



# Exploration on the Construction of College English Translation Teaching Model in the Era of “Internet+” Using the Algorithm Model

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**Abstract.** Under the background of “Internet+” era, the reform of English translation teaching in colleges and universities in China also needs to be effectively combined with Internet technology, aiming to greatly optimize the teaching model of English translation in colleges and universities, create a good learning atmosphere for the training of college English translation talents, as well as improve the effect of translation teaching. This paper firstly collects and processes the required data using the statistical algorithm model, and then explores the new demands of English translation teaching in colleges and universities in the “Internet+” era, the causes and specific paths of translation teaching model construction.

**Keywords:** “Internet+” · College English · Translation teaching · Path exploration · Algorithm model

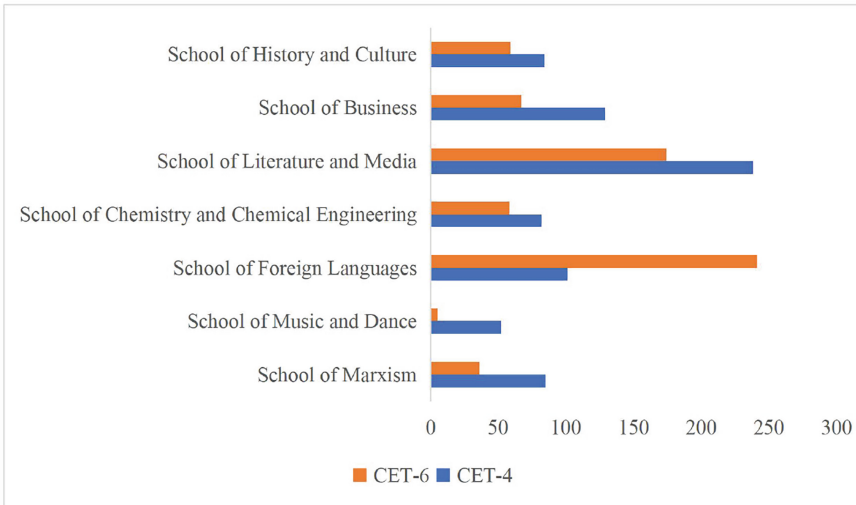
## 1 Introduction

College English translation teaching is the most important thing in the whole college English teaching [1, 2]. It is the first method to cultivate the comprehensive ability of English translation of contemporary college students and to help them establish the comprehensive quality of English. In recent years, with the promotion of teaching reform, more and more college teachers begin to pay attention to improving students’ English translation ability [3–6]. The improvement of translation ability helps students to better carry out cultural exchanges between China and the West, and at the same time can improve their comprehensive application ability of English knowledge [7, 8]. In terms of the overall economic environment, the connection between China and the West is getting closer and closer [9]. As one of the important driving forces for the development of China, college students can better adapt to the development environment of economic globalization by improving their English application ability [4, 10–12]. So how to create a positive and healthy new mode of college English translation teaching is an important problem for contemporary college English teaching researchers to think about and solve.

As far as the construction of the new model of college English translation teaching is concerned, it is in an awkward position, although the education department and school leaders are vigorously promoting it [13–15]. However, it is always difficult to improve the implementation of the school, and the students' low attention is also an important problem we are faced with [16, 17]. Under the traditional teaching mode, English is largely focused on the guidance of teachers and courses, which makes the teaching of English rigid, theoretical, and educational resources are relatively closed and fixed [18, 19].

According to the professional attributes of learners, Professor Luo of Tsinghua University divides translation teaching into university translation teaching and professional translation teaching [20]. College translation teaching is aimed at non-foreign language students majoring in humanities and social sciences or sciences and engineering. At present, the focus of translation in English teaching is on translation teaching for English majors, while the College English Translation Teaching Office is still in the marginal area of translation teaching and research [21]. As for translation teaching methods, Xiao Hong [22] put forward the “translation workshop” teaching method, which sets up translation workshops similar to commercial translation centers, where two or more translators focus on translation activities, so that translators can communicate with each other and cooperate to solve problems in the translation process. Liu Yueming [24] proposed the construction of an open teaching model of translation teaching classroom based on the network forum platform, which promoted the reform of translation teaching. Pei Qiong [25] discussed the application of micro-class in college English translation teaching. It extends the teaching process beyond the classroom and integrates various teaching resources, which is a supplement to the traditional teacher-centered teaching model. Liu Yu [26] proposed the construction of college English translation teaching model in the era of “Internet+”, effectively using the Internet to transfer fragmented translation knowledge to students, so that students can effectively learn and carry out interactive activities under the reasonable teaching management of teachers and realize the improvement of translation ability.

