

Research on Training Strategies for Tourism English Professionals in Hainan Free Trade Port under the Background of Culture-Tourism Integration

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Abstract: Against the background of culture-tourism integration, the construction of Hainan Free Trade Port as an international tourism and consumption center has raised new requirements for tourism English professionals, who should possess linguistic competence, cultural literacy and professional expertise. This study examines the competency demands of the free trade port's tourism industry for English professionals, and defines the core position of local cultural resources in their literacy structure. It investigates the current situation of tourism English professional training in Hainan's colleges and universities, diagnoses the mismatch with the needs of culture-tourism integration, and analyzes the key factors restricting training quality. It systematically constructs training strategies from four dimensions: curriculum system, teaching mode, industry-education integration, and value guidance. The research aims to provide theoretical basis and practical guidance for the teaching reform of tourism English majors in Hainan's universities, and cultivate high-quality tourism English professionals who are proficient in language, familiar with culture and good at communication.

Keywords: Culture-tourism integration; Hainan Free Trade Port; Tourism English; Talent training; Industry-education integration

1. Introduction

Culture-tourism integration is the core theme of tourism development in the new era. The development concept of 'Shaping tourism with culture, highlighting culture through tourism' has profoundly reshaped the pattern of tourism industry and talent demand. The construction of Hainan Free Trade Port anchors the strategic positioning of 'Three Districts and One Center' [1,2]. The development of an international tourism and consumption center urgently needs a number of high-quality tourism English professionals who can accurately interpret local culture and realize cross-cultural communication. The achievements of the major project of the National Language Committee 'Research on Language Services in Hainan Free Trade Port' show that there is a significant shortage of language service demand in key fields such as tourism consumption in Hainan, which provides a macro reference for the training of tourism English professionals. Reviewing the current situation of tourism English professional training in Hainan's colleges and universities, although

various colleges and universities have formed distinctive exploration paths, there is still a mismatch between talent training and the needs of culture-tourism integration [3]. Students' ability to systematically interpret local culture needs to be improved, training in English expression for specific scenarios is insufficient, and the coverage of in-depth participation in foreign-related service projects is still limited. The restrictive factors involve multiple dimensions such as curriculum system, teaching staff and practice platforms. Based on this, this study takes 'Research on Training Strategies for Tourism English Professionals in Hainan Free Trade Port under the Background of Culture-Tourism Integration' as the theme, and carries out systematic research following the logical thread of 'Demand Analysis - Current Situation Diagnosis - Strategy Construction'. Starting from the connotation of culture-tourism integration, this study examines the competency demands of the free trade port's tourism industry for English professionals, and defines the core position of local cultural resources in their literacy structure. It further investigates the current situation of tourism English professional training in Hainan's colleges and universities, diagnoses the mismatch with the needs of culture-tourism integration, and analyzes the key factors restricting training quality. Then it systematically constructs training strategies from four dimensions: curriculum system, teaching mode, industry-education integration and value guidance. The purpose is to provide theoretical basis and practical guidance for the teaching reform of tourism English majors in Hainan's universities, and cultivate and transport more high-quality tourism English professionals who are proficient in language, familiar with culture and good at communication for the construction of the free trade port as an international tourism and consumption center.

2. Review of the Demand for Tourism English Talents in the Context of Cultural and Tourism Integration in Hainan Free Trade Port

