

An Analysis of the Paths for Vocational College Foreign Language Students to Empower the Development of Rural Cultural and Tourism Industry

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Abstract: In recent years, with the steady advancement of the upgrading and transformation of the rural cultural and tourism industry, the demand for high-quality foreign language talents has become increasingly urgent. As the main base for delivering talents to society, higher vocational colleges take the initiative to shoulder their educational responsibilities, adopt effective measures to optimize the foreign language teaching model, and enable foreign language teaching to better empower the development of the rural cultural and tourism industry. This can not only solve the core pain points in the development of the rural cultural and tourism industry, realize the accurate connection between talent training and rural needs, and promote the connotative development and value upgrading of foreign language teaching, thereby comprehensively improving the overall quality of foreign language students, but also implement the rural revitalization strategy and boost the high-quality development of regional economies. In this regard, this paper first expounds the significance of vocational college foreign language students empowering the development of the rural cultural and tourism industry, and then puts forward a series of effective development paths, aiming to provide certain references for relevant researchers.

Keywords: Higher vocational foreign language; Students; Rural cultural and tourism industry; Development

Online publication: March 11, 2026

1. The significance of vocational college foreign language students empowering the development of rural cultural and tourism industry

1.1. Helping to solve the core pain points in the development of rural cultural and tourism industry

To solve the core pain points in the development of the rural cultural and tourism industry, vocational college foreign language students should not only have a solid language foundation, but also possess strong capabilities in international cultural communication and cross-cultural communication. In this way, students can deeply

explore and integrate rural cultural resources, transform them into foreign language content that is highly consistent with the cognitive habits of international friends, break cultural barriers, and express rural culture in an international way, ensuring that rural natural landscapes, traditional skills and folk customs are widely recognized and loved by international friends. In addition, students will deeply participate in rural cultural and tourism services, flexibly use foreign languages to provide language services for international friends, thus effectively enhancing their travel experience. Furthermore, vocational college foreign language students can accurately position the international market, formulate various types of rural cultural and tourism promotion plans, and expand promotion channels through foreign language tourism brochures, social media and other means to attract a large number of international friends to travel in rural areas, thereby better solving the pain points of the rural cultural and tourism industry in cultural communication and international services^[1].

1.2. Facilitating the accurate connection between talent training and rural needs

The empowerment of vocational college foreign language students to the development of the rural cultural and tourism industry provides an effective path for the accurate connection between talent training and rural needs. The traditional talent training model of foreign language majors in higher vocational colleges is disconnected from market demand, making it difficult for students' knowledge and skills to match post requirements. Colleges and universities guide students to participate in rural cultural and tourism projects, enabling them to gain insight into rural needs in receiving international tourists, cultural external communication, multilingual promotion of tourism products and other aspects, and adjust the curriculum accordingly, such as adding characteristic curriculum modules like Rural Tourism English to strengthen students' language application and cultural communication skills. At the same time, practice and training bases are established in cooperation with local governments and other parties, allowing students to practice in real scenarios and transform theoretical knowledge into problem-solving abilities. This demand-oriented training model makes vocational college foreign language students more in line with post requirements, avoids blindness in talent training, conveys localized talents for the rural cultural and tourism industry, realizes the efficient matching of educational resources and rural needs, and forms a pattern where talent training and industrial development resonate in the same frequency^[2].

1.3. Promoting the connotative development and value upgrading of foreign language teaching

When foreign language teaching in higher vocational colleges empowers the development of the rural cultural and tourism industry, the teaching content should include not only general language knowledge, but also knowledge from other fields such as tourism management and rural culture, which continuously enriches the connotation of foreign language teaching, expands students' knowledge reserve, and lays a foundation for enhancing their interdisciplinary abilities^[3]. In addition, teachers will actively introduce practical experience-based, blended and project-based teaching models, changing the traditional teaching model of "teachers lecture and students listen", and effectively enriching foreign language teaching models. This can not only fully mobilize students' learning initiative, but also improve the practicality and pertinence of foreign language teaching, and effectively enhance students' comprehensive quality and language application abilities. Furthermore, in project practice, the rural cultural and tourism industry and foreign language teaching are deeply integrated. Students use their mastered foreign language knowledge and skills to complete document translation, tour guide services, promotional poster design and other work. They not only gain an in-depth understanding of industry development trends and actual needs, but also improve their cross-cultural communication and language application abilities,

deeply comprehend the value of foreign languages, and further enhance their professional identity, thus comprehensively upgrading the educational value of foreign language teaching^[4].