In the Internet era, any field will be more or less affected, and the university education is often influenced by the Internet. Figure 1 shows the main distribution of the number of CET-4 and CET-6 of a certain university in September 2020. The colleges with the largest number of applicants for CET-4 and CET-6 are School of Literature and Media and School of Foreign Languages, respectively. In the past college English teaching mode, students' cognition degree is very limited, which leads to the lack of practicability of college English translation teaching, which is not conducive to the all-round development of students [27–29]. The construction of college English translation teaching model has become an urgent problem to be solved [30–32]. This requires us to quickly apply the Internet to modern teaching mode under the background of the Internet era [30–32]. Under the integration of “Internet+” teaching mode, how will English change and what influence it will have are the problems we need to pay attention to. In this case of rapid economic development, thinking about the impact of “Internet+” is of epoch-making significance for college English translation and teaching reform mode in China.



**Fig. 1.** The main distribution of the number of CET-4 and CET-6 of a certain university in September 2020 (n)

## 2 Data Collection Algorithm Model

Due to the need for a wide range of data, so this paper with the aid of quantum genetic algorithm to collect data. The algorithm model mainly includes five modules: main transfer function, URL management, HTML download, HTML parser and HTML output.

Here are the main transfer functions:

```

from baike_spider import url_manager, html_downloader,
html_parser, html_outputter
class SpiderMain (object) :
    def __init__ (self) :
        self.urls = url_manager.UrlManager()
        self.Downloader = html_downloader.HtmlDownloader()
        self.parser = html_parser.HtmlParser()
        self.Outputer = html_outputter.HtmlOutputter()
    def crawl (self, root_url) :
        count = 1

```

```
try:
    print' craw %d : %s'%(count, new_url)

    if count == 20:
        break
    count = count + 1
except:
    print ' carw failed'
if __name__ == "__main__" :
    root_url = ""
    obj_spider = SpiderMain()
    obj_spider.craw(root_url)
```

### 3 Current Situation and Potential Drawbacks of English Translation Teaching in Colleges and Universities Under the Current Network Environment

First, at present, most English teachers in Chinese colleges often put emphasis on the more theoretical aspects of students' English knowledge application and achievement improvement during classroom teaching. However, they seldom focus on the cultivation of students' English translation and communication ability. Eventually, the phenomenon of "high score and low ability" in English teaching emerges one after another. In addition, there are some students in school whose English learning performances are outstanding. However, in the process of actual English communication, their language ability is not skilled enough. This phenomenon is mostly caused by students' neglect of English knowledge and skills training and lack of awareness of the importance of language ability training.

Second, some colleges and universities have largely ignored the innovation of classroom teaching model and concept when carrying out English teaching activities. The awareness of the importance of education reform is not in place, and the traditional unilateral and indoctrination teaching is still adopted in the teaching mode. In the course of classroom teaching, the teacher's teaching of knowledge only stays in the most superficial basic theory, and the students know only a little. The depth of knowledge mining is far from enough, and students cannot find interest in college English classroom teaching, which to some extent discourages students' enthusiasm for learning. The final result is that the development level of English classroom teaching in China maintains a slow state for a long time.

Thirdly, in English translation project, most of the translation methods used by the majority of students are direct application of Chinese thinking, and they do not master the global English translation skills. At the same time, they do not introduce the correct voice and tense into the content to be translated. As a result, the translated sentences are rusty, dull and lack coherence, and grammatical errors occur frequently. Moreover, most Chinese college students have not formed a good English vocabulary accumulation habit at this stage. The amount of English vocabulary reserve is the key factor that directly

determines the level of English translation. Therefore, English translation ability of the students from Chinese colleges and universities is very poor.