2.1 The Connotation of Cultural and Tourism Integration and Its New Requirements for Tourism English Talents

Cultural and tourism integration is the core proposition of the development of the tourism industry in the new era. Its connotation lies in 'shaping tourism with culture and highlighting culture through tourism', promoting the deep integration and mutual empowerment of cultural resources and the tourism industry. Under this concept, the tourism industry is accelerating its transformation from traditional sightseeing to composite forms such as cultural experience, study tours, and ecological health care, which puts forward new requirements for the knowledge structure and ability of tourism English talents. The construction of Hainan Free Trade Port is anchored in the strategic positioning of 'three zones and one center', and the creation of an international tourism consumption center requires a group of high-quality English talents who can accurately interpret local culture and achieve cross-cultural communication. In the foreign language improvement training for tour guides in the tourism and culture industry in Sanya, the deep integration of local cultural genes into the training content reflects the industry's high regard for the cultural literacy of talents - tourism English talents can no longer merely master language tools but must possess the ability to interpret cultural symbols and disseminate cultural values. From the perspective of the language service ecosystem, tourism English talents in the context of cultural and tourism integration need to establish an organic connection between language ability and cultural literacy, transforming local cultural resources such as Li and Miao ethnic cultures, red revolutionary culture, and Nanyang overseas Chinese hometown culture into expressions that resonate with international tourists, truly fulfilling the mission of 'telling the story of Hainan in English' [4]. The results of the major project of the National Language

Commission, 'Research on Language Services in Hainan Free Trade Port', show that there are significant differences in multilingual service demands in key areas such as tourism consumption in Hainan Free Trade Port, precisely identifying the talent gaps in English and languages of ASEAN countries. This finding provides a macro reference for clarifying the quality characteristics of tourism English talents in the context of cultural and tourism integration.

2.2 The Competency Requirements for English Talents in the Tourism Industry of Hainan Free Trade Port

A thorough investigation of the current development status of the tourism industry in Hainan Free Trade Port reveals that the demand for English talents in the construction of an international tourism consumption center presents multi-dimensional and scenario-based characteristics. In the reform of the 'Tourism English' course at Sanya University, the teaching team conducted on-site research in local tourism enterprises and rural homestays, accurately grasping the English application needs in scenarios such as hotel reception, cultural interpretation, and customer service through shooting teaching videos and interviewing practitioners. From the perspective of job positions, hotel front desks need to proficiently complete foreign-related services such as reservation confirmation, check-in processing, and complaint handling; scenic area interpreters need to accurately explain the historical and cultural connotations of scenic spots and be able to flexibly respond to various inquiries from tourists; foreign-related tour guides in travel agencies not only need to be familiar with itinerary arrangements but also possess cross-cultural communication skills and the ability to handle emergencies; the position of exhibition operation has higher requirements for skills such as business English letter writing and international conference reception [5]. The 'Inbound Tourist Satisfaction Survey' project conducted by the Sanya Tourism Development Bureau indicates that the level of English service is a key factor affecting the experience of international tourists. This finding warns us that the shortcoming in language services will directly affect the international competitiveness of Hainan's tourism. By deconstructing the entire tourism service chain using the task analysis method, the specific requirements for English listening, speaking, reading, writing, and translation skills in each position can be extracted: listening comprehension ability is the foundation for accurately capturing tourists' needs; oral expression ability is the core for smooth communication; reading ability supports the accurate understanding of foreign-related documents and tourism information; writing ability is reflected in email exchanges and information recording.

2.3 The Positioning of Local Cultural Resources in the Competence Structure of Tourism English Talents

Hainan boasts a rich and diverse array of local cultural resources, including Li and Miao ethnic cultures, South China Sea marine culture, Nanyang overseas Chinese hometown culture, and Dongpo exile culture. These cultural resources should not merely exist as background knowledge but should be transformed into core elements of the professional qualities of tourism English talents. The training practices of the volunteer interpretation teams for the Boao Forum for Asia and Meixiang Village have shown that volunteer interpreters should not only act as tour guides but also have an understanding of the basic policies and achievements of rural revitalization, and be able to tell Chinese cultural stories in a way that foreign guests can accept. The practice of Sanya University in customizing an English service manual for Bohou Village is even more instructive. The manual covers scenarios such as room reservations, dining recommendations, and cultural tours, and particularly

