

Construction Logic and Practice of Multilingual Language Services for Brand-Building of Vocational Education Going Global in the Era of Artificial Intelligence

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Abstract: Iteration of artificial intelligence technologies brings new driving forces to the internationalization of vocational education. Brand-building for vocational education going global cannot be separated from the support of high-quality multilingual language services. Centering on the internal correlation between vocational-education -going-global brands and multilingual language services under the background of artificial intelligence, this paper sorts out five practical dilemmas: insufficient supply of multilingual resources, shallow application of intelligent technologies, disconnection between language-service standards and brand norms, weak cross-cultural localization adaptation, and shortage of compound language talents. It extracts five construction logics: resource adaptation, technology empowerment, standard coordination, cultural integration, and talent support. Furthermore, it puts forward implementation paths from five dimensions: co-construction of resource libraries, establishment of professional intelligent translation systems, unification of translation and production standards, optimization of cross-cultural services, and cultivation of compound talents. Improving the multilingual language-service system can effectively enhance the overseas communication power and recognition of Chinese vocational-education brands, and provide linguistic guarantees for vocational education internationalization in building a powerful country in education.

Keywords: Vocational Education Going Global; Brand-building; Multilingual language services

Online publication: September 30, 2026

1. Introduction

Intelligent digital technologies are reshaping the landscape of global educational communication. Vocational education going global acts as a core carrier for China's educational opening-up. Multilingual language services break down barriers in Sino-foreign vocational-education exchanges and run through

the whole process of brand promotion, curriculum teaching, and standard export. Machine translation, intelligent speech, and other technologies greatly cut the costs of multilingual content production and reshape the international-discourse communication modes of vocational-education brands. Clarifying their coupling relationship and removing development bottlenecks constitute the key to promoting Chinese vocational-education resources worldwide.

2. Internal correlation between brand-building of vocational education going global and multilingual language services in the AI era

2.1. Connotation of brand-building for vocational education going global and its language-service foundation

Centered on industry-education integration and skill standards, vocational education going global builds a brand-communication chain by carrying out overseas school-running and training programs^[1]. Brand-building covers positioning, content, and public praise, and relies on localized expressions to deliver its strengths. Multilingual services support scenarios such as textbooks and interpretation, break communication limitations, help reach regions including Southeast Asia and Africa, and expand brand influence^[2].

2.2. Artificial intelligence promotes in-depth integration of language services and brand-building

Tools such as machine translation and speech recognition raise the output efficiency of multilingual materials and shorten cycles and costs. Real-time translation supports cross-border classrooms, and intelligent models complete batch conversion of curricula and copywriting, embedding language services into every link of branding and realizing low-cost overseas-content supply. Meanwhile, intelligent technologies improve the accuracy and timeliness of communication.

2.3. Multilingual language services shape brand recognition and build communication bridges

Overseas recognition depends on clear cultural interpretation. Multilingual services undertake cross-cultural translation of content such as the craftsmanship spirit^[3]. As supporting projects for major-country diplomacy, they eliminate estrangement through locally-adapted expressions, win trust from cooperative partners, consolidate the foundation for brand recognition, and foster long-term mutual-trust relationships.

3. Practical challenges for multilingual language services of vocational education going global in the AI era

3.1. Imbalanced supply of multilingual resources and prominent shortages in minor languages

Overseas school-running requires textbooks, practical-training manuals, and promotional videos sorted by language and specialty^[4]. At present, total industrial resources are inadequate, with unbalanced language coverage, and teaching resources in local minor languages of Southeast Asia and Africa are scarce. Resources from domestic universities and enterprises are scattered, lacking national-level sharing platforms, and

repeated development prevails. Khmer-language courses at the Luban Workshop in Cambodia only cover 37 specialties; there are hardly any standardized teaching materials for Urdu, Amharic, and other languages^[5]. Single English-language resources cannot adapt to local learners with low foreign-language proficiency, restricting brand penetration and dissemination.

3.2. Shallow application of artificial intelligence technologies and insufficient professional adaptability

Currently, intelligent tools are only used for basic text translation, while high-end applications such as intelligent-content creation, cross-cultural polishing, and multilingual interaction for virtual practical training are seldom adopted. General translation models have not optimized terminology databases for vocational-education tracks such as intelligent manufacturing and new-energy industries, leading to frequent errors in translating professional content^[6]. Only 15 % of high-quality vocational-education courses on the National Smart-Education Platform have completed multilingual digital transformation, and more than 40 % of VR practical-training videos are not equipped with local-language voice interaction. The value of digital technologies has not been fully unleashed^[7].

3.3. Absence of language-service standards and inadequate coordination with brand norms

China has not issued unified bilingual translation-and-production specifications for vocational education going global. Translations of professional terminologies, certificate names, and brand slogans vary arbitrarily, and different overseas projects adopt divergent renderings. Only 32 % of fields of domestic 1+X skill certificates can correspond to EU ESCO skill classifications, lacking unified bilingual comparison standards. Some projects translate brand logos and promotional copy at will, ignoring local linguistic and cultural customs, which results in fragmented overseas-brand images and weakens professional recognizability^[8].

