Research on the Cultivation of Global Competency of Tourism Foreign Language Talents under the Background of "Cultural Tourism Going Global"

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Abstract: In the context of the increasing pace of the so-called cultural tourism going global the training of tourism foreign language talents is undergoing a shift in terms of individual language skills towards the competence of global cross-cultural service, international communication and operation of the platform. The research uses the chain of overseas business tasks as the central concept of its analysis, which creates the six-dimension competence framework comprising language communication, cross-cultural fit and ethics, destination knowledge and narrative, digital platform and content operations, service planning and on-site collaboration, and risk communication and compliance. An identifiable chain of evidence is created based upon information provided by universities, companies and platforms. The study has a mixed approach whereby it uses questionnaires, standardized situational task assessments, work and internship evaluation and platform logs to establish the difference between the experimental and control group of the overseas oriented cultivation module. This analysis identifies the direction and explanatory power of key cultivation elements. The results show that competency improvement has structural characteristics: service collaboration and language communication are relatively stable, while digital operation and risk compliance, although showing significant improvement, remain relatively weak areas. Analysis of the influencing mechanisms shows that the difficulty of situational tasks and the involvement of corporate mentors have a strong explanatory power for competency improvement; the number of cross-cultural cases and the frequency of platform content production contribute to continuous growth; while the duration of cross-border internships, although positive, has a weak marginal effect. Based on the evidence, the study proposes two emulation paths: a two-semester "minimum feasible solution" and a four-semester "complete solution." It also elaborates on modular courses, application carriers, evaluation evidence, and achievement threshold rules, providing a reference for universities to create a measurable and updatable overseas-oriented shaping system.

1. Introduction

The external demand generated by cross-border tourism and cultural exchange has prompted the cultivation of tourism foreign language talents to shift towards "transferable global competence". Shi and Yao believe that the cultivation of cross-cultural competence should be modeled from both theoretical and applied perspectives. Moreover, the connotation of competence should be broken down into cross-cultural knowledge in terms of cognition, language integration in terms of function, creativity and initiative in terms of behavior, as well as a sense of responsibility and critical thinking in cross-cultural communication. It is important to broaden international perspectives and develop critical thinking in the actual environment [1]. Apelt et al. explored the shaping of cross-cultural communication competence in foreign language teaching for hotel and tourism professionals. They advocated integrating cultural knowledge, understanding of others' emotions and communication behavior norms into language teaching to support effective communication in the service environment [2]. Chen and Yu reported that the management model of shaping cultural-tourism composite talents was used to optimize the development and performance of

enterprises [3]. Abdurasulova explored how task-based language learning can rely on occupational tasks to promote the connection between language learning and job competence enhancement [4]. Danylenko proposed a framework for tourism professional competence that integrates education and employment, aiming to consolidate the alignment between goals and job requirements [5]. Bilodid and Vorobel, through literature analysis, showed that foreign language and expression skills are fundamental to tourism career development and customer satisfaction [6]. Alvakili explored the national and global perspectives of foreign language learning in terms of education systems and policy trends, providing a macro-level basis for shaping "market/industry orientation" [7]. Rajabovna further emphasized the importance of multilingual ability in tourism communication, cultural understanding, and experience improvement [8].

In summary, current research provides strong support in terms of intercultural competence, teaching methods, and competence frameworks. However, most studies still lack measurable dimensions, verifiable evidence, and emulationable shaping-evaluation cycles for the "cultural tourism going global" task chain. Therefore, this paper takes the "task chain-competency dimension-evidence chain evaluation" as its main thread, forming an indicator system for the global competence of tourism foreign language talents and a multi-source evidence evaluation scheme. Based on this, feasible curriculum design and application approaches are provided. The paper's structure is as follows: theoretical framework, research design and data sources, empirical results and path verification, and conclusion [9-10].

