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Research on the Cultivation of Complementary Talents in Tourism English under the Background of Cultural and Tourism Integration

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Abstract: Ongoing deep integration of culture and tourism reshapes the whole industrial ecosystem. It urges tourism English practitioners to move beyond mere linguistic competence and grow into cross-cultural compound talents equipped with integrated language proficiency, cultural literacy, and operational capabilities. Current training schemes face several prominent bottlenecks. Uniform training objectives create mismatches between graduate supply and market demand; segregated courses on culture and tourism weaken learners' cross-cultural narrative competence; colleges also suffer shortages of dual-skilled teaching staff, while practical training environments rarely replicate real industry scenarios with sufficient fidelity. To tackle these challenges, higher vocational institutions need to benchmark talent development against specific job clusters, including inbound visitor services and international cultural communication. Training specifications should be designed backward from a list of professional competencies. Universities ought to remove disciplinary boundaries and reconstruct modular courses that integrate language, culture, and tourism, incorporating emerging content such as digital tourism and English translation for intangible cultural heritage. Through school-enterprise joint recruitment and collaborative training mechanisms, schools may arrange for teachers to take temporary posts in enterprises and invite industry mentors to campus. High-fidelity practical training projects can be co-developed in this way. Such reforms synchronize talent cultivation with industrial upgrading, strengthen the academic connotation of this major, and improve graduates' employability.

Keywords: Culture-tourism integration; Tourism English; Compound talents

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1. Introduction

As culture-tourism integration deepens and entry visa policies continue to be optimized, international tourism services have shifted from routine receptions toward diversified service modes that prioritize cultural immersion, customized travel and global cultural communication. Emerging business forms such as digital tourism, AI-aided tourism planning, overseas social media management, and cross-border live-

streaming continuously reshape workplace requirements. Employers no longer only seek oral interpreters. They prefer professionals capable of translating local culture, interpreting intangible heritage and destination stories, designing tourism products and coordinating digital communication tasks. Against a backdrop of individualized, family-oriented, and immersive consumption, the curriculum system of Tourism English must combine language training, cultural awareness, international communication, and tourism operations. Higher education needs to nurture versatile professionals. These graduates can tell Chinese cultural stories across cultural boundaries and coordinate content and service delivery in authentic commercial contexts. Such talent reserves support high-quality industrial growth and international tourism exchanges.

2. Era requirements for cultivating compound tourism English talents in the culture-tourism integration context

2.1. Industrial upgrading in culture-tourism integration raises new standards for compound tourism English talents

Culture-tourism integration evolves from simple resource combination to in-depth chemical fusion. This industrial transformation requires tourism English professionals to break the confinement of single-language skills and build comprehensive cross-cultural capacities. At the ecosystem level, expanding boundaries of the cultural tourism sector generate new posts including cultural interpreters, international communicators, cultural planners and inbound study tour coordinators. Professionals filling these roles must master foreign language communication while integrating multiple capabilities: language application, cultural interpretation, and cultural tourism operations [1]. From the perspective of consumer demand, modern tourists prefer immersive, in-depth travel instead of superficial sightseeing. Conventional translation and basic reception services can hardly meet complex and dynamic service scenarios. Practitioners need to decode local cultural connotations and rephrase cultural content to fit international audiences' cognitive habits, so cultural value and commercial value can be delivered simultaneously during cross-cultural exchanges. This profound industrial restructuring redefines competency frameworks for tourism English talents. Beyond serving as language tools, graduates should act as both cultural messengers and industry operators to satisfy core demands for high-quality cultural tourism development in the new era.

2.2. Training compound talents is an inner requirement for connotative development of Tourism English major

Widespread higher education and accelerated macro-industrial restructuring put Tourism English under heavy homogenization pressure and structural employment contradictions. Redefining training orientation around comprehensive abilities has become essential for disciplinary survival and advancement. Technological iteration and industrial transformation shrink traditional disciplinary boundaries. Training focusing solely on basic language skills cannot build competitive advantages. Institutions must develop differentiated strengths by embedding cultural education and aligning training with industry realities. This compound training model responds directly to real challenges of cultural tourism enterprises during international expansion, quality upgrading, and digital transformation. It helps match graduate output with evolving industrial needs [2]. For teaching reform, modules covering cross-cultural communication, digital cultural tourism operations, and cultural planning can be embedded into regular courses. This reform fits the overall direction of applied university and vocational education reforms, shifting major construction from knowledge transmission

toward comprehensive practical competency training. To achieve connotative development, Tourism English needs to cross traditional disciplinary borders and rebuild curriculum logics. This change relieves the supply-demand imbalance in graduate employment and cultivates high-caliber practitioners with global vision and hands-on skills to sustain local cultural tourism economies.

