Construction and Practice of a "Bilingual and Skilled" Integrated Talent Cultivation System for the Hotel Management Major in Higher Education Institutions from the Perspective of Government-Sponsored Academic Visits

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Abstract: *Against the backdrop of deepening interaction between the global hospitality industry and the internationalization of higher education, the traditional talent cultivation model for hotel management faces the challenge of separating language proficiency from professional skills, making it difficult to meet the dynamic demands of the industry for interdisciplinary talent. This study aims to construct a "Bilingual and Skilled" integrated cultivation system driven by government-sponsored academic visits. Theoretically, the system elucidates the integration mechanism of intercultural communication competence and professional language literacy, as well as the theoretical pathway through which academic visit experiences facilitate knowledge transformation. At the curriculum and pedagogical level, it designs modular courses based on a competency matrix, language-embedded integration in contextualized teaching, and an intercultural competence-oriented evaluation system. Finally, through dynamic mechanisms such as the establishment of an academic community, ecological integration of resources, and continuous quality monitoring, the long-term operation of the system is ensured. This study provides a logically coherent and actionable framework for systematically integrating language and professional education, thereby enhancing the global adaptability of cultivated talent.*

Keywords: *Government-sponsored academic visits, Hotel Management Major, bilingual education, skill development, intercultural competence, talent cultivation system*

Introduction

Against the backdrop of normalized cross-cultural and multilingual operations in the global hospitality industry, professionals are required to possess integrated competencies that combine language proficiency with professional practice. Government-sponsored academic visits serve as a bridge connecting local education with global frontiers, offering significant opportunities for talent cultivation. However, transforming such visits from short-term experiences into systematically designed educational resources has become a key challenge in deepening disciplinary development. Existing research predominantly focuses on the administration of academic visits or improvements in isolated language instruction, lacking a perspective that systematically integrates the cross-cultural awareness, language application, and professional development stimulated by such visits. Therefore, grounded in the perspective of government-sponsored academic visits, this study aims to construct a "bilingual and skilled" integrated cultivation framework. Through theoretical construction, curricular innovation, and institutional synergy, it seeks to address the disconnect between language training and professional education, fostering students' embedded bilingual competence and internationalized professional literacy. This endeavor provides theoretical support and practical pathways for enhancing the global adaptability of talent cultivation and deepening the effectiveness of academic exchange.

1. Theoretical Construction of Interdisciplinary Talent Cultivation Guided by Government-Sponsored Academic Visits

1.1 Integration Objectives of Intercultural Communication Competence and Professional Language Literacy

Within the specific academic context of government-sponsored visits, the integration of intercultural communication competence and professional language literacy should be regarded as a process of constructing a structured set of capabilities. This integrative objective transcends the focus on general language skills found in traditional foreign language teaching. Instead, it emphasizes the organic unity of the instrumental and humanistic functions of language within the highly contextualized professional field of hotel management. In this framework, professional language literacy specifically refers to the cognitive and practical ability to engage in precise, appropriate, and effective communication across diverse scenarios-such as transnational hotel operations, customer service, team collaboration, and academic exchange-by employing discipline-specific terminology, discourse paradigms, and pragmatic rules. Its core lies in internalizing language as a medium for professional thinking and knowledge construction.

This integration is theoretically grounded in the interdisciplinary application of semiotics and cognitive load theory. The linguistic sign system within a professional context carries specific industry norms, service philosophies, and cultural values. Consequently, the cultivation of intercultural communication competence must be integrated with the interpretation and application of these deep-seated semiotic meanings. The objective of this integration is to guide students in transitioning from being instrumental language users to becoming agents who can employ professional language for cross-cultural meaning negotiation, solve complex management problems, and foster knowledge innovation. Its ultimate aim is to develop a form of bilingual competence that is embedded within a professional identity, possesses cultural adaptability and reflexivity. This lays the cognitive foundation for students to achieve effective knowledge transfer and career development within international work environments[1].

1.2 Analysis of the International Connotation within the Hotel Management Professional Skill System

The international connotation of the hotel management professional skill system does not refer to the simple transplantation of foreign curriculum content. Instead, it signifies that the knowledge composition, competency standards, and evaluation dimensions of this skill system must proactively integrate with and respond to the common developmental logic and value orientation of the global hospitality industry. This connotation is first reflected in the redefinition of the concept of "service." It elevates from standardized operational procedures to a highly contextualized interactive art that involves deeply understanding and responding to the personalized needs and expectations of guests from diverse cultural backgrounds. Corresponding skills, such as revenue management, customer relationship management, and sustainable operations management, all require deconstruction and reconstruction within the framework of transnational capital flows, a multicultural workforce composition, and differentiated market regulations.

