

Exploration on the Innovation of English Translation Teaching in Higher Vocational Colleges in the “Internet +” Era

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Abstract: Against the backdrop of the new era, the requirements of society and industries for English talents have gradually increased. As an important institution for cultivating high-quality technical and skilled talents, the English major in higher vocational colleges not only needs to develop students' basic English skills but also to strengthen their English translation capabilities. In the “Internet +” era, English translation teaching in higher vocational colleges has ushered in a new path of reform. This path can effectively solve problems in higher vocational English translation teaching, such as the single practical training scenario, rigid teaching mode, and insufficient technical tools. It innovates teaching methods and improves the quality of talent cultivation. Based on this, this paper aims to enhance students' practical translation skills and career adaptability, providing references for higher vocational English translation teaching to meet the needs of the “Internet +” era and cultivate compound translation talents.

Keywords: “Internet +”; Higher vocational colleges; Industrial transformation; English translation; Talent cultivation

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1. Introduction

As an important part of the English major, English translation is the best way to improve students' language proficiency, consolidate English vocabulary, grammar, and sentence structures, and enhance their language skills and communication abilities. Strengthening students' English translation capabilities is an inevitable way to help them meet job requirements. With the transformation and in-depth integration of industries, the demand from society and enterprises for compound and high-quality English translation talents has become increasingly urgent. As the core carrier for cultivating such talents, English translation teaching in higher vocational colleges must keep up with industrial needs and technological changes, and innovate its teaching mode^[1]. The vigorous development of “Internet +” technology provides key support for breaking these limitations. Big data technology, intelligent platforms, and online translation tools can effectively change the traditional English teaching mode, optimize the teaching process, and improve students' sense of participation and experience, thereby cultivating high-quality translation talents that meet industrial needs.

2. Characteristics of English translation teaching in higher vocational colleges in the “Internet +” era

2.1. Diversification of resources

In the “Internet +” era, English translation teaching resources in higher vocational colleges feature diversification and openness. Teachers can collect and integrate diversified resources through Internet platforms or information technology, and build a cross-temporal and cross-spatial resource supply system to provide students with more comprehensive and systematic resource support for learning ^[2]. On the one hand, Internet platforms can provide massive basic resources for English translation, covering content such as written translation skills, interpretation methods, and cultural adaptation. Students can learn flexibly according to their own needs. On the other hand, online education platforms can be used to build English translation teaching resource libraries, which include cases closely aligned with higher vocational majors, such as cross-border e-commerce translation, mechanical technical document translation, and tourism service interpretation. These resources can be classified by professional fields and translation types, allowing students to search on demand and avoiding disconnection between resources and professional needs.

2.2. Innovation of teaching modes

The integration of Internet technology with education and teaching can break the limitations of classroom time and space. Relying on online interactive platforms, big data analysis, and intelligent feedback tools, a teaching mode adapted to the digital age can be built to improve teaching effectiveness and efficiency ^[3]. The traditional teaching mode is often centered on teachers’ lectures and students’ passive acceptance. This not only makes it difficult to stimulate students’ learning interest but also hinders the timely update of teaching plans, resulting in low teaching efficiency. In the Internet era, teachers can achieve real-time communication through online interactive platforms, integrate online and offline teaching modes, and provide precise guidance for students’ personalized questions. Students can also take the initiative to initiate communication, enhancing teacher-student interaction. Teaching has shifted from one-way transmission to multi-directional collaboration ^[4].

2.3. Intelligence of teaching scenarios

Traditional English translation teaching scenarios in higher vocational colleges are limited to static and rigid settings such as physical classrooms and offline practical training, which cannot meet students’ needs for real occupational scenario simulation and personalized practical training. In the Internet era, the development of modern education systems has made teaching tools and technologies that support education and teaching innovation more and more common. Teachers can rely on Internet technology and artificial intelligence to create intelligent scenarios, improving the accuracy and effectiveness of practical teaching. During the English translation teaching process, teachers can use big data technology to record students’ learning behaviors in scenarios in real time, capture key information in the learning process, and adjust teaching directions flexibly based on this ^[5].