integrates elements of Hainan Li ethnic culture and red tourism, organically embedding local cultural resources into language service practices. At the academic research level, some scholars have systematically explored the ideological and political elements of tourism English courses in the aspects of rural revitalization in the Hainan Free Trade Port, intangible cultural heritage, and cultural tourism integration, providing theoretical support for the teaching transformation of local cultural resources. The positioning of local cultural resources in the talent quality structure can be understood from three levels: first, as a knowledge base, students are required to systematically master the historical context, core features, and contemporary value of various cultural forms in Hainan; second, as expression content, students should be able to accurately and vividly explain the connotation of local culture in English, and transform cultural symbols such as Li ethnic brocade, the March 3rd Festival, Dongpo Academy, and the Red Women's Army into expressions that are easy for international tourists to understand; third, as value recognition, students should maintain cultural confidence in cross-cultural communication and truly become disseminators of local culture [6]. The establishment of local cultural literacy enables tourism English talents to upgrade from mere language service providers to cultural exchange envoys, which is the fundamental orientation of talent cultivation in the context of cultural tourism integration.

3. The Current Situation and Problems of Tourism English Professional Talent Cultivation in Hainan Universities

3.1 Investigation of Tourism English Professional Talent Cultivation Models in Hainan Universities

A systematic investigation of universities in Hainan that offer tourism English and related majors reveals that each institution has developed its own distinctive exploration paths in talent cultivation models. The curriculum reform of 'Tourism English' at Sanya University is centered on the 'product thinking' concept. The teaching team conducts in-depth field research in local tourism enterprises and rural homestays, integrates real work scenarios into the course content by shooting teaching videos and interviewing practitioners, and compiles 'Tourism English Manual' and 'Bophai Village Homestay Service English Manual', closely combining language skills with industry demands. The university also deeply integrates the Xingwei Mili Education Platform of Geely Talent Development Group. Students input their personal interests and goals through the AI intelligent system, and the system immediately generates personalized learning plans, precisely pushing learning resources, thus building an efficient online and offline hybrid teaching model. The MOOC of 'Tourism English' at Hainan Normal University has seen a continuous increase in the number of enrolled students. The course effectively combines tour guide explanations with the practical application of English, inspiring students to master language communication skills and English thinking patterns through practical cases. The course content covers 17 chapters including Chinese culture, world heritage, and red tourism, and systematically designs application cases for scenic spot explanation skills and English expression.

The International Tourism College of Hainan Foreign Language Vocational College has established a 'Tourism + Foreign Languages + Artificial Intelligence' compound talent cultivation model. It offers majors such as Tourism Management, Hotel Management and Digital Operation, International Tour Guide, and Tourism English. It collaborates with Hainan Tropical Ocean University to jointly cultivate 4+0 undergraduate programs, aiming to cultivate high-skilled tourism talents with a global perspective, referred to as 'tacks'. The English (Tourism English Direction) program of the College of Applied Science and Technology of Hainan University aims to cultivate

advanced applied talents with solid English language skills, tourism professional knowledge, and organizational and coordination abilities. The curriculum includes specialized courses such as Tourism English, Tour Guide Practice, Tour Guide Interpretation, and Tourism English Translation Skills. The 'Tourism Translation Practice' course of the School of Foreign Languages of Sanya University requires students to conduct group research, conduct on-site investigations of Sanya's scenic spots, identify and correct hard and incorrect translations in the scenic spots, and combine tourism translation with simulated tour guiding to help students obtain professional qualification certificates such as tour guide certificates. These practical explorations have laid a solid foundation for diagnosing the strengths and weaknesses of the existing models.

3.2 Diagnosis of the Fit between Talent Cultivation and the Demands of Cultural Tourism Integration

By systematically comparing the talent demand framework constructed in Chapter One with the current cultivation status, it can be found that there are multi-level gaps in the fit between the existing cultivation model and the demands of cultural tourism integration. In terms of cultural literacy, although some institutions have begun to pay attention to the integration of local cultural elements, on the whole, students' systematic interpretation ability of Hainan's local culture still needs to be improved. The practice of setting up cultural courses such as 'Sanya's Character and Yaizhou Spirit' in Sanya's tour guide training reflects the industry's high regard for the cultural literacy of talents, but the integration of local cultural resources in the curriculum system of colleges and universities is still not systematic and in-depth enough.