The second dimension of this connotation involves the deep integration of technical capabilities and humanistic literacy. With the widespread adoption of intelligent technologies and digitalization in the global hospitality industry, the skill system must encompass the operational and data interpretation competencies relevant to internationally common technological platforms. However, the effectiveness of technology is highly dependent on cultural sensitivity towards its application contexts. Consequently, an internationalized skill system simultaneously emphasizes soft skills such as critical thinking, ethical decision-making, and cultural empathy. These competencies ensure that the application of technology is harmonized with local cultural norms, consumer habits, and societal expectations, thereby forming a core pillar that supports students in conducting effective technology management and innovation within multinational corporate environments.

1.3 Theoretical Linkage Mechanism Between Academic Visit Experiences and Disciplinary Knowledge Transformation

As a typical form of intercultural immersive learning, the linkage mechanism between academic visit experiences and disciplinary knowledge transformation essentially lies in constructing a dynamic

process from "situated cognition" to "conceptual reconstruction." This process begins with the "cognitive dissonance" students encounter within heterogeneous academic and cultural environments-specifically, the discontinuity in meaning that arises between their pre-existing, locally contextualized framework of hotel management knowledge and the practical situations encountered at the host institution. This dissonance is not a barrier to learning but rather a crucial catalyst for deep reflection and active inquiry, prompting students to observe, compare, and question the underlying assumptions and causes of different operational models, service philosophies, and management logics[2].

At the theoretical level, this transformation mechanism can be explained through the theories of "situated learning" and "absorptive capacity." The host academic environment serves as an authentic "community of practice," providing students with opportunities to engage in legitimate peripheral participation, observe expert practices, and internalize tacit knowledge specific to that context. The effective transformation of knowledge depends on the "absorptive capacity" of both the individual student and their originating academic community-that is, their ability to recognize the value of new knowledge, assimilate it, and apply it within their local professional context. Therefore, the essence of this linkage mechanism is to create a structured cognitive bridge that guides students to systematically encode, integrate, and re-contextualize the situated experiences, cutting-edge theories, and comparative perspectives gained during their visit. This process ultimately leads to the critical expansion and creative reconstruction of their original professional knowledge framework, resulting in a more inclusive and adaptable internationalized knowledge system.

2. Design of the "Bilingual-Skills" Integrated Curriculum System and Teaching Model

2.1 Modular Restructuring of Bilingual Courses Based on a Competency Matrix

The core methodology of modular restructuring for bilingual courses lies in constructing a clear competency matrix. This matrix deconstructs and maps the intercultural communication competence, professional language literacy, and internationalized professional skills established in the first chapter. The horizontal axis of the competency matrix defines core competency dimensions, such as "multilingual service communication," "cross-cultural situational decision-making," and "international operations analysis." The vertical axis indicates progressive levels of competency development, ranging from "cognitive understanding" to "analytical application" and ultimately to "synthetic innovation." The division and sequencing of course modules are strictly based on this matrix, ensuring that each module corresponds to a specific cell within the matrix. This approach transforms abstract educational objectives into implementable and assessable curricular units. Such restructuring breaks away from the traditional model of simply layering "basic foreign language" courses with "professional English" instruction.

The modular design adheres to the integration principle of "language serving the profession, and the profession carrying the language." For instance, the "International Customer Relationship Management" module does not teach English vocabulary or communication skills in isolation. Instead, using professional content such as global customer segmentation and digital customer journey analysis as the vehicle, it systematically integrates relevant language elements-including industry terminology, report writing conventions, and service recovery scenario dialogues-into the teaching materials and tasks. The modules exhibit a spiraling progression. Subsequent modules, such as "Global Revenue Management Strategies," will revisit and elevate the linguistic and cognitive demands of the preceding module while deepening the complexity of the professional subject matter. This approach achieves the synergistic development of bilingual competence and professional skills through a process of progressively increasing cognitive load[3].

2.2 Scenario-based Teaching of Professional Skills and the Language Embedding Pathway

Scenario-based teaching of professional skills aims to recreate the complexity and uncertainty inherent in professional practice within simulated or theoretically extrapolated international hotel operation scenarios. The key to its design lies in constructing "task scenarios" characterized by cultural specificity and cognitive challenge. Examples include planning a thematic marketing campaign targeted at a guest demographic from a specific cultural background, or handling a complaint dispute involving the laws and regulations of different countries alongside varying customer expectations. Within these scenarios, solving the professional problem inherently triggers the need for specific

linguistic symbols, communication paradigms, and cultural scripts. This process thereby transforms language learning from an explicit teaching objective into an implicit problem-solving tool.