3. Necessity of innovating English translation teaching in higher vocational colleges in the “Internet +” era

3.1. Meeting students’ personalized learning needs

Traditional English translation teaching in higher vocational colleges is classroom-centered, adopting a unified process and teaching content. However, students vary greatly in learning foundations, ability shortcomings, interest preferences, and career orientations. In the “Internet +” era, teachers can build a teaching system that

adapts to individual differences and meets personalized needs to achieve precise talent cultivation. Higher vocational students show obvious stratification in English foundations and translation abilities. The “one-size-fits-all” content design and progress arrangement in traditional teaching cannot provide targeted teaching plans for students at different levels. Internet technology, however, can accurately capture students’ learning basic data, design personalized learning plans for students at different levels, help them accurately overcome shortcomings and improve abilities efficiently, and ensure each student can learn on a track suitable for their own foundation^[6].

3.2. Aligning with the transformation needs of the translation industry

In the “Internet +” era, the translation industry has gradually shifted from traditional manual translation to human-machine collaboration to better keep up with the times. The industry’s requirements for translation talents are no longer limited to language conversion capabilities, but also emphasize digital tool application capabilities, cross-cultural communication capabilities, industry professional knowledge application capabilities, and real-time translation capabilities^[7]. Specifically, some enterprises require modern translation talents to have capabilities such as multi-person remote collaborative translation and in-depth translation in professional fields. Meanwhile, industry-specific translations like cross-border e-commerce translation, mechanical technology translation, medical document translation, and tourism service translation have become mainstream. These changes put forward higher requirements for English translation teaching in higher vocational colleges. Applying Internet technology to classroom teaching not only allows students to access the latest job demands in the industry, but also enables them to improve their comprehensive English translation abilities based on advanced cases and platforms, so as to align with the transformation needs of the translation industry.

3.3. Creating a new format of modern classrooms

With the “Internet +” technology reshaping the form of education, higher vocational education has gradually formed a modern education system, and building a teaching ecology adapted to the development of the Internet era has become a key task. On the one hand, the online-offline integrated teaching mode can not only provide students with more diverse and rich learning resources but also offer online Q&A services through interactive communities, enabling students to achieve independent learning. In offline sessions, teachers can create interactive and immersive practical education spaces, and use digital teaching equipment to allow students to carry out immersive practical learning in virtual spaces, thereby strengthening their translation practical abilities^[8]. On the other hand, the forms of educational resources in the Internet era include text, audio, video, virtual scenarios, and interactive modules, which can meet students’ needs for multi-sensory learning and improve learning efficiency and effectiveness.

4. Problems existing in English translation teaching of higher vocational colleges in the “Internet +” era

4.1. Fragmentation of teaching resources

In the “Internet +” era, English translation teaching resources in higher vocational colleges present the characteristics of being massive and diversified^[9], but the resources are relatively scattered and lack systematic organization. Students need to spend a lot of time screening resources, which easily increases their learning burden. At the same time, most resources on Internet platforms are recommended by type, without being linked to teaching modules, learning progress, or ability goals. This makes it impossible for students to obtain supporting resources

on demand. In addition, current English translation textbooks and materials have a certain lag. The knowledge students learn is difficult to match with online teaching resources, which cannot meet their learning needs.

4.2. Insufficient Internet technology application ability of teachers

In the “Internet +” era, modern and intelligent educational forms have become the current mainstream trend. Teachers’ ability to apply Internet technology has become the core support for the innovation of English translation teaching in higher vocational colleges^[10]. However, at present, teachers’ understanding of Internet technology related to translation teaching is limited to the tool level, and they lack the ability to systematically apply and the awareness of in-depth integration. This is specifically reflected in equating Internet technology simply with tools such as online teaching platforms and translation software, while ignoring its role in teaching diagnosis, personalized guidance, and scenario construction. In addition, some teachers have a shallow understanding of Internet platforms and intelligent teaching equipment, and are not proficient in basic operations. This makes it impossible for them to use technical tools efficiently in teaching.

5. Innovation strategies for English translation teaching in higher vocational colleges in the “Internet +” era

5.1. Updating educational concepts and grasping the development trend of the internet

In the process of innovating teaching modes, teachers should break the constraints of traditional teaching concepts and find new breakthroughs by combining the advantages of the Internet era and the modern teaching system. While understanding students’ learning situation, they should keep abreast of current industry trends and job requirements, grasp the development trend of the Internet, and integrate content such as cross-cultural, cross-border e-commerce, and the use of translation tools into course teaching. Only in this way can they better innovate teaching modes and enhance classroom teaching effects.

