



Integrating Green Tourism Education into Teaching and Learning Literature for High School Students: Current Situation and Solutions

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Abstract

In recent years, green tourism - a form of environmentally-friendly tourism - has emerged as a significant development trend within the global tourism industry, especially in Vietnam. Green tourism not only contributes to nature conservation and environmental protection but also aids in maintaining and promoting local cultural and historical values. As a compulsory subject within the general education curriculum, Literature aims to enable learners to explore themselves and the world around them, understand human nature, cultivate a rich inner life, and develop humane values and behaviors. It also fosters a love for the Vietnamese language and literature, promotes awareness of national roots and cultural identity, and contributes to preserving and enhancing Vietnamese cultural values. Therefore, integrating green tourism education into literature instruction for high school students presents an effective approach to raising student awareness about environmental protection and sustainable tourism development. This article provides an overview of the current situation and proposes solutions for effectively implementing the integration of green tourism education into Literature teaching.

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Introduction

In the current context of tourism development and environmental protection, green tourism education has emerged as a significant trend in raising awareness about nature conservation and sustainable tourism development [2, 4, 5, 9, 10]. Literary works in secondary school Literature curricula represent valuable resources for green tourism education. This is because Literature as a subject is inherently comprehensive, encompassing cultural knowledge, ethics, philosophy, and connecting to various educational domains including History, Geography, Arts, Civic Education, Foreign Languages, Natural and Social Sciences, and Experiential Activities. Literature maintains a close relationship with real life, helping students develop greater engagement with everyday existence and equipping them with skills to address practical challenges [1, 7]. When properly utilized, literary works in current secondary school textbooks can help students not only access cultural and historical values but also develop environmental consciousness and a deep understanding of human-nature interconnectedness, thereby promoting sustainable tourism development [3, 8].

The integration of green tourism education into Literature teaching constitutes a bidirectional interaction process rather than a simple combination.

Knowledge about green tourism enriches literary understanding and appreciation, while literary values strengthen awareness of environmental protection and sustainable tourism development. Moreover, with climate change becoming an urgent global concern, incorporating nature conservation and sustainable development content into Literature teaching represents both an innovative pedagogical approach and an educational responsibility toward future generations.

However, evidence suggests this integration has not been implemented systematically and effectively, resulting in missed opportunities for environmental and sustainable tourism education. This article analyzes the potential of literary works in the secondary school curriculum, examines the current implementation status, and proposes specific solutions to enhance the integration of green tourism education into Literature teaching.

Literary works in current secondary school Literature textbooks as valuable resources for green tourism education

Firstly, literary works in current textbooks convey messages about nature and the environment.

Literary works serve as valuable resources for green tourism education primarily because they offer vivid and profound depictions of nature, landscapes, and human-environment harmonious relationships. From classical to modern periods, literary works contain elements related to nature, homeland, and people—central themes in green tourism. These values can effectively educate students about environmental protection and sustainable tourism development.

Medieval works such as "Summer Scene," "Côn Sơn Ballad," "Great Proclamation of Victory," and "Dục Thúy Mountain" (by Nguyễn Trãi); "Spring Scene" (from *The Tale of Kiều*) and "Dream of Lotus Picking" (by Nguyễn Du); and "Autumn Fishing" (by Nguyễn Khuyến) celebrate nature, homeland, and cultural heritage. Through these works, students can comprehend nature's intrinsic value and human-environment relationships, fostering awareness of sustainable tourism and cultural conservation.

Deeper analysis reveals that nature representation in medieval literature transcends aesthetic appreciation to embody philosophies of harmonious coexistence with nature. In Nguyễn Trãi's "Côn Sơn Ballad," nature appears not merely as a sanctuary but as a realm where humans achieve spiritual and moral equilibrium. Similarly, Nguyễn Khuyến's "Autumn Fishing" illustrates humans blending into nature without disruption—a fundamental principle of green tourism. These images can help students understand "responsible tourism" that preserves natural environments and local cultures.

Modern works including "West March" (Quang Dũng), "Salt of the Forest" (Nguyễn Huy Thiệp), "Southern Forest Land" (Đoàn Giỏi), and "The Flock of Plover Birds" (Nguyễn Quang Thiệu) convey powerful messages about nature's significance, forest protection efforts, and community development—issues directly relevant to ecotourism and environmental conservation.

In Quang Dũng's "West March," the Trường Sơn mountain range appears both majestic and poetic, representing the pristine beauty of Vietnam's mountainous regions now becoming ecotourism destinations. "Southern Forest Land" by Đoàn Giỏi exemplifies works with significant green

tourism educational potential, vividly depicting U Minh forest and Mekong Delta waterways while illustrating local people's harmonious relationship with nature.