2. Theoretical Framework and Global Competency Indicator System

2.1 Mapping of the "Cultural Tourism Going Global" Task Chain and Capability Requirements

The work of "cultural tourism going global" positions revolves around cross-border customer acquisition and local delivery, which can be broken down into five stages: content production, channel outreach, local service, reputation management, and risk response. Content production focuses on multilingual scripts and cultural interpretation, ensuring accurate and appropriate communication, and transforming destination-related knowledge into memorable narratives. The concept of channel outreach is based on the fact that the platform rules and data are utilized to make channel updates; competence is achieved through ad placement and content enhancement as well as changes in process measures including outreach, interaction, consultation, and booking[11]. The local service is aimed at service planning and on-site cooperation, mainly related to itinerary planning, resource allocation, and dealing with complaints; service quality is shown by response time, service uniformity, and customer satisfaction[12]. Reputation management focuses on review management and user-generated content (UGC). Systematic responses to negative reviews and promoting positive word-of-mouth are examples of guidance, which may be measured by rating systems, repurchase rates, and intention to recommend. Risk management concerns compliance reviews and resolving cross-cultural communication conflicts; the key is to categorize events, implement closed-loop processes, and maintain complete records. This task chain provides a contextual basis for subsequent competency dimensions and measurement indicators[13].

2.2 Construction and Structural Assumptions of Global Competency Dimensions

Global competence refers to the set of abilities of tourism foreign language professionals to continuously produce high-quality deliverables in cross-cultural service and international communication scenarios. Following the task chain requirements, this paper establishes six dimensions: language communication competence (accurate and context-appropriate delivery), cross-cultural adaptation and ethics (recognizing differences and preventing offense and misinterpretation), international destination knowledge and narrative (knowledge integration and storytelling), digital platform and content management (understanding platform mechanisms and implementing data-driven improvements), service design and on-site collaboration (process design, resource allocation, and teamwork), and risk communication and compliance (possessing rule

awareness and mastering crisis communication and handling standards). Structurally, the curriculum and application input includes factors such as case study intensity, project duration, and the participation of corporate mentors[14]. These factors influence the improvement of each dimension through task training and review updates, ultimately reflected in the quality of work, situational assessment scores, and internship outcomes. The matrix form of Figure 1 is a representation of this correspondence using the task chain x competence dimension and will be used as a basis of support in implementing the following indicators and conducting empirical analysis.

	Language Communicative Competence	Intercultural Adaptation & Ethics	Destination Knowledge & Storytelling	Digital Platforms & Content Ops	Service Design & On-Site Coordination	Risk Communication & Compliance
Content Production	✓	✓	✓		✓	✓
Channel Reach	✓		✓	✓		
On-Site Service		✓	✓	✓		✓
Reputation Management	✓	✓	✓	✓	✓	✓
Risk Response	✓	✓	✓	✓	✓	✓

Figure 1. Global Competence–Task Chain Mapping.

2.3 Indicator System and Evaluation Evidence Design

The assessment involves a comprehensive approach to gathering evidence which includes the following: situational tasks-work evidence-operational performance-platform data. The language communication is largely tested through situational tests of oral and service conversation with audio-visual documents and scores maintained. Case studies, complaint scripts, and cross-cultural communication texts are used to assess cross-cultural communication. Narrative and destination knowledge is quantified by means of multilingual scripts, short video scripts, and update status of product manuals. Posting logs, rate of interaction, conversion funnel and data-driven modification records form the basis of platform operation judgment. Service collaboration is measured based on scheduling orders, problem solving orders, and customer feedback when undertaking training or internship. Compliance checklists, incident handling records, and debriefing reports are used to evaluate risk communication and compliance.

3. Research Design, Data Sources, and Measurement Scheme

3.1 Overall Research Design and Sample Framework

The research design was a three-party data fusion model consisting of universities, enterprises and platforms. It used multi-source data of the same teaching duration to develop comparable datasets. The samples were of differing universities and grade levels and were split into experimental and control groups depending on whether they had engaged in the Overseas-Oriented Shaping Module or not. Experimental group received training on cross-cultural service scenarios, created content on overseas platform and project-based operations with enterprise mentors. Control group studied following the conventional shaping program and took similar tests. The data structure consisted of three parts: the background questionnaire that documented the learning process with regard to cross-cultural communication, frequency of foreign language use and so on; the unified scenario evaluation that was used to determine the key task performance and the work/training (or internship) and platform log that were used to give the process and the outcome evidence.