2. Paths for vocational college foreign language students to empower the development of rural cultural and tourism industry

2.1. Reform the talent training model and improve the ability of accurate empowerment

2.1.1. Optimize the curriculum system based on the needs of rural cultural and tourism industry

In teaching, teachers should closely connect with the needs of the rural cultural and tourism industry, such as cross-cultural communication for international tour guides and the promotion of cultural and tourism products, and rationally optimize the setting of foreign language courses to fully reflect the characteristics of rural cultural and tourism. In this way, foreign language teaching will be organically integrated with characteristic agricultural products, intangible cultural heritage crafts and folk culture, enabling students to deeply understand the value and connotation of rural cultural resources, and enhance their foreign language skills to ensure that they can flexibly use foreign languages to better serve the rural cultural and tourism industry^[5].

2.1.2. Introduce the project-based teaching model

Teachers design projects based on real rural cultural and tourism cases, and organically integrate the project implementation process with the foreign language teaching process. For example, teachers set up the project of “Improving the Attractiveness to International Tourists”, divide students into several learning groups, and each group completes project research, demand analysis, plan formulation, project achievement display and other links. In this process, learning groups conduct field research in rural areas, communicate with tourism practitioners, village cadres and villagers, and effectively master the core resources of rural cultural and tourism, such as characteristic agricultural products, folk activities and rural natural landscapes^[6]. At the same time, teachers should actively change their role positioning and become guides and assistants for students in project practice, giving students full autonomy. This can not only strengthen students’ foreign language application abilities, but also effectively cultivate their project management abilities, team cooperation abilities and innovative thinking, thus consolidating their comprehensive quality and accumulating rich practical experience for their subsequent participation in the rural cultural and tourism industry^[7].

2.2. Construct a collaborative empowerment system and open up the supply and demand connection channel

2.2.1. Build a regular collaborative education platform

Colleges and universities should take the initiative to connect with cultural and tourism practitioners, tourism enterprises, cultural and tourism departments and other subjects, clarify the rights, responsibilities and interests of both parties in resource sharing, business cooperation and foreign language teaching, and sign cooperation agreements. For example, colleges and universities jointly establish a “Rural Cultural and Tourism English Service Center” with cultural and tourism departments to provide a fixed venue for students’ practice and cultural tourism services; colleges and universities carry out “foreign language + cultural tourism” internship projects in cooperation with tourism enterprises, provide students with real post and project resources, and select eligible students to participate in English tour guiding in scenic spots, foreign guest consultation, translation of cultural

and tourism materials, promotion of cultural and tourism products and other work. At the same time, government departments should provide corresponding support from the aspects of macro-control and policy support. In this way, through the model of “college education + enterprise employment + government policy implementation”, the information barrier is broken, students’ foreign language skills are accurately connected with the needs of the rural tourism industry, the smooth connection from “classroom learning” to “post practice” is realized, and excellent foreign language talents are continuously delivered to the rural tourism industry^[8].

2.2.2. Establish a dynamic supply and demand connection mechanism

Colleges and universities should constantly investigate and understand the foreign language service demand of the rural cultural and tourism industry, collect the actual needs of various rural tourist attractions in foreign tourist reception, foreign language publicity and introduction, cross-cultural communication and other fields in detail through questionnaires, field investigations, forums and other channels, and integrate and summarize them into a demand list. In addition, a talent pool of students’ foreign language services should be constructed based on students’ foreign language proficiency, professional skill levels, internship experience and other relevant information, so as to realize the intelligent matching between students’ personal situation and the needs of rural cultural and tourism industry. Furthermore, colleges and universities should establish a demand response and correction mechanism, regularly obtain students’ feedback and opinions from rural cultural and tourism departments, and timely revise the talent supply policy according to these feedback and opinions to achieve a dynamic balance between supply and demand, avoid the waste of teaching resources or the disconnection from the actual needs of rural tourism culture, and thus truly and accurately promote the sustainable development of the rural cultural and tourism industry^[9].