Works such as "Who Named the River" (Hoàng Phủ Ngọc Tường), "Cô Tô" (Nguyễn Tuân), "The Long River" (Huy Cận), "Hang Én" (Hà My), and "Oh Our Mekong River" (Nguyễn Hồng) reflect natural beauty and human-landscape connections. These provide opportunities to address contemporary environmental issues including river conservation, impacts of climate change, and responsible cave tourism development.

Green tourism aims for harmony between development and conservation, making these literary works ideal for educating students about protecting and honoring natural resources.

Secondly, literary works in current textbooks preserve layers of traditional cultural heritage that can be harnessed for green tourism.

Literary works reflect cultural values of diverse ethnic communities alongside natural descriptions. In green tourism education, these works help students understand local cultures, histories, and culture-nature connections.

"Southern Forest Land" by Đoàn Giỏi broadens awareness of Southern Vietnamese culture, lifestyles, and distinctive cultural values beyond natural beauty. When teaching this work, educators can connect it to ecotourism, cultural heritage exploration, and natural monument preservation.

The work portrays Mekong Delta culture comprehensively—from subsistence practices to community solidarity—while indirectly conveying the philosophy of living in harmony with nature, a green tourism core principle. Teachers can stimulate discussion about tourism's impacts on local communities and balancing economic benefits with cultural identity preservation and environmental protection.

Similarly, "Salt of the Forest" by Nguyễn Huy Thiệp meaningfully explores human-forest relationships within ethnic minority cultural contexts. Through the salt motif—indispensable in highland life—the author conveys the interdependence between humans and nature. This work facilitates discussions about community tourism in ethnic minority regions, indigenous cultural preservation, and sustainable livelihood creation.

Classical literary works including Tang poetry and "The Tale of Kiều" contain traditional cultural elements connectable to green tourism education. When teaching "Spring Scene" from "The Tale of Kiều," educators can extend discussions to traditional Vietnamese spring festivals being preserved as cultural tourism products, addressing how to maintain cultural authenticity while minimizing environmental impacts.

"The Couple A Phủ" by Tô Hoài explores Northwestern culture through H'Mông life experiences, reflecting customs, traditions, and indigenous connections to mountains and forests. This work enables discussions about community tourism development that respects indigenous cultures while providing economic benefits without environmental harm.

Epic works like "Đăm San" (Ê-đê) and "The Epic of Đăm Dít" (Chăm) contain valuable messages about human-nature relationships and traditional practices. These help students understand Vietnam's cultural diversity and the importance of preserving these values within modern tourism development. Thirdly, literary works in current textbooks can provide opportunities for students to participate in literary tourism activities.

Combining green tourism education with learning activities and field trips enhances students' understanding of sustainable tourism. Through literary works, students gain theoretical knowledge and practical experience via visits to landmarks and cultural sites connected to these works, clarifying sustainable tourism development approaches and environmental protection's importance.

Students can visit locations with historical and cultural significance related to literary works, such as Phong Nha-Kẻ Bàng National Park or traditional craft villages. They can also participate in literary tourism development projects, designing ecotourism tours connected to famous literary works, developing research skills while increasing sustainable tourism awareness.

Literary tourism—where destinations relate to literary works, authors, or settings—can be effectively implemented through Literature curriculum works. After studying "Who Named the River," students might tour the Perfume River and Hue City, experiencing the described beauty firsthand while assessing current environmental protection efforts.

Similarly, after studying "West March," students might follow the West March troops' path through Northwestern regions now developing ecotourism and community tourism, evaluating green tourism models and tourism's impact on ethnic minority communities and natural environments.

For works like "Southern Forest Land" or "Oh Our Mekong River," students might explore the Mekong Delta, experience waterway life, and learn about mangrove ecosystems and climate change challenges. Such experiences deepen literary understanding while raising awareness about environmental issues and sustainable tourism's role in natural and cultural resource preservation.

Students can also design green literary tourism tours combining literary exploration with environmental protection, such as a "Vietnam's Poetry Road" tour visiting places associated with famous poets while adhering to responsible tourism principles: using environmentally friendly transportation, supporting locally-managed accommodations, respecting local cultures, and minimizing waste.

These practical activities enhance literary appreciation while naturally developing environmental awareness and sustainable tourism understanding.