3.2 Data Acquisition and Quality Control

The data collection process has spanned the whole time, which created a cycle of the process data and end-point assessment. The ongoing process involved collecting the updates on student work, tutor feedback, and platform logs all through. A single scenario-based test was administered at the end of the term, which was followed by a unified assessment of the student work. The chosen samples needed to satisfy these requirements: proper questionnaires, completing set tasks in scenarios, submitting traceable work (with version details), and organized assessments by both instructors and industry mentors. Data was excluded if key outcome indicators were missing, platform records could not be traced back, or core tasks were not achieved. For missing or abnormal data, the process followed a procedure of first verifying the original data and then processing it according to rules to prevent subjective manipulation. Consistency in scoring was achieved through a "double-review + random sampling" method: the scenario tasks and student work reviews used the same scoring criteria and anchor point examples. If the difference between the two reviews exceeded a predetermined limit, a re-evaluation was conducted, and records were kept. Platform logs required timestamp alignment, duplicate entries removal, and verification of abnormal fluctuations before aggregation. The aggregation, cleaning, and output path of multi-source data is shown in Figure 2.
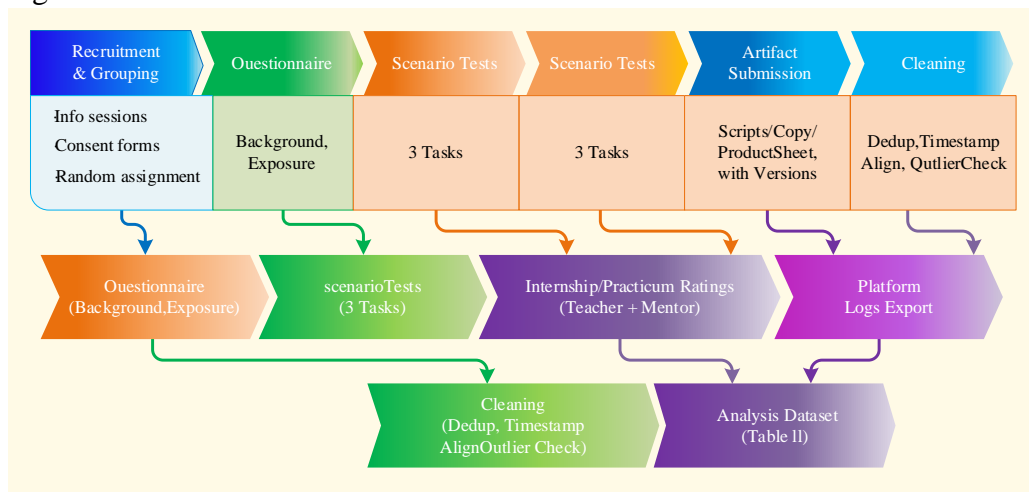

Figure 2. The Process of Collecting and Cleaning Questionnaires/Situational Tasks/Projects and Internships/Platform Logs.

3.3 Key Variables and Measurement Implementation

Global competence is assessed using a six-dimensional score, measured through three types of evidence: "situational tasks," "work evidence," and "application evaluation." Situational tasks relate to three common scenarios: cross-cultural complaint handling (clarification, apology, and remedial measures), destination narrative (integrating knowledge into a story), and emergency risk communication (notifying, calming emotions, and adhering to regulations). The scoring is centered on completeness of information, appropriate language use, perception of cultural differences, feasibility of solutions, and accuracy in risk notification. To work evidence belong several multilingual short video scripts, copywriting on international platforms and travel itinerary product brochures, which need to submit the version updates and justification to evaluate the ability to enhance based on feedback or data analysis. The application evaluation will require in-depth scores by both course instructors and industry mentors focusing on cooperation, quality of delivery, and problem-solving procedures. All evidence is integrated according to the dimensions to form a competence score dataset. The mean, standard deviation, and quantiles are then calculated.

4. Empirical Results and Validation of the Training Pathway

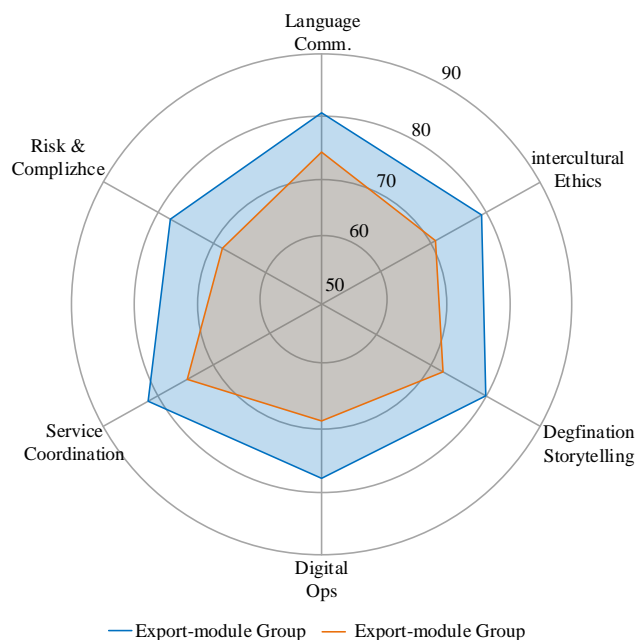### 4.1 Global Competency Status Profile and Difference Assessment