In terms of language proficiency, students' training in English expression in specialized scenarios such as cultural tours and tourism explanations is still insufficient. Academic research points out that the current ideological and political construction of tourism English courses in higher vocational colleges needs to explore elements from three aspects: rural revitalization, intangible cultural heritage, and cultural tourism integration, and organically integrate them through teachers, teaching materials, and teaching methods. This reflects that there is still room for improvement in the cultural education aspect of the course content. In terms of practical ability, students' ability to solve problems in real work scenarios by applying language and cultural knowledge is a key indicator for testing the effectiveness of cultivation. Sanya University has transformed its campus into a tourism teaching resource library, and students conduct practical training through theme route design, bilingual video creation, and other methods; students from Hainan Foreign Language Vocational College have continuously participated in volunteer services for major events such as the Boao Forum for Asia and the China International Consumer Goods Fair, providing effective paths for ability cultivation. However, the coverage of students who can deeply participate in real foreign-related service projects and receive systematic practical training is still limited, and the overall effectiveness of practical teaching needs to be further enhanced.

3.3 Analysis of Key Factors Constraining the Quality of Talent Cultivation

Analyzing the key factors that constrain the quality of talent cultivation in the tourism English major from four dimensions: curriculum system, teaching staff, practical platform, and evaluation mechanism, can help identify the focus for optimizing the cultivation strategy. In terms of the curriculum system, the proportion of English for Specific Purposes (ESP) courses and local culture courses needs to be optimized, and the alignment of course content with industry frontiers varies. The

English major at Hainan University offers specialized courses such as Tourism English and Tour Guide Practice, as well as cultural courses like an overview of English-speaking countries and their customs and traditions. However, the systematic presentation of local culture content remains insufficient.

Regarding the teaching staff, the mechanism for cultivating dual-qualified teachers with both language teaching capabilities and tourism industry experience, as well as local cultural literacy, is still not well-established. The 'Chinese and Foreign Joint' teaching team used in the tour guide training in Sanya City, which includes both local experts and foreign teachers, provides an inspiring model for the construction of university teaching staff. The International Tourism College of Hainan Foreign Language Vocational College has implemented the 'Three Highs (high education, high level, high cultivation) and Three Graces (emphasizing character, having style, promoting elevation) and One Cohesion' construction, forming a dual-qualified team led by professional leaders and supported by backbone teachers. However, there is still a shortage of teachers who can deeply understand local culture and accurately grasp industry trends. Some research suggests that universities should further cultivate teachers' comprehensive teaching abilities and reform the teaching methods of tourism English teachers.

In terms of the practical platform, the simulation authenticity of on-campus and off-campus training bases and the depth of project participation are the key factors restricting the effectiveness of practical teaching. Sanya University has established cooperative relationships with local tourism enterprises and rural homestays, allowing students to deeply participate in enterprise practice through tasks such as on-site research, manual compilation, and video shooting. Hainan Foreign Language Vocational College has deepened cooperation with nearly 100 enterprises, providing students with diverse practical platforms. However, systematic participation in real foreign-related service projects for internships is still limited, and the coverage and quality assurance mechanism of practical teaching need to be improved. In terms of the evaluation mechanism, whether the existing assessment methods cover multiple dimensions such as language ability, cultural literacy, and professional ethics is an important yardstick for testing the quality of talent cultivation.

