives, content, methodologies, and assessment criteria. Course development is based on the practical needs of the cultural tourism industry to ensure relevance and applicability. For example, in designing "Tourism English" courses, industry experts are invited to contribute to curriculum planning by incorporating real-world scenarios such as scenic spot interpretation and tour guide services, thereby enhancing students' practical skills. Schools also dynamically adjust course content and teaching methods based on regular feedback from enterprises and graduate tracking data to ensure

alignment with evolving industry trends.

2) Shared Faculty Resources

Schools and enterprises facilitate two-way faculty exchanges to enhance the practical skills of educators and the pedagogical capabilities of industry professionals. Enterprises dispatch experienced experts to serve as adjunct instructors, delivering specialized lectures and guiding practical training. Conversely, schools assign faculty members to enterprises for hands-on work experience, enabling them to integrate real-world challenges into classroom teaching. Additionally, joint teacher training programs are organized, such as workshops on international tourism market research and foreign language service skills, to build a faculty team with both theoretical expertise and practical experience.

3) Collaborative Student Assessment

Schools and enterprises collaboratively establish comprehensive student assessment standards, covering theoretical knowledge, practical skills, and professional competencies. Evaluations incorporate diverse methods, including written exams, practical assessments, project outcomes, and employer feedback. For instance, student performance during internships, project reports, and evaluations from industry mentors are all factored into the final assessment. Based on the results, schools provide targeted feedback to help students improve, while also refining teaching approaches to better meet industry expectations.

4) Co-developed Industry Standards

Schools and enterprises jointly participate in formulating and promoting foreign language service standards for the cultural tourism industry. Working groups are established to develop standards encompassing language proficiency, service protocols, and cross-cultural communication skills, ensuring scientific rigor and practicality. To enhance adoption, schools and enterprises organize industry forums, training sessions, and other initiatives to raise awareness and implementation of these standards. Schools integrate the standards into their curricula, while enterprises apply them in daily operations. Regular reviews and updates are conducted based on industry developments and feedback to maintain relevance. This collaborative framework ensures the effective integration of resources from all stakeholders, fostering a sustainable ecosystem for cultivating foreign language talents tailored to the internationalization needs of the cultural tourism industry.

4.3 Supporting Mechanisms: Three Systems to Ensure Implementation of the Dual-Driven Model

To ensure the effective implementation of the cultural tourism foreign language competency map and the consortium (the "dual-driven" model), this study proposes three innovative safeguard mechanisms. These systems provide systematic support to facilitate the deep integration of higher vocational foreign language education with the cultural tourism industry, offering solid talent support for the industry's internationalization.

4.3.1 Data-Driven Dynamic Monitoring System

In the digital era, data has become a crucial basis for decision-making. This study proposes establishing a data-driven dynamic monitoring system to track and evaluate the operational effectiveness of the competency map and consortium in real time. The system collects and analyzes multidimensional data from schools, enterprises, industry associations, and student feedback to provide precise decision-making support for educators. For example, big data analytics are used to monitor the alignment between curriculum content and job requirements, assess students' learning progress and practical abilities, and track employer satisfaction with graduates. Based on these insights, schools can adjust curricula and teaching methods, enterprises can offer targeted internships and feedback, and industry associations can refine and promote standards more effectively. This system enhances the precision of education-industry alignment while enabling continuous improvement in education quality.

4.3.2 Cross-Regional Cooperation and Resource Sharing System

The internationalization of the cultural tourism industry requires breaking geographical barriers to optimize resource allocation. This study proposes building a cross-regional cooperation and resource-sharing system to facilitate in-depth collaboration between Nanchong and other domestic and international regions in cultural tourism foreign language education. Specifically, the system establishes cross-regional education alliances to share resources such as curricula, faculty, and training bases. For instance, partnerships with vocational institutions in renowned tourism cities enable joint curriculum development, faculty exchanges, and student mobility programs. Additionally, digital

platforms are created to provide online educational resources (e.g., virtual guided tours, multilingual training modules) for flexible access. The system also fosters cooperation with international tourism organizations and multinational enterprises to introduce global educational concepts and industry standards, enhancing Nanchong's competitiveness in foreign language talent development of the cultural tourism industry.

4.3.3 Innovation Incentive and Achievement Incubation System

To stimulate stakeholders' enthusiasm for innovation, this study proposes an innovation incentive and achievement incubation system. The system establishes a special innovation fund to support schools, enterprises, industry associations, teachers, and students in launching innovative projects, such as curriculum reforms, teaching method innovations, training base developments, and standard-setting initiatives. Projects with high innovation and practical value receive funding, technical guidance, and policy support to ensure successful implementation. Achievements are then incubated for real-world application—for example, piloting new foreign language courses in actual tourism projects or promoting newly developed industry standards through associations. Outstanding contributors are recognized with awards and incentives to foster a culture of innovation. This system not only motivates continuous innovation but also accelerates the translation of outcomes into practice, injecting new momentum into the integration of education and industry.

5. Conclusion

The proposed dual-driven model and supporting mechanisms offer a systematic approach to bridging the gap between higher vocational foreign language education and the internationalization needs of cultural tourism industry. Future empirical studies will validate their feasibility, contributing actionable insights for regional development.

Facing the opportunities and challenges of Nanchong's cultural tourism industry internationalization, achieving precise alignment between higher vocational foreign language education and industry demands has become crucial. This study proposes the dual-driven model of "the Map of Foreign Language Abilities of Talents in Culture and Tourism" and "Foreign Language Service Consortium in the Cultural Tourism Industry", supported by three innovative safeguard mechanisms: the data-driven dynamic monitoring system, cross-regional cooperation and resource sharing system, and innovation incentive and achievement incubation system. These approaches provide new perspectives and methods for the deep integration of higher vocational foreign language education with the cultural tourism industry.

The proposed measures not only enhance students' job competency but also provide strong talent support for the internationalization development of Nanchong's cultural tourism industry. Future empirical studies are needed to validate the feasibility and effectiveness of these approaches, thereby providing more practical guidance for regional cultural tourism internationalization.

Acknowledgements

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