2.3. Expand diversified empowerment scenarios and improve the efficiency of value transformation

2.3.1. Create an “online + offline” foreign language service scenario

Colleges and universities develop rural cultural and tourism foreign language service mini-programs or build foreign language online learning platforms, guide students to provide multilingual intelligent customer service, instant translation and social media marketing copywriting for rural tourist attractions, break the spatial and temporal limitations, and ensure that more foreign tourists can appreciate the charm of China’s rural tourist attractions^[10]. In offline teaching, teachers organize students to go deep into the front line of rural tourism, and improve their foreign language skills in the process of cultural and tourism product promotion, folk culture introduction and scenic spot explanation. For example, introducing the production process of intangible cultural heritage crafts to foreign friends, interpreting the connotation of local folk culture, or helping homestay owners communicate with foreign friends about accommodation issues, so as to transform the value of foreign language service into the actual effect of improving customer satisfaction and promoting consumption^[11].

2.3.2. Develop a “culture + creativity” product value-added scenario

Students are guided to design and develop cultural and tourism products with cultural value based on the understanding and exploration of rural traditional culture, festival customs, folk legends, intangible cultural heritage projects, ancient villages and other resources, combined with their foreign language expertise and innovation and entrepreneurship capabilities. For example, designing multilingual brand story labels and packaging copy to enhance the storytelling of rural cultural and tourism products; building rural handicrafts

into immersive experience activities and compiling experience manuals and commentaries in foreign languages to attract more international tourists to participate. At the same time, rural cultural micro films, audio books or electronic picture books in different languages are uploaded to international e-commerce websites and international video websites to further promote the intellectual property protection and commercial development of rural cultural and tourism industry, making them cultural and tourism products with market value and creative thinking, and gradually leaping from “cultural exhibition” to “value creation”^[12].

2.4. Improve the guarantee system and enhance the sustainability of empowerment

2.4.1. Establish a long-term school-enterprise cooperation mechanism

Strengthen the in-depth cooperation between cultural and tourism enterprises, cultural and tourism departments and colleges and universities, and clarify the respective responsibilities of all parties in talent training, innovation and entrepreneurship, resource sharing and other aspects; colleges and universities and enterprises jointly formulate a training plan for foreign language professionals adapted to the development of rural cultural and tourism industry. Enterprises provide teaching plans and on-site guidance, and offer real practice venues and project docking for students; at the same time, colleges and universities provide foreign language talent resource support, cross-cultural communication consulting and employee language training services for enterprises, forming a new education pattern of “joint talent training and shared achievements”, ensuring the stable and sustainable development of foreign language practical teaching activities, and avoiding the waste of teaching resources and short-term behaviors^[13].

2.4.2. Construct a multi-dimensional support system of “policy + resources + incentives”

Strive for policy support, take foreign language teaching serving the rural tourism and cultural industries as an important project in local rural revitalization work or cultural and tourism development planning, and provide a series of support measures such as special fund subsidies and preferential policies for the construction of practice bases to provide sufficient legal and institutional support for the assistance work. Set up special funds in colleges and universities to support students in carrying out foreign language service activities for rural tourism culture, such as rural cultural research projects, development of various language tourism products, innovation and entrepreneurship competitions, etc., and assign a professional tutor to each student to provide all-round guidance services including project design, language application and cross-cultural communication^[14]. In addition, improve the incentive mechanism, link students’ academic performance, evaluation of advanced, employment recommendation with their performance in rural cultural and tourism services, commend and reward students who have made outstanding contributions, and include the work of guiding teachers in the assessment of teaching workload, so as to mobilize their enthusiasm and initiative in participating in the rural cultural and tourism industry revitalization. In this way, persistent support and assistance can be provided to foreign language teaching in terms of policy and funds, and the development of the rural cultural and tourism industry can be effectively promoted^[15].

3. Conclusion

In summary, the empowerment of vocational college foreign language students to the development of the rural cultural and tourism industry is a systematic project, and also an important embodiment of higher vocational education serving the national strategy and realizing its own value. In this regard, colleges and universities can

start from strategies such as reforming the talent training model to improve the ability of accurate empowerment, constructing a collaborative empowerment system to open up the supply and demand connection channel, expanding diversified empowerment scenarios to improve the efficiency of value transformation, and improving the guarantee system to enhance the sustainability of empowerment, so as to promote the deep integration of higher vocational foreign language education and the rural cultural and tourism industry, and cultivate more compound talents who understand both foreign languages and the industry, and have both professional quality and social responsibility. In the future, with the continuous advancement of the rural revitalization strategy and the continuous upgrading of the cultural and tourism industry, higher vocational foreign language education needs to further deepen the integration of industry and education, encourage students to go deep into the countryside and serve the countryside, align personal growth with rural development, and contribute wisdom and strength to the high-quality and international development of the rural cultural and tourism industry.

Disclosure statement

The author declares no conflict of interest.

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