Current situation of integrating green tourism education in teaching Literature at secondary schools

Clearly, literary works in secondary school curricula are valuable resources for green tourism education. These texts introduce natural beauty and cultural heritage while reflecting human-environment connections, thus inspiring environmental conservation awareness and sustainable tourism development among students. However, integrating green tourism education into Literature teaching in Vietnam faces challenges and limitations :

Firstly, limited awareness about green tourism : Despite environmental education's integration into various curricula, green tourism remains marginalized within Literature programs. This creates knowledge deficits regarding sustainable tourism principles and practices. The concept remains unfamiliar to both students and teachers, with most Literature educators lacking appropriate training for incorporating sustainable tourism content. Research indicates students typically perceive tourism merely as recreational

travel without recognizing its environmental and cultural implications. Educational management has not prioritized green tourism in integrated education frameworks, and instructional materials predominantly focus on literary analysis rather than sustainability connections.

Secondly, unclear connections between literature and green tourism : Literary works in secondary education emphasize humanistic and social values without adequately exploring human-nature relationships within sustainable tourism contexts. Teaching methodologies prioritize artistic technique, structure, and content analysis over contemporary applications to sustainability challenges. Assessment systems focus exclusively on literary knowledge, incentivizing teachers to prioritize examination content over practical integration. Teachers generally lack specialized training in sustainable tourism concepts, and reference materials for literature-green tourism integration remain scarce.

Thirdly, inadequate integration in teaching methodologies Traditional, lecture-dominated teaching methods prevail, with limited practical activities or environmental theme integration. This approach restricts critical thinking and practical application skills essential for sustainability education. Extracurricular activities connecting literature with tourism sites remain limited due to resource constraints, and when implemented, typically emphasize entertainment rather than educational objectives. Information technology application is restricted, particularly regarding sustainable tourism models and case studies. Active teaching methodologies suitable for sustainability education remain underutilized, and school-stakeholder partnerships with tourism and environmental entities are insufficient.

Finally, resource and policy support deficiencies : Implementation faces significant resource limitations, with restricted budgets for extracurricular activities and field experiences. The condensed Literature curriculum creates time constraints that discourage expanded integrated activities. Policy frameworks lack specific guidelines for green tourism education integration, and evaluation criteria for such integration remain undeveloped. Teacher training inadequately addresses sustainable tourism concepts, and interdisciplinary coordination between education, tourism, and environmental sectors is insufficient, limiting access to relevant materials and models for classroom application.

Solutions for integrating green tourism education into Literature teaching at secondary schools

To enhance green tourism education effectiveness through Literature, the following solutions are proposed :

1. Integrate green tourism topics into Literature lessons : Teachers can incorporate environmental protection and green tourism themes in lessons through literary works describing nature, thereby helping students better understand sustainable tourism.
2. Organize extracurricular activities related to green tourism : Field trips to historical and cultural sites of environmental significance allow students to experience sustainable tourism first-hand, deepening their awareness.
3. Encourage students to create green tourism projects : Students can develop sustainable tourism plans, ecotourism brochures, or videos showcasing local natural and cultural values, enhancing their creativity and environmental consciousness.

4. Develop research and critical thinking skills through literature : Teachers guide students in exploring nature-related literary works, fostering critical discussions on environmental protection.
5. Employ information technology in green tourism education : Utilizing digital platforms and educational software enables students to independently explore green tourism sites and sustainable practices, enriching their knowledge and active engagement.

Conclusion

Integrating green tourism education in Literature teaching for secondary students enhances understanding of natural, environmental, and cultural heritage values while raising awareness about natural resource protection amid intensive tourism development. Effective implementation requires close coordination between literature education, environmental education, and sustainable tourism to develop environmentally conscious students who promote national cultural values.

In-depth analysis of secondary school literary works confirms their value as green tourism education resources. They not only depict natural and cultural beauty but convey profound messages about human-environment relationships—core green tourism values.

Current implementation faces challenges including limited green tourism awareness, insufficient literature-green tourism connection, inadequate teaching methodology integration, and resource/policy support deficiencies.

To address these limitations, this article proposes specific solutions: integrating green tourism themes into Literature lessons, organizing green tourism-linked extracurricular activities, encouraging green tourism project creation, developing research and critical thinking skills, utilizing information technology, and developing green tourism education partner networks.

With climate change and environmental protection becoming urgent global issues, integrating green tourism education in Literature teaching represents both an innovative educational approach and a social responsibility, developing environmentally aware citizens committed to sustainable development. Through literature, students can appreciate artistic beauty while gaining inspiration for creating a greener, more sustainable tourism future for Vietnam and beyond.

Effective, sustainable green tourism education integration in Literature teaching requires synchronized coordination among educational authorities developing policies and programs, pedagogical institutions training teachers, schools creating innovation-friendly environments, and Literature teachers implementing this integration in daily lessons.

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