Figure 3. Competency Profile Comparison between the Export-Module Group and the Control Group.

Figure 3 shows the distribution of the experimental group and the control group in the six dimensions of language communication, cross-cultural adaptation and ethics, destination knowledge and narrative, digital platform and content operation, service planning and on-site collaboration, and risk communication and compliance. It can be seen from this that the difference between the two is not "overall growth", but rather reflects a structural improvement trend: the experimental group is more stable in service collaboration and language communication, while the improvement in risk communication and compliance and digital platform operation is more prominent. However, even so, these are still weak points in the overall scope, which is reflected in the low median value and large dispersion range. In order to vividly illustrate the situation of "portrait difference - weakness - degree of improvement".

4.2 Identification of Influencing Mechanisms and Key Cultivation Elements

Based on the profiles and differences, this study further explores which shaping elements will effectively promote improvement. Among these, the intensity of situational tasks is weighted according to the number of completed situational tasks and their difficulty level; corporate mentor participation is measured by mentoring duration and effective feedback rounds; cross-cultural case density is shown by the proportion of cross-cultural event units in courses and projects; platform content output frequency is derived from release logs and version update archives; and cross-border internship duration uses the number of effective on-the-job weeks as a standard, while also considering factors such as pre-test ability, grade level, and school for control.

4.3 Replicable Culture Pathways and "Minimum Viable Solution"

The minimum feasible solution for two semesters uses the intensity of situational tasks as its framework, integrating cross-cultural complaints, destination narratives, and communication of sudden risks into the entire semester. Updates are driven by evidence of completed work; each student must complete multilingual scripts, platform copywriting, and product descriptions, and maintain at least two rounds of revision records. Corporate mentors will conduct reviews at a predetermined frequency and perform a joint scoring. The pass/fail criteria are "overall situational task score no less than 75 points, and risk communication and compliance module score no less

than 70 points," and the platform is required to generate traceable publishing and interaction data. The four-semester complete program builds upon the previous one by adding cross-border project-based learning and overseas platform operation, which continuously enriches the frequency of platform output and strengthens the density of case studies. Local service training fills the gaps in service collaboration, and the risk and compliance module uses event classification, closed-loop handling, and compliance checklists to connect the entire project process. The two programs are similar in that the evidence chain is verifiable, and each capability optimization can be reflected in the context, the version of the work, and the evaluation of the mentor/position, thereby improving the replicability and measurability of the program.

5. Discussion and Conclusion

This paper explores how "cultural tourism going global" can reshape the competency structure of tourism foreign language talents. Through task chain analysis, it proposes a six-dimensional global competency framework, and uses a three-party data evidence chain to categorize "competency" into an observable, comparable, and traceable measurement system. Empirical results show that while overseas-oriented training has not been comprehensively strengthened, it has had a more significant positive impact on addressing key shortcomings such as digital platform operation and risk compliance. Furthermore, situational task training and in-depth involvement of corporate mentors are key factors in enhancing competency. This conclusion suggests that talent development should first stabilize "high interpretive input," utilizing a reusable situational task library, a work update mechanism, and a joint evaluation system between universities and enterprises to link the training process with evaluation evidence, avoiding the situation of "cumulative courses but unverifiable results." Based on mechanism identification, the two-semester minimum feasible solution proposed in this paper can achieve measurable capacity growth under resource constraints. The four-semester complete solution is suitable for universities with cross-border projects and platform operation capabilities, thereby shaping a cyclical training system from content creation to localization services and risk response. Subsequent research can be carried out on a larger scale across multiple regions and languages and long-term tracking can be implemented to verify the correlation between competency optimization and employment performance, corporate perspectives and actual business indicators, thereby continuously improving the external validity and scalability of the training program.

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