4. Cultivation Strategies for Tourism English Majors Oriented towards the Integration of Culture and Tourism

4.1 Building a Three-in-One Curriculum Module of 'Language + Culture + Tourism'

Based on the concept of the integration of culture and tourism, a three-in-one modular curriculum system of 'language foundation + cultural literacy + tourism major' should be established to transform the knowledge structure from fragmented to systematic. The language foundation module should strengthen the training of basic skills such as listening, speaking, reading, writing and translation, and pay attention to the precise application of language in tourism scenarios. The construction of a resource library of high-frequency tourism English vocabulary, core sentence patterns and practical paragraphs extracted and compiled by students with the help of AI technology from a vast amount of industry materials provides a reference path for resource construction. The cultural literacy module should systematically offer courses on local Hainan culture and develop bilingual cultural textbooks with local characteristics, covering cultural topics such as Li brocade, the March 3rd Festival, and Dongpo Academy. The training practice of the volunteer interpretation teams for the Boao Forum for Asia and Meixiang Village shows that volunteer interpreters not only need to act as tour guides but also have an understanding of the basic policies and achievements of rural

revitalization. This suggests that themes such as rural revitalization and intangible cultural heritage protection should be integrated into the cultural literacy module. The tourism major module should be in line with industry frontiers and develop English for Specific Purposes (ESP) courses around new tourism forms such as customized tourism, study tours, and smart tourism. Drawing on the cooperation experience between Shanghai Tourism College and enterprises, the integration of resource integration, course design, and multilingual interpretation skills for study tour guides should be systematically incorporated into the curriculum. The reconstruction of the curriculum should also pay attention to the organic connection between modules, enabling students to accumulate cultural knowledge in language learning, enhance professional literacy in a cultural immersion environment, and strengthen language ability in professional training, truly achieving the cultivation goal of 'language proficiency, cultural understanding, and professional expertise'.

4.2 Promoting Digital and Contextualized Teaching Reform

Relying on digital technology to promote the innovation of tourism English teaching models and build a smart learning environment that combines online and offline, as well as virtual and real scenarios, is a key path to enhancing the efficiency of talent cultivation. The cooperation between Sanya University and Geely Talent Development Group, which deeply integrates the Xingwei Education Platform, allows students to input their personal interests and goals through an AI intelligent system, which immediately generates personalized learning plans and precisely pushes learning resources. This practice provides a technical model for digital teaching reform. Teaching innovation can be systematically advanced from three levels: First, build a virtual simulation training platform, using VR/AR technology to simulate typical work scenarios such as hotel check-in, scenic area interpretation, and complaint handling, allowing students to repeatedly practice in a safe and controllable environment until they develop reflexive response capabilities. Second, develop bilingual digital teaching resources, relying on the research results of the Free Trade Port Language Service Project, to build a 'Hainan Free Trade Port Tourism English Corpus' covering high-frequency vocabulary in multiple fields, and integrate industry high-frequency vocabulary libraries, core sentence pattern libraries, and situational teaching videos to achieve the co-construction and sharing of high-quality resources. Third, implement project-based teaching, transforming the campus or community into teaching practice bases. Drawing on the practices of Sanya University, guide students to form groups to design campus theme tour routes, write English interpretation scripts, and shoot and produce bilingual promotional videos, honing their comprehensive abilities in real projects. Contextualized teaching should also incorporate cross-cultural communication training. Drawing on the immersive group tour simulation tests in the training of tour guides in Sanya City, simulate scenarios such as complaint handling and emergency response to hone students' practical service abilities and adaptability. The continuous participation of students from Hainan Foreign Language Vocational College in major events such as the Boao Forum for Asia and the China International Consumer Goods Fair for volunteer services is a model worth promoting, allowing students to grow in real cross-border scenarios.

4.3 Establishing a Long-Term Mechanism for Collaborative Education among Schools, Enterprises, and the Government

Establishing a collaborative education mechanism for industry-education integration characterized by 'government guidance, industry guidance, enterprise participation, and college