3. Current issues in the cultivation of complementary talents in Tourism English majors

3.1. Homogenization of training objectives and discrepancy with the demand of specific tourism and culture-related positions

The current training orientation of tourism English majors generally shows a tendency toward generalization, resulting in graduates being trapped in the predicament of "being proficient in everything but lacking in focus." They are unable to precisely match the comprehensive ability requirements of specific positions. Firstly, all institutions have a high degree of similarity in their objective statements, often using a universal foreign language plus tourism template. They fail to form distinctive directions and characteristics based on regional cultural tourism resources and their own educational background, leading to a lack of core identification and market competitiveness in talent cultivation. Secondly, in response to the rapidly evolving and newly emerging positions such as cultural depth interpretation, cross-cultural international communication, and digital operation of tourism and culture, the response speed of professional training plans is significantly delayed. The teaching focus still remains at the traditional level of foreign-related reception, lacking forward-looking planning for emerging business models and the decomposition of core capabilities. Finally, in terms of the specific setting of talent specifications, the ability standards formulated by schools lack measurable correspondence with the real job capabilities list of the industry. This disconnection leads to a superficial teaching evaluation mechanism that cannot accurately measure whether students possess the comprehensive qualities to solve complex tourism and culture-related problems. Ultimately, this results in a serious structural mismatch between talent supply and industry demand, significantly weakening the employment adaptability and long-term development potential of the profession.

3.2. Disconnection between curriculum and cultural tourism, weak cross-cultural application ability

Language teaching and cultural dissemination, as well as tourism operations, are independent in the curriculum system, making it difficult for students to complete high-quality cross-cultural narratives in real cultural tourism scenarios. First, at the level of cultural courses, the teaching mode mainly focuses on one-way knowledge imparting, with an emphasis on memorizing historical anecdotes and local customs, lacking training in external explanation and cross-cultural communication in the foreign language context. Students often "know what it is" but "do not know how to explain it to outsiders," making it difficult to achieve effective cultural core translation [3]. Second, tourism courses mainly focus on the teaching of business processes and operational norms. English application mostly remains at the superficial level of reciting standard tour guides' speeches, failing to deeply integrate language skills into the complex scenarios of tourism product design and service management, resulting in a separation of language training and business practical operation. Third, the construction of new course modules such as digital cultural tourism, cultural planning, and inbound study guidance, which are in line with industrial transformation, is seriously lagging

behind. The existing course library cannot provide a platform for interdisciplinary knowledge integration, and students lack practical training in converting cultural resources into cultural tourism products. This physical assembly rather than chemical fusion of courses directly restricts the generation of students' cross-cultural application ability, making it difficult for them to provide professional services with cultural depth and commercial value when facing real and variable cultural tourism scenarios.

3.3. Insufficient dual-skilled teachers and simplified practical training scenarios

Deficiencies in teachers' knowledge structures and industrial experience greatly restrict students' comprehensive competency development. Most full-time teachers come from traditional English disciplines. They have limited work experience in cultural tourism enterprises or practical industry projects. As a result, they find it hard to incorporate cutting-edge industry trends and real business logic into classroom teaching, and their teaching cases often fall behind industrial progress.

Part-time teachers from frontline cultural tourism sectors own rich practical experience. Nevertheless, restrictive employment rules and compensation limits keep their numbers small, and their teaching schedules remain unstable. They can hardly participate deeply in revising training schemes or developing core courses. School-enterprise dual-teacher collaborative education often stays at a superficial level. Meanwhile, on-campus training rooms lack simulation authenticity. Most facilities only replicate simple scenes such as hotel front desks and simulated tour guide rooms, failing to recreate complex new service scenarios including immersive performances, intelligent cultural tourism management, and cross-border live-stream marketing. Practical environments separated from real industrial ecosystems deprive students of opportunities to practice crisis handling and cross-cultural communication under simulated pressure. Learned skills cannot be easily transferred into workplace competency.

