

# Analysis of the Optimization of Cultural Integration in Tourism English Teaching at Vocational Colleges under the Context of Cultural and Tourism Integration

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**Abstract:** The integration of culture and tourism has become a significant driver of social-economic development, which places higher demands on professionals in the tourism industry. We are in the backdrop of deep culture-tourism convergence. In higher vocational education, the incorporation of cultural elements into tourism English courses has emerged as a key factor in enhancing the quality of talent cultivation. This paper analyzes the value of integrating cultural elements into such courses, examines the current application status, and proposes optimization pathways. It aims to offer insights into cultivating interdisciplinary tourism English talents with both language proficiency and cultural literacy, thereby helping align higher vocational tourism English education with the evolving needs of the culture-tourism industry.

**Keywords:** Cultural Tourism Integration; Tourism English; Cultural-Element Implantation

## 1. Introduction

As the core course for training tourism-English professionals, the teaching quality of higher-vocational tourism English directly determines the quality of talent output. Embedding cultural elements can break the shackles of traditional language teaching, enabling students to acquire English skills while deeply comprehending the connotations of local and international cultures. Therefore, exploring scientific and effective integration pathways is of great importance for improving teaching quality and meeting the talent demands of the culture-tourism industry.

## 2. Importance of Cultural-Element Implantation in Higher-Vocational Tourism-English Courses under Cultural Tourism

### Integration

Firstly, build a multi-interaction platform. By comparing Chinese and Western differences in hotel check-in, service communication, etc. Students' cultural sensitivity and inclusiveness are fostered so that they can communicate accurately in international contexts.

Secondly, embed local specialties such as intangible-heritage crafts and folk festivals into teaching. Students first grasp the essence of local culture and then narrate it accurately in English to international tourists, realizing the living inheritance and global dissemination of local culture.

In addition, align with the latest industrial standards in real time. Introduce industry cultural norms and the newest market dynamics into the classroom so that talent specifications keep pace with the upgrading needs of cultural-tourism, continuously supplying compound tourism personnel who possess language competence, cultural literacy and professional acumen.

## 3. Current Situation of Cultural-Element Implantation

At present, cultural implantation in higher-vocational tourism-English courses is still "scattered, shallow and outdated". Curriculum system lacks top-level design. Cultural content is inserted piecemeal. Textbooks fail to integrate local and international cultures deeply. Cultural class hours are few and detached from language classes, preventing students from forming systematic cognition. Classes are still dominated by one-way teacher lectures. Modern technologies such as multimedia and virtual reality are absent. Interactive links like role-play and group discussion are scarce, and students passively receive knowledge. So cultural knowledge is difficult to internalize.

Assessment is "language-only". Vocabulary,

grammar and listening-speaking scores almost mean everything. Cross-cultural understanding, communication and expression lack measurable indicators. Cultural questions account for a low proportion and are simple in form, which unable to promote students' emphasis on cultural learning and hindering deep cultural integration and teaching-quality improvement.

#### **4. Optimization Pathways for Cultural-Element Implantation**

##### **4.1 Construct a Culture-Oriented Curriculum System**

Curriculum design should be optimized to ensure that cultural elements permeate the entire course. Guided by the practical needs of the cultural tourism industry, curriculum standards integrating culture and language should be formulated, with clear objectives and content for cultural teaching at each stage. Additionally, regional English textbooks with cultural focus should be developed, and course offerings reasonably adjusted to increase the proportion of cultural courses. Specifically, specialized courses such as Introduction to Tourism Culture and Intercultural Communication can be offered and naturally integrated with English language courses to form culture-oriented learning modules.

##### **4.2 Innovate Cultural-Teaching Methods**

Leverage modern educational technologies to innovate teaching methodologies. Introduce virtual reality to create immersive cultural learning environments, such as simulating famous overseas tourist attractions and local cultural activities to immerse students into authentic scenarios.

Enhance student engagement by using multimedia resources like videos to demonstrate the preservation process of intangible cultural heritage. Implement project-based learning through initiatives such as planning international cultural tourism exchange activities or designing promotional campaigns for cultural tourism. This approach enables students to apply their cultural knowledge and English skills in practical contexts, while also fostering comprehensive competencies and innovative thinking.

##### **4.3 Improve the Cultural-Literacy Assessment**

#### **System**

A diversified cultural literacy evaluation system should be established to comprehensively measure the effectiveness of students' cultural learning. During interviews, simulations of cross-cultural communication scenarios should be arranged; for practical assessments, the outcomes of cultural tourism project practices should serve as the basis for evaluation. For instance, written tests can include questions on cultural comparative analysis and cultural case interpretation, while practical assessments can focus on evaluating students' ability to apply cultural elements in real-world cultural tourism projects. Additionally, process-based evaluation should be introduced to monitor students' performance in cultural learning throughout the course, enabling dynamic assessment of their cultural literacy development and providing effective feedback for both teaching improvement and students' learning enhancement.

#### **5. Conclusion**

In the context of cultural tourism integration, integrating cultural elements into higher-vocational tourism-English courses is an indispensable measure to comply with industrial progress and improve talent-cultivation quality. By deeply analyzing the significance and practical situation of this integration and proposing targeted optimization pathways, we can effectively promote the deep integration of cultural elements into tourism English courses, cultivate high-quality professionals with both language ability and cultural literacy, and thus provide a solid talent foundation for the prosperity of the cultural tourism industry.

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