3.4. Weak cross-cultural translation capability and deficiencies in localized adaptation

Most translation work merely achieves literal conversion without preliminary investigation into folk customs, religions, industries, and educational systems of target regions, which may easily trigger cultural conflicts. Cases such as female-model footage in Middle-Eastern e-commerce courses and logistics courses for Vietnam that overemphasize highway transportation yet are disconnected from local port industries show that insufficient cultural adaptation prolongs curriculum implementation cycles, reduces acceptance among local audiences, and hinders the delivery of brand cultural values.

3.5. Lagging reserve of compound language-service talents and deficient competency structure

Overseas vocational-education language-service posts require practitioners to master local languages, industrial knowledge, cross-cultural competence, and skills for operating intelligent-translation tools. Pure foreign-language talents are incompetent for curriculum localization and cross-border docking. Current foreign-language courses in universities focus on linguistic teaching, lacking vocational-education, cross-cultural, and practical-training content, leading to a disconnect between supply and demand. Due to the shortage of Urdu-speaking compound teachers, the Luban Workshop for rail-transportation in Pakistan can only adopt full-English teaching, which brings comprehension difficulties to learners and results in low pass

rates, harming school-running quality and brand reputation ^[9].

4. Five construction logics for multilingual language services of vocational education going global in the AI era

4.1. Resource adaptation logic

Linguistic and industrial differences across overseas regions are remarkable; the construction of language resources must suit local conditions and advance step-by-step ^[10]. For Southeast Asia, priority shall be given to developing Thai, Vietnamese, and Indonesian materials; for Africa, improve English and French resources first and make up for deficiencies in minor languages. To address scattered resources from universities and enterprises, integrate self-developed bilingual textbooks, practical-training videos, and promotional materials from all parties, build a unified resource library classified by specialty, language, and scenario, and set hierarchical access permissions for various projects to reduce repeated development and raise utilization efficiency ^[11]. Resource development shall match brand-development stages: lightweight promotional materials such as school-running introductions take priority in the initial-start-up phase; textbooks and practical-training resources are intensively developed in the stable-operation phase; cultural materials about craftsmanship spirit and the development history of Chinese vocational education are supplemented after regional influence is formed.

4.2. Technology empowerment logic

The core of intelligent-language-tool application lies in optimizing language-service workflows to fit vocational-education scenarios and improve translation-production and communication efficiency. Universities and enterprises may cooperate with scientific-and-technological institutions to build multilingual terminology databases centered on competitive specialties, dynamically update new industrial terms, and reduce translation deviations. Deploy intelligent devices for real-world overseas school-running: equip practical-training classrooms with real-time translation devices; rapidly generate multilingual promotional videos via intelligent editing; adopt intelligent proofreading tools to check terminological and culturally-sensitive issues and cut post-revision workload. Technology application shall be dynamically adjusted ^[12]. Continuously collect feedback from overseas teachers, students, and cooperative institutions, optimize tool parameters in accordance with linguistic customs of different countries; keep up with new intelligent-language technologies, implement functions matching school-running demands in order, and sustainably empower brand communication and teaching practice.

4.3. Standard coordination logic

Independent translation-and-production by various overseas projects leads to chaotic terminologies and brand translations and damages vocational-education brand images, making a standardized system urgently needed. Unite vocational-education associations, universities, linguistic institutions, and translation experts to compile *Specifications for Multilingual Translation-and-Production Services of Vocational Education Going Global*, clarify terminology renderings, copywriting formats, and three-level review procedures, fully absorb front-line experience and guarantee operability ^[13]. Incorporate the specifications into the Luban Workshop brand-management system and brand handbooks, stipulate unified translation-and-production for bilingual textbooks and promotional materials, and set up special-post review positions to maintain consistent

global-brand images. The standard system shall be dynamically adjusted: regularly assess implementation effects, supplement regional detailed rules in light of local linguistic customs and new school-running scenarios in various countries, and optimize clauses based on front-line feedback to avoid rigidity and disconnection.

4.4. Cultural integration logic

Translation is not merely linguistic conversion but also delivery of cross-regional vocational-cultural values. Texts divorced from local contexts can hardly gain recognition, and cultural integration constitutes the key to enhancing brand recognition. Before project launch, investigate local folk customs, religions, industries, and educational models; engage local cultural consultants in reviewing curricula and copywriting; adjust case expressions; avoid cultural conflicts; and conform to local perceptions. Tap shared values between Chinese and foreign vocational education, deliver brand connotations, weaken one-way output, and arouse emotional resonance. Build two-way-communication channels through multilingual services, regularly hold bilingual skill competitions and Sino-foreign vocational-education forums, invite local teachers, students and craftsmen to participate in content co-creation, promote two-way cultural integration and enrich brand connotations.