#### **4 New Demands for English Translation Teaching in Colleges and Universities in the “Internet+” Era**

In view of the current situation, to promote the development of college English translation education to a new level, it is necessary to use the power of network media and its technology to create a new platform for the development of teaching. However, how to use the Internet correctly to make college English translation teaching model develop in the right direction is a difficult problem to be solved in the development of college English education. In the Internet environment, the development of college English translation teaching model will be a process of upgrading. It needs to conform to the trend of time and combine with the Internet, so as to conform to the coordinated development of educational subject knowledge and practical knowledge in universities and strengthen the autonomy of learning knowledge of college aesthetic education. The remarkable characteristics of the Internet are “knowledge fragmentation” and “information overload”, and teachers can make full use of the characteristics of the Internet to change the teaching model of English translation. In view of the “Internet+” background of college English translation education, we can make corresponding changes: first of all, we should innovate the traditional teaching model. Using modern teaching equipment, multimedia course teaching can combine visual effects with auditory effects, and students can be involved in all aspects of knowledge comprehension. In this interactive learning mode, English translation education can fully reflect the idea of the Internet. Teachers should fully establish the concept of people-oriented, use accurate and efficient methods, lead students to fully integrate, and establish a teaching model guided by various comprehensive means. It is the communication between teacher and student that makes the real use of Internet education. Give play to the guiding role of teachers, as well as achieve the diversity of teaching objectives and high returns. In the teaching process, students should be actively guided to accept knowledge, trigger their thirst for knowledge, maintain their enthusiasm for learning, and let students acquire knowledge independently. In the classroom teaching, all the behaviors made by teachers are for students to express their inner feelings as far as possible, and strengthen the communication between students’ thinking modes and cognitive methods. In the continuous communication, students will unconsciously integrate into the educational concept of Internet education. For example, teachers can let students use the Internet to study textbooks in advance, and show their learning results in groups. In class, students can show their learning results through PPT. Each article students learn is a process of fragmenting knowledge, and multiple lectures and learning is a process of saving and collecting knowledge piecemeal. This mode can effectively improve the translation ability of college students and shift the training direction from the classroom level to the social language application level. In the era of “Internet+”, the teaching model of college English translation has changed in many aspects, which can completely overturn our previous teaching concepts and realize the optimization of the college education system. Specific points can be respectively as follows:

#### **4.1 Make Full Use of Internet Technology**

In the era of “Internet+”, mobile networks and smart phones can be seen everywhere. College English teachers can make full use of their convenience to optimize the traditional teaching model in translation teaching class. In other words, under the appropriate teaching situation, mobile terminal devices can be effectively used to guide students to collect learning resources, so as to effectively stimulate students to participate in text learning and interaction practice, and effectively promote the purpose of translation teaching. In the era of “Internet+”, college English teaching activities require the effective integration of “Internet+” technology and college English translation teaching. The use of mobile terminal devices and abundant resources on the network help students successfully complete the translation task. Therefore, teachers should make full use of Internet technology to improve college English translation teaching [1, 2] during classroom practice.

#### **4.2 Focus on Effective Learning**

In the era of “Internet+”, teachers are also required to provide a broader platform for students in English translation classes, promote the smooth implementation of English translation teaching activities, and consider some issues reasonably based on the actual situation. In practical teaching, teachers should adhere to the purpose of “effective learning”, effectively combine the relevant knowledge of translation theory with practical activities and provide a broader space for students to improve their translation ability. In addition, when constructing college English translation teaching model, teachers should fully consider the rationality of its design strictly based on the reality, effectively combine theory with practice teaching activities, and construct a more harmonious teaching method, so that students can develop and improve their English level in the new translation teaching model, and truly meet the new demand for effective learning as the center.

#### **4.3 Diversified Requirements for Interaction Activities**

In the context of the “Internet+” era, there is no doubt that the Internet can bring benefits to people, especially more learning resources, and they are not restricted by space and time. Therefore, in the era of “Internet+”, the construction and innovation of college English translation teaching model has become an important demand for the diversification of students’ interactive activities. Only in this way can we provide a good guarantee for improving the quality of English translation teaching in colleges and universities and further improve the effect of translation teaching.

### **5 Analysis of the Causes of Constructing College English Translation Teaching Model in the “Internet+” Era**

The goal of college English teaching is to enable students to communicate during their future study, work, and social interaction. English is a practical language that students can immediately apply to real life in the process of learning. However, due to the outdated

concept of teaching model affecting modern education, reform has become a must. In the process of teaching, English translation is the focus of English assessment, so reform has great necessity.

### **5.1 Current Situation of Translation Ability of College Students**

It can be seen from students' daily writing and examinations that many students have problems in translation, such as the discourses written without coherence, sentences with grammatical error, improper collocation of words, logic confusion and so on. These problems are not individual, and most students also have. It is found that the main reason for this problem is the lack of basic theoretical knowledge and frequently used skills in translation. This reflects that in teachers' usual teaching activities, the cultivation of students' five basic English skills has not been integrated with each other, and there is a lack of systematic theoretical guidance. In addition, in fixed classes, they neglect the cultivation of translation ability and fail to integrate the improvement of translation ability with the cultivation of other teaching.