leadership' serves as a systemic guarantee to bridge the gap between talent cultivation and industrial demands. Drawing on the 'government guidance + market dominance + university support' language service industry development model proposed by the National Language Commission's major projects, the following paths can be systematically pursued to promote industry-education integration: jointly build internship and training bases, where Sanya University establishes cooperative relationships with local tourism enterprises and rural homestays, allowing students to deeply engage in enterprise practices through on-site research, manual compilation, video shooting, and other tasks. Jointly cultivate dual-qualified teachers, encouraging teachers to take up positions in enterprises for on-the-job training to gain a thorough understanding of industry trends and technological frontiers, while also inviting industry experts to serve as part-time professors or practical mentors. The 'Chinese and foreign joint' teaching model adopted in Sanya's tour guide training can be used as a reference. Jointly develop teaching resources, with universities and enterprises collaborating to create case libraries, manuals, and textbooks based on real work scenarios, converting industry experience into teaching content and enabling students to be exposed to real work scenarios during their school years. Jointly evaluate talent quality, introducing industry standards and enterprise evaluations, and establishing a tracking mechanism for the employment quality of graduates. The experience of Shanghai Tourism College in conducting comprehensive cooperation with enterprises in areas such as micro-major construction, course and textbook development, job skills training, and employment and entrepreneurship services can be referred to, forming a closed-loop feedback on talent cultivation quality. The 'three orientations and one base' talent cultivation model constructed by Hainan Economic and Trade Vocational College - full-time teacher training orientation, entrepreneurship mentor training orientation, and enterprise master on-site training orientation, with professional studios as practical bases - provides an operational framework for industry-education integration.

4.4 Building a Characteristic Curriculum-based Ideological and Political Education System for Cultural Tourism Integration

Uncovering ideological and political elements in local cultural resources of Hainan and constructing a curriculum-based ideological and political education system with characteristics of cultural tourism integration to organically integrate knowledge imparting, ability cultivation, and value guidance is an inherent requirement for cultivating high-quality tourism English talents. Research can systematically sort out the elements of curriculum-based ideological and political education from three aspects: rural revitalization, intangible cultural heritage, and cultural tourism integration. In the dimension of rural revitalization, cases of rural homestay development such as Boينو Village can be used to demonstrate the development concept that 'green mountains and clear waters are as good as mountains of gold and silver', guiding students to understand the contemporary significance of the rural revitalization strategy. In the dimension of intangible cultural heritage, converting intangible cultural heritage projects such as Li ethnic group's spinning, dyeing, weaving and embroidery, Hainan coconut carving, and Danzhou folk songs into English interpretation materials can cultivate students to become conscious inheritors and disseminators of local culture. In the dimension of cultural tourism integration, through specialized teaching on red tourism, ecological tourism, etc., students' patriotic sentiments and ecological awareness can be cultivated. The training practice of the Chinese and English volunteer interpretation teams at the Boao Forum for Asia and Meixiang Village shows that volunteer interpreters need to tell Chinese cultural stories from perspectives and in ways that foreign guests can accept, which requires that

curriculum-based ideological and political education must pay attention to the appropriateness of methods and avoid rigid preaching. The implementation of curriculum-based ideological and political education needs to rely on three carriers: teachers, textbooks, and teaching methods, organically integrating ideological and political elements into teaching content. Through value guidance and cultural immersion, high-quality tourism English talents with international vision, patriotic sentiments, and cultural confidence can be cultivated, enabling them not only to be competent in language service work but also to become messengers of cultural exchange and narrators of Hainan's stories, truly fulfilling the mission of 'telling Hainan's stories in English'.

5. Conclusion

This study systematically constructed a talent cultivation strategy framework for tourism English majors oriented towards cultural and tourism integration. The research holds that the key to solving the problem of matching talent cultivation with industry demands lies in: reconfiguring a three-in-one curriculum system of 'language + culture + tourism', promoting innovative digital and contextualized teaching models, establishing a long-term mechanism for collaborative education between schools and enterprises, and strengthening the ideological and political value guidance of distinctive cultural and tourism integration courses. Future research can further explore the reshaping effect of artificial intelligence technology on tourism English teaching, as well as the collaborative path for cultivating bilingual talents in ASEAN languages and English, to provide more solid support for the construction of the international tourism consumption center of the Free Trade Port.

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