The language embedding pathway manifests here as an uncontrived, content-driven integration strategy. In the teaching process, the target language serves as the primary medium for information input and as the working language for completing situational tasks. Instructors seamlessly weave language training into every stage of skill development by providing structured professional corpora, guiding group discussions on multilingual solutions, and requiring students to write analytical reports that meet international industry standards. This embedding pathway draws upon the principles of Task-Based Language Teaching (TBLT) and cognitive apprenticeship. It enables students to naturally acquire and apply linguistic expressions and thinking patterns highly relevant to the context while focusing on achieving professional objectives, thereby facilitating the automated transformation of linguistic knowledge into practical language ability.

2.3 Design of an Intercultural Competence-Oriented Learning Evaluation System

The design of an intercultural competence-oriented learning evaluation system must move beyond traditional assessments that test isolated knowledge or singular language skills. This system shifts the evaluation focus towards students' holistic performance in utilizing bilingual knowledge and skills for analysis, judgment, adaptation, and innovation within cross-cultural professional contexts. The core dimensions of evaluation should include the application of cultural knowledge, the effectiveness of cross-cultural interaction, the appropriateness of adaptation strategies, and the depth of reflection. Together, these dimensions constitute a multi-layered framework for measuring students' capacity to achieve professional objectives in heterogeneous environments.

To achieve this orientation, the evaluation methods must be diversified and integrated throughout the entire learning process. Formative assessment plays a significant role by observing students' real-time performance in scenario simulations, cross-cultural project collaborations, and case study discussions to evaluate their immediate strategies for handling cultural differences and their communication effectiveness. Summative assessment, on the other hand, focuses on the quality of completing complex tasks. Examples include requiring students to write a hotel investment feasibility report for a specific overseas market in the target language, or to design an employee training program adapted to cultural diversity. The evaluation criteria must explicitly include specific requirements for cultural sensitivity, perspective-taking ability, and the cultural adaptability of proposed solutions. This approach shapes the evaluation process itself into a learning segment that fosters intercultural awareness and reflection[4].

3. Collaborative Operational Mechanisms to Support Interdisciplinary Talent Cultivation

3.1 Construction of an Academic Community and Pathways for Faculty Capacity Development

The sustainability of supporting "bilingual and skilled" interdisciplinary talent cultivation fundamentally relies on a structurally designed interdisciplinary academic community. The construction of this community aims to systematically deconstruct and reshape the traditional knowledge boundaries between linguistics and hotel management. Its core operational mechanism lies in creating institutionalized dialogue platforms and collaborative projects, such as regular interdisciplinary curriculum design workshops, joint research teams, and shared teaching case repositories. This interaction is not merely a simple exchange of knowledge but is intended to foster a new type of "integrated pedagogical content knowledge"-a teaching paradigm deeply fused with the cognitive principles of second language acquisition, intercultural communication theory, and cutting-edge hotel management practice. Through continuous knowledge production and critical reflection, the community provides a consistent cognitive framework and pedagogical support for the entire curriculum system, ensuring the organic unity, rather than a mechanical piecing together, of bilingual and skill elements at the level of curriculum implementation.

The design of the faculty capacity development pathway must proceed in parallel with the construction of the aforementioned community. Its core lies in guiding teachers to complete a strategic transition from single-discipline specialists to "dual-profession" educators. This development pathway not only requires teachers to continuously track global trends and industry standards within the field of hotel management but also necessitates that they systematically master the theory of Content and Language Integrated Learning (CLIL) and its application strategies in specific teaching contexts.

Professional development activities should be characterized as immersive, iterative, and research-oriented. This can be specifically embodied in supporting teachers to conduct action research based on real-world cases from multinational hotels, participate in specialized training programs aimed at externalizing and pedagogically transforming the tacit knowledge acquired during government-sponsored visits, and engage in the comparison and experimentation of teaching methodologies within international collaborative teaching settings. Through this series of structured interventions, teachers can internalize their international experiences, cross-cultural insights, and cutting-edge professional knowledge into a high-level teaching capability. This capability enables them to autonomously design complex learning situations and accurately assess the development of students' intercultural competence, thereby becoming key agents in the effective implementation of "bilingual and skilled" integrated education[5].