### **5.2 Purpose of English Education in the Information Age**

According to the requirements of the country for education and the needs of the society for talents, the purpose of education is to educate people. Today's society is an open society, people need to go to the outside world in the process of continuous progress and development. English is the second language with the largest number of speakers after Chinese and is one of the compulsory subjects. The advent of the information age has laid a good foundation for better learning English and going to the society and the world, providing a convenient and open environment and basic facilities. For English teaching, the innovative teaching model not only sets a precedent for the education model of other courses, but also provides a good foundation for better English learning. On the basis of rational use of the Internet, teaching tasks can be completed, teaching quality and level can be improved, and then it can be extended to other subjects, so that the Internet can serve education more efficiently and conveniently.

### **5.3 Improvement of the Demand for Social Talents**

In the new era, the new generation of information technology represented by big data, cloud computing and the Internet has made rapid progress. The Internet has become the embodiment of national development, the improvement of comprehensive national strength and the technical level. The Internet has become a new kind of economy and a new kind of industry, which seriously impacts and influences the inherent mode of traditional industries. On the one hand, the reform of "Internet+" English translation teaching mode is caused by the needs of economic transformation and the requirements of social progress. On the other hand, the reform is imperative. If you do not reform, you will lag behind, and if you lag behind, you will be beaten. Therefore, in the context of the transformation of modern social and economic structure, due to the need for English talents and the national policy of opening up, the use of "Internet+" in the education

model can better serve education, enable students to make reasonable and effective use of resources in the process of learning English translation, improve the teaching model, become a sharp tool of education, and make contributions to the social needs and national development.

#### **5.4 Neglect of the Cultivation of Communicative Competence for Traditional Teaching Mode**

In the era of “Internet+”, some teachers still pay too much attention to the explanation of theoretical knowledge and ignore the cultivation of students’ language communicative ability during teaching. Some scholars point out that when college English translation teaching is carried out, many schools still focus on English tests to test students’ grasp of theoretical knowledge. Insufficient attention is paid to the improvement of students’ comprehensive English translation ability, which makes it impossible for students to carry out their English translation work smoothly in the future. In addition, there is also a lack of corresponding English translation practice platform, students cannot timely and effectively apply the knowledge to practice, which is not conducive to the cultivation of students’ language practice ability. Based on the demands of the “Internet+” era, it is particularly important to carry out new construction and innovation for translation courses.

#### **5.5 The Inevitable Requirements of the Development of the Times**

Under the background of the “Internet Plus” era, education reform is deepening. More and more teachers begin to pay attention to the improvement of students’ English translation ability, hoping to effectively promote cultural exchanges between China and the West. To improve students’ comprehensive English knowledge application ability to the maximum extent [3]. The construction of English translation classroom teaching model in colleges and universities can better promote the communication between China and the West, carry out the teaching ideas and guiding ideology of the new curriculum reform, improve the English translation ability and practical English application ability of contemporary college students, and help students better adapt to the development of economic globalization.

## **6 Practice of English Translation Teaching in Colleges and Universities in the “Internet+” Era**

### **6.1 Construction of Three-Dimensional Teaching Model**

Building a three-dimensional teaching model, that is, comprehensively applying the relatively complete teaching system of “classroom + training room + smart phone + Internet”, makes English teaching gradually expand from the previous classroom teaching to colorful extracurricular Internet space. This can effectively break through the restrictions of traditional English classroom teaching, hence, students can interact with teachers and classmates at any time, effectively improve the implementation of classroom interactive



teaching effect and enhancing the participation of college students in translation teaching. When constructing three-dimensional teaching model, teachers should accurately realize the important role positioning of their own guide, designer and mentor, give full play to their own advantages in class, and actively use Internet technology as a carrier to spread knowledge for students. It can stimulate students' interest in learning English translation and further improve the teaching effect of English translation in colleges and universities. Compared with traditional teaching mode, three-dimensional teaching mode can better highlight the advantages of information technology teaching mode, namely, interaction, autonomy, openness and collaboration. Taking it as a new way to construct English translation teaching model in colleges and universities can effectively improve students' autonomous learning ability and meet their demands for personalized language translation learning. In addition, this teaching mode can make full use of students' spare time, providing students with opportunities to learn and practice their oral English anytime and anywhere, so as to effectively improve their translation level.

## **6.2 Construction of a Situational Teaching Model**

The most prominent feature of the "Internet+" era is the diversification of information and disordered knowledge. In this context, teachers can effectively combine network resources with teaching content, build a situational classroom teaching model for students, stimulate students' interest in translation courses, and further optimize college English translation teaching. To be specific, after explaining relevant theoretical knowledge points of English translated texts to students, teachers can create corresponding teaching situations for students based on specific translation content, so as to effectively deepen students' understanding and application of knowledge. For example, for many translation knowledge points such as etiquette culture, education, tourism, politics and economy, teachers can effectively infiltrate their translation skills and key points into specific translation situations and guide students to think and learn in a step-by-step manner, so as to effectively improve the implementation effect of translation teaching [4]. In addition, teachers can post relevant knowledge background in WeChat group and QQ group before class, along with corresponding preview tasks, so that students can have a better understanding of the translation knowledge to be learned before class, so as to effectively improve their translation ability.