4. Optimization paths for cultivating compound tourism English talents under culture-tourism integration

4.1. Aligning with cultural tourism job groups and precisely setting compound talent training objectives

Specialization trends within cultural tourism require educators to abandon broad, all-inclusive training positioning. Instead, institutions can develop training standards backward from job competency lists and build classified, layered, and distinctive training targets. Colleges need to track market changes and focus on inbound reception, international cultural tourism communication, and cross-border cultural tourism operations. They should break down training requirements to make graduate output match targeted job clusters. This segmentation is not merely course stacking; it targets core competencies of different posts and clarifies students' career paths [4]. When designing training standards, universities must cooperate with leading cultural tourism firms to jointly build competency maps and graduation requirements. Enterprises' practical indicators can be introduced to translate implicit industry experience into explicit teaching criteria and align talent specifications with frontier market demands. On the basis of guaranteeing fundamental foreign language proficiency, schools should add supplementary modules on cultural interpretation and cultural tourism operations. Training assessment will evaluate not only linguistic conversion accuracy, but also cross-cultural empathy and project execution. This approach cultivates applied compound talents with strong foreign language expression and a solid understanding of cultural tourism operational rules.

4.2. Integrating language and culture, reconstructing the modularized curriculum system

The key to resolving the dilemma of the separation between tourism and culture lies in breaking down the barriers between traditional language courses and professional courses, and achieving deep mutual integration of teaching content through a modular structure of "language + culture + tourism." Institutions should boldly restructure the curriculum matrix and offer professional courses that are highly integrated, such as cross-cultural communication, foreign translation of intangible cultural heritage, and destination marketing. These courses must place language training in real tourism and cultural business scenarios, allowing students to simultaneously enhance their foreign language expression and cultural communication skills while handling practical cases, thereby achieving synchronous advancement in skills and qualities. In terms of the exploration of course content, it must be extended to a deeper level, promoting the organic integration of curriculum ideological education with local cultural characteristics, cultural heritage protection, and other content into daily teaching. This is not a rigid theoretical indoctrination; instead, it involves exploring the cultural core of local tourism resources to cultivate students' cultural confidence and local sentiments, enabling them to have a deeper foundation and more authoritative discourse in cross-cultural communication. Moreover, in response to the digital and intelligent transformation of the industry, it is necessary to add advanced modules such as digital tourism and cultural translation, and introduce new content such as overseas social media marketing and digital museum interpretation to fill the lagging gaps in traditional textbooks [5]. This modularized curriculum reconfiguration can effectively promote the cross-border integration of knowledge systems and provide solid support for students to cope.

4.3. Implementing school-enterprise joint recruitment and training to build strong dual-skilled teaching teams

High-quality teaching staff serve as the foundation for nurturing versatile talents. Institutions should adopt two-way mobility and collaborative teaching to compensate for teachers' insufficient industrial experience and cross-cultural teaching capacities. First, schools need to establish regular mechanisms for teachers to practice in enterprises. Full-time teachers will take temporary posts in cultural tourism companies and join real cultural tourism project planning and operation. Immersive enterprise experience helps teachers move beyond pure theoretical knowledge, capture the latest industrial trends, and bring authentic business cases back to classrooms.

Second, colleges should recruit industry specialists with rich practical experience as part-time mentors to deliver practical courses. Flexible salary and evaluation mechanisms need to be established to secure stable participation of enterprise instructors, who can pass on up-to-date industry standards and workplace requirements directly to learners. Schools and enterprises should cross organizational boundaries and build interdisciplinary innovation teaching teams. Both sides can co-develop regionally featured teaching cases and highly simulated practical training projects. Full-time university teachers and industry mentors complement each other during collaborative teaching and polish teaching content, fundamentally improving the authenticity and effectiveness of compound talent cultivation.

5. Conclusion

The transformation of Tourism English is not just a temporary solution for employment pressure. It is a necessary measure to serve national strategies for cultural globalization and high-quality tourism

development. The core solution for current dilemmas lies in abandoning superficial resource stacking and pursuing deep structural integration. By targeting job demands accurately, reorganizing curriculum logics, and strengthening dual-skilled teaching teams, universities can cultivate compound talents equipped with international vision, cultural inheritance awareness, and practical capabilities. In future practice, higher education institutions should continuously improve industry-academia integration mechanisms and dynamically adjust training plans to keep educational supply in pace with industrial evolution. This redefines the vitality of this major. Moreover, it offers a practical path where education empowers international tourism development and helps spread Chinese stories globally, carrying far-reaching practical significance.

Disclosure statement

The author declares no conflict of interest.

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