First, teachers need to establish a student-centered teaching concept, break the unified and standardized teaching thinking, fully respect the progressive thinking development mode of higher vocational students, and realize individualized teaching with the help of Internet technology^[11]. On this basis, teachers need to transform from knowledge imparters to guides of students’ learning, and formulate personalized learning goals and paths for students at different levels.

Second, teachers should closely adhere to the positioning of higher vocational education in cultivating vocational and skilled talents, establish the concept of practical teaching for talent cultivation, and deeply integrate “Internet +” technology with the practical needs of translation occupations. This promotes the transformation of English translation teaching from theoretical instruction to practical talent cultivation, allowing students to learn translation skills in the process of completing projects and ensuring a seamless connection between teaching content and professional needs^[12].

Third, teachers need to proactively grasp the development trend of Internet technology, actively learn and apply technologies such as big data, artificial intelligence, and virtual simulation, and realize in-depth integration of technology and teaching. This enables accurate judgment of students’ translation abilities, dynamic adjustment of teaching strategies, improvement of teaching efficiency and guidance accuracy, and ensures that technology application truly contributes to teaching innovation.

5.2. Upgrading and enriching teaching content to stimulate students’ learning interest

Under the modern education system, teaching content is an important carrier for teachers to innovate

teaching modes. Teachers need to break the limitations of traditional static teaching content and build a vivid, hierarchical, and occupationally adapted teaching content system around diversified digital resources. This stimulates students' learning initiative and enthusiasm, and improves the attractiveness and effectiveness of teaching^[13]. First, combined with specific teaching goals and students' learning situation, teachers can decompose English translation knowledge and skills into teaching modules with distinct themes, concise duration, and clear goals. They can then create micro-lecture videos based on these modules and upload them to online learning platforms, meeting students' needs for fragmented learning and targeted improvement.

Second, in the "Internet +" era, the utilization rate of multimedia equipment has increased significantly. Teachers can transform the theoretical knowledge in textbooks into more intuitive, vivid, and perceptible content, reducing learning difficulty and stimulating learning interest. For example, teachers can display the translation practice process and professional scenarios in the form of videos, and convert cultural background interpretation and translation comparison analysis into image resources. This allows students to deepen their understanding of knowledge and improve translation abilities in a relaxed environment^[14].

Finally, teachers need to break the limitations of traditional paper-based exercises and use Internet technology to build a dynamic, intelligent, and accurate question bank. This enables students to select suitable exercises according to their own situation, improving the continuity and effectiveness of practice.

5.3. Innovating English translation teaching methods to improve teaching quality

In the context of the rapid development of the Internet, a single teaching mode can no longer meet the requirements for cultivating English translation talents and the reform of higher vocational education in the new era. Innovating teaching modes by leveraging the advantages of Internet development can effectively stimulate students' interest in participation and improve teaching quality. On the one hand, teachers need to break the limitation of separation between online and offline, and implement a blended online-offline teaching mode. In the pre-class stage, teachers can use online platforms to conduct preview guidance and upload materials such as micro-lectures, preview courseware, and diagnostic test questions in advance. This allows students to master basic knowledge points in advance and identify their weak areas through tests, and teachers can adjust the focus of in-class teaching based on the test results^[15]. In the in-class stage, teachers can use the real-time interaction function of online platforms to guide students to discuss and analyze core knowledge points, and carry out practical activities with the help of translation tools. This enables students to apply the knowledge learned before class to practical use, thereby strengthening their translation skills. In the post-class stage, targeted extended resources and practical project tasks can be pushed through Internet platforms. This helps students consolidate what they have learned in class and apply their knowledge to practice, thus achieving efficient use of time and space, and coordinated improvement of knowledge and abilities.

6. Conclusion

To sum up, in the "Internet +" era, continuously promoting the innovation of English translation teaching in higher vocational colleges is a necessary way to cater to the reform of vocational education and industrial transformation, and also a benchmark for realizing modernized and intelligent education. Only through strategies such as updating educational concepts, upgrading and enriching teaching content, and innovating English translation teaching methods can we better arouse students' interest in learning, enrich the content of English translation teaching, expand students' knowledge scope, improve students' English proficiency, and further cultivate excellent translation talents who can adapt to social development.

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