3.2 Systematic Integration and Optimization of Internal and External Teaching Resources

The systematic integration of teaching resources aims to construct an open and dynamic ecological resource network that supports the cultivation of interdisciplinary competencies. The key to integrating internal university resources lies in the functional reorganization and data interconnection of traditional language laboratories, hotel operation simulation training centers, and digital learning platforms. This integration creates a comprehensive learning environment capable of supporting cross-cultural scenario simulations, multilingual service process drills, and the analysis of international case data. The development of library resources must be directed accordingly, involving the systematic introduction of financial reports from international hotel groups, global industry analysis databases, multilingual academic journals, and audiovisual materials reflecting diverse cultural backgrounds. This effort forms a multimodal resource repository that underpins independent inquiry and deep learning.

The integration and optimization of external resources focus on establishing institutionalized cooperation channels with academic institutions and industry organizations. Collaboration with overseas partner institutions should not be limited to student exchange but should expand to include joint curriculum development, shared virtual classrooms, and cooperative research projects. This ensures a continuous infusion of high-quality international courses and academic resources into the local teaching ecosystem. Partnerships with multinational hotel groups, international industry associations, and online education platforms provide avenues for introducing authentic global business cases, industry operational standards, executive lectures, and remote internship programs. The ultimate objective of resource integration is to create a highly realistic and information-rich international professional context through the organic synergy of internal and external resources. This enables students to continuously encounter, analyze, and respond to complex problems and diverse cultural scenarios from the real global industry throughout their development cycle[6].

3.3 Continuous Monitoring and Dynamic Adjustment Mechanisms for Cultivation Quality

The establishment of a continuous monitoring mechanism for cultivation quality is based on a multidimensional deconstruction of the objectives for cultivating interdisciplinary talent. This mechanism moves beyond the traditional focus on course grades and graduation rates to construct a dynamic data collection system centered on the developmental indicators of "intercultural competence." Data sources include embedded course assessments, records of performance in scenario simulations, portfolios of cross-cultural project work, feedback from internship hosts and host institutions during academic visits, as well as tracking of graduate career progression. Through periodic analysis of this process and outcome data, the monitoring mechanism aims to capture the authentic developmental trajectories and bottlenecks in students' abilities regarding bilingual application, professional skill transfer, and cultural adaptation.

Based on the monitoring data, the dynamic adjustment mechanism reflects the learning and evolutionary attributes that the talent cultivation system itself should possess. Adjustments are not arbitrary changes but rather an evidence-based, structured decision-making process. When monitoring data indicates a widespread deficiency in students' performance within specific competency dimensions-such as cross-cultural team leadership or multilingual digital marketing capabilities-the adjustment mechanism triggers a retrospective review and optimization of the corresponding course modules, instructional scenario designs, or assessment methods. This mechanism also operates on faculty development and resource development aspects. For instance, it may adjust the focus of teacher development programs based on teaching feedback or update simulation training software in response to technological changes in the industry. Through this closed-loop "monitoring-analysis-adjustment"

process, the entire cultivation system maintains a high level of responsiveness to both external industry shifts and internal cultivation outcomes. This ensures that the interdisciplinary talent it produces can continuously meet the evolving demands of the global hospitality industry.

Conclusion

This study systematically constructs a "bilingual and skilled" interdisciplinary talent cultivation system for the hotel management major in higher education institutions, framed within the perspective of government-sponsored academic visits. The system takes the deep integration of intercultural communication competence and professional language literacy as its theoretical starting point. By deconstructing the connotations of internationalized professional skills and theorizing the academic visit experience as a dynamic learning process that promotes the critical reconstruction of knowledge, it lays the cognitive foundation for innovating the cultivation model. Building upon this foundation, the proposed modular restructuring of courses based on a competency matrix, the language-embedded integration pathway in scenario-based teaching, and the intercultural competence-oriented evaluation system collectively constitute the core operational framework for translating theory into pedagogical practice.

Furthermore, the construction of an academic community, the ecological integration of internal and external resources, and the dynamic adjustment mechanism based on continuous monitoring provide the necessary synergistic support for the effective and sustainable operation of this system. This integrated framework demonstrates that cultivating interdisciplinary talent is not a simple overlay of course content, but rather a holistic project requiring theoretical guidance, systematic design, and institutional safeguards. Future research can focus on empirically testing the coupling effects among the various subsystems within this framework, investigating the adaptive adjustment of implementation pathways in different institutional contexts, and further exploring and optimizing the system in dimensions such as virtual simulation training, intelligent learning analytics, and lifelong learning support, in response to the evolution of digital technologies and the global hospitality industry's landscape. This will ensure the talent cultivation system maintains its foresight and vitality.

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