4.5. Talent support logic

Compound language talents serve as the cornerstone for long-term operation of multilingual services. Competency orientation, university-enterprise joint cultivation, and supporting incentive mechanisms shall be defined. Core competencies cover multilingual communication, basic vocational-education knowledge, cross-cultural coordination and intelligent-tool operation, which shall act as the basis for curriculum design and assessment. Promote university-enterprise joint cultivation: universities deliver courses on linguistics, cross-cultural communication and vocational-education theories; overseas institutions such as Luban Workshops provide internship posts, and front-line enterprise practitioners serve as practical-training tutors to expose students to real-world translation-production and bilingual classes. Improve growth incentives: set special subsidies and promotion channels for dispatched talents, organize overseas further training; establish a performance-evaluation system, grant recognition and rewards according to translation-production quality and school-running feedback to stabilize talent teams and lower turnover^[14].

5. Practical implementation paths for multilingual language services of vocational education going global in the AI era

5.1. Coordinating multilingual-resource development and building a co-constructed and shared digital-resource library

Centered on the Belt-and-Road Initiative layout, make up for shortages in minor-language teaching and promotional resources to serve brand promotion, academic education, and short-term training. Form teams composed of overseas vocational-education teachers and translators: teachers take charge of professional-content checks, and translators polish foreign-language expressions. Build a national-level multilingual digital platform, integrate bilingual curricula and materials, and establish regular updating mechanisms for sharing among projects. For better audience acceptance, simplify professional sentences, attach illustrations and short videos, set difficulty levels for beginners and enterprise employees, and improve

practicality and readability.

5.2. Deepening the integrated application of artificial intelligence technologies throughout the whole process

Universities and enterprises cooperate to build vocational-education-specific translation corpora, improve translation accuracy for professional texts, and reduce manual-proofreading workload. Expand application scenarios for intelligent tools: adopt generative AI to assist the creation of multilingual copywriting and practical-training handouts; deploy intelligent-speech devices to guarantee real-time translation for offline practical training and online live-streaming classes; apply intelligent-review tools to automatically detect cultural conflicts and non-standard terminologies. Based on learning-and-browsing data of overseas audiences, analyze linguistic preferences and popular specialties, dynamically adjust the orientation of multilingual-content production and precisely match demands of local markets.

5.3. Unifying bilingual service standards and realizing linkage between linguistic norms and brand management

Form cross-industry standard-compilation teams to formulate unified translations for brand names, professional terminologies, and promotional slogans, and form industry-wide general implementation manuals. Incorporate bilingual specifications into mandatory brand-management requirements; all overseas projects must implement unified standards, and linguistic-service-quality indicators shall be added to brand assessment. Set up special inspection teams to conduct regular spot-checks on overseas bilingual textbooks and promotional materials, open audience-feedback channels, and demand rectification within time limits for non-compliant content to push standards into practice.

5.4. Strengthening cross-cultural localized language services and improving overseas brand recognition

Establish a pre-launch cultural-investigation mechanism. Before launching new projects, sort out local educational systems, folk customs, and industrial features. Local consultants shall participate in revising curriculum cases throughout the whole process to avoid cultural misunderstandings from the source. Integrate Chinese vocational-education concepts into bilingual teaching and craftsmanship-story dissemination, adopt practical-training cases instead of abstract theories to intuitively demonstrate domestic skill-training strengths. Regularly hold bilingual skill competitions and online exchange salons, invite local craftsmen to share experiences, and narrow the distance between brands and local residents with an attitude of equal mutual learning.

5.5. Building echelons of compound bilingual talents and consolidating the human-resource foundation for language services

Optimize training schemes for foreign-language majors in universities, add courses on cross-cultural communication, intelligent-translation-tool operation and interpretation of international vocational-education standards, and increase class hours for practical training. Assign teachers and students to intern at overseas Luban Workshops, participating in curriculum translation-production, bilingual teaching and local communication, with enterprises providing guarantees for overseas life and work. Industry associations shall regularly organize further training for bilingual teachers, share practical experience in minor-language

translation-production and cross-cultural communication, build a national information database for compound-language talents, and realize precise university-enterprise talent matching^[15].

6. Conclusion

Artificial intelligence opens new paths for the brand internationalization of vocational education going global. High-quality multilingual language services constitute important support for Chinese vocational-education brands to go global. Relying on improved multilingual language services to break down Sino-foreign vocational-education communication barriers, we shall continuously enhance the international-communication influence of Chinese vocational-education carriers such as Luban Workshops, promote the global implementation of high-quality domestic vocational-education standards, technologies, and culture, and contribute to building a powerful country in education through the international practice of vocational education.

Disclosure statement

The authors declare no conflict of interest.

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