## **6.3 Construction of Independent Learning Mode**

The English curriculum standards clearly point out that teachers should strengthen the cultivation of students' autonomous learning ability during the teaching period and pay attention to the value of effective learning strategies. In this process, teachers can make use of face-to-face communication and online interaction on the Internet terminal to allow students to collect, organize, transform and communicate under the task situation, so as to effectively realize innovative teaching, independent construction and development, and maximize the optimization of college English translation teaching. Besides, teachers also need to instruct students to pay attention during teaching. Translation innovation does not require students to be unconventional. Instead, it requires students to change the previous "fixed answer" translation status in the process of translation learning and

make full use of “Internet+” technology during classroom practice to build a learning process that promotes students’ independent thinking and exploration. Allow students to develop their thinking in effective criticism and creation. For example, during the English translation classroom practice, teachers can organize teaching in the way of group cooperation and use new media technology to display teaching content, so as to effectively provide a good environment for students’ personalized development and further optimize the construction effect of college English translation teaching model in the “Internet+” era. Autonomous learning ability is the new requirement of the new curriculum reform and the new era. Therefore, teachers must accurately realize the value of independent learning in translation teaching practice, so as to maximize the teaching effect and effectively promote the construction and application of curriculum teaching model.

#### **6.4 Development of Micro-Course Teaching Resources**

In order to ensure the effect of English translation teaching, teachers need to strengthen the guidance and education of students in curriculum practice, and take the initiative to build a more perfect and scientific translation practice platform for students. Micro-classroom can meet personalized learning. At present, the student group is a relatively prominent personalized group, on the one hand, because they are young and have outstanding personality characteristics. In the background of modern education, a variety of classroom models have emerged. For example, micro-classroom is a form of personalized students. Online course refers to the large-scale online open classroom, the advantage of which is that students can complete the teaching regardless of any occasion, time and place. With strong openness, it saves a lot of time and breaks the limitation of time, number and energy of traditional classroom, as well as the limitation of space. Under such conditions, educators can make use of foreign resources to give students professional guidance and teaching, so as to make English translation more realistic. Flipped classroom model is a new way of education model reform. We should inherit the advantages of traditional teaching, make better use of the classroom, let the students play their ability, keep learning, and constantly exercise their ability. In the flipped classroom model, students can learn English translation spontaneously. If they strengthen expression and dictation, they can not only practice this ability, but also improve their translation ability and improve the efficiency of English learning. The emergence of micro-classroom makes English translation under the background of “Internet+” highly efficient and successful, which is a remarkable achievement of the reform. Micro-classroom teaching resources are used to build a practical platform for college English translation for students, effectively break through the current situation of college English translation teaching in traditional mode, further promote the development and improvement of students, and maximize the development of college English translation teaching in the “Internet+” era.

#### **6.5 Update of Materials that Keep up with the Development of the Times**

Under the background of “Internet+” teaching model reform, teaching materials can be updated through the Internet, mobile phones and other convenient communication tools,

so that students can keep up with the pace of society and teaching in the process of learning. English is a very practical language. We also need a large number of professionals in translation, so as to lay a solid foundation for our society to better develop the economy and improve the national happiness. Therefore, in the reform of “Internet+” education mode, make good use of the Internet to make the road of education reform become a shortcut.

## 6.6 Enlargement of English Translation for Social Popularization

In this context, both students and teachers are fully aware of the importance of scientific and technological progress in translation. Students can inquire various answers on the Internet according to the task requirements assigned by teachers, ask teachers’ opinions and opinions through communication tools, and release task requirements and share various materials to students in the group under the integration of social software. Communication tools with voice, video and other functions, students can use this way in the process of learning, exercise their oral expression ability, practice. In the dialogue with teachers, even if the teacher can timely point out the mistakes in translation, let the students timely correct, so as to improve the English translation ability. This way can give students to enhance the enthusiasm of the students, have a good learning effect.

## 7 Conclusion

The effective integration of Internet and college English translation teaching model is an inevitable trend of the times. The construction of college English translation teaching model based on the “Internet+” era can effectively make up for the shortcomings of traditional teaching model and promote the sharing and use of resources. At the same time, it builds a good situation for students to relax, cooperate and promote translation learning, stimulates students’ enthusiasm for translation learning, improves students’ English translation ability and lays a foundation for their future employment and practical application.

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