

Exploring the Construction of English Translation Courses in Universities under the Threshold of Educational Philosophy

Gongwen Ma*

School of Foreign Studies, Tongling University, Tongling, 244061, China
martini1979@163.com

Yan Xie

School of Foreign Studies, Tongling University, Tongling, 244061, China

Abstract: It is becoming increasingly clear in university homerooms that the traditional teaching techniques used in English education today have serious flaws, which completely prevent the creative advancement of university English education and do nothing to advance the improvement of university students' overall English proficiency. The study aimed to determine how well students understood a variety of translation approaches by contrasting their choices with those made by professionals in a real-world setting. Undergraduate students and professional interpreters were thus accommodated by two arrangements of polls. The examination was guided by the subjective technique. The primary survey gave students the opportunity to express their feelings, concerns, and ideas regarding the translation course and procedure. This analysis revealed the understudies' methods, passions, and reasons for enrolling in the course. Also, it helped the understudy understand the value and benefits of the training. Nonetheless, the second survey revealed some insight into the choices made by experienced interpreters when performing a translation, particularly regarding text management methodology. These results provide an opportunity for educators to identify the needs of students in learning and practising the translation as closely as the expert does in order to find the most effective approach of teaching translation.

Keywords: English Translation Courses, University, Educational Philosophy, Translation Process.

1. INTRODUCTION

Philosophy is the pursuit of an all-encompassing understanding of morals and reality using mostly theoretical methods as opposed to empirical ones. It suggests a defining and fundamental human urge to understand oneself and the environment in which one exists. Western philosophy largely adhered to the etymological significance of philosophy, which describes it as essentially a scholarly quest for truth. A total assortment of thoughts regarding human instinct and the idea of the truth we live in can be tracked down in way of thinking. It is an instrument for living in light of the fact that the issues it addresses are key and unavoidable,

and they influence how we carry on with our day to day routines and how we treat others. can be finished up to impact and control all parts of the presence of One of the most settled parts of science is reasoning (Thomas et al., 2014). It's smart to have a contingency plan on the off chance that the reinforcement fizzles. In fact, it fills in as the establishment for all information. Besides, preparing has drawn motivation from different philosophical points of support. Training and theory both have a cozy relationship to human life. Thus, reasoning affects how significant life development educating is. A few fields of reasoning, including political, social, and monetary way of thinking, essentially affect various features of instructing, including instructive philosophies, systems, approaches, arranging, and execution, from both the speculative and functional perspectives (Liu, 2019).

The translation movement consists of academic, procedural, and material components. It also calls on a variety of abilities, including phonetic, social, subject, and movement skills. Due to the translation exercises, a variety of reading materials, logical exploration journals, manuals, reports, news, and others are available in another dialect. The ability to share and distribute information among other societies and foundations, or information move, has improved people's quality of life. The web's rapid expansion as a form of correspondence technology necessitates the use of clients knowledgeable in various forms of programming or application (Wang, 2019).

Unfamiliar political, monetary, and social transactions with China are becoming more persistent. For further information, see the website. One important factor in judging their wide English capability is the English specialists' ability to translate quickly. Many studies and developments in English translation have since been completed by universities and colleges. If relying on man-made consciousness technology to create an effective English translation environment in the field of education, it cannot execute continuous following of the educational experience, but it can also extend the top-to-bottom examination of the source of learning, to help teachers and students fully understand the significance of learning. With the advent of man-made awareness fever in 2016, the benefits of computerised reasoning innovation have grown clearer, and it has slowly involved a significant issue in the education business. With the introduction of online intelligent re-enactment situations and various translation programming advancements, new change headings for English translation action have been particularly triggered (Xin, 2016).

1.1 Concept of Philosophy of Education

During a long period of time, every human civilization has had a personal stake in education. A few bright minds have ensured that teaching is the second most well-established profession. Even though not all social orders dedicate enough resources to supporting educational initiatives and organisations, they all at least acknowledge their importance—and for good reasons. Children are undoubtedly born uneducated and illiterate, oblivious to the conventions and progress of the societies and communities into which they are thrown. Notwithstanding, with the assistance of qualified educators and serious understudies from families and adjoining networks (likewise directed by instructive assets accessible through the media and all the more as of late the Web), they will actually want to peruse and compose inside a couple of years. what's more, can be counted. Education also functions as a tool of social organization and undoubtedly has a great impact on an individual's financial destiny. Because some people learn these abilities more quickly than others. Philosophically speaking, the best education empowers individuals with the abilities and pertinent knowledge to choose and achieve their own goals, ensuring their communities' survival as undeniable, independent residents. You are given the capacity. We provide people with the knowledge and abilities necessary to establish and attain their own goals, take an active role in community life, and live independently and responsibly (Flowerdew, 2015)

1.2 Functions of Philosophy of Education

Reasoning of training carries out different roles. They are examined underneath:

1) Determining the aims of education: Philosophy of education offers a unique insight into all aspects of education, especially educational issues. Philosophy of education encourages different perspectives, but the current situation is really beneficial for those who want to think socially. Differences in philosophical approaches to education show the diversity and diversity of human existence. It reflects. The philosophy of education guides the educational process by proposing rational ideas from all aspects of life and choosing appropriate means (O'neill, 2010).

2) Harmonizing old and new traditions in the field of education: Old customs are become unnecessary for individuals as society advances. The new methods have replaced them. Yet, not always is this process of substitution easy. Several members of the general public who belong to certain traditional groups are opposed to it. In addition, each "old" thing isn't out of date, and every "new" thing has flaws. In order to maintain the

goodwill between the two, there is a need for co-planning. The philosophy of instruction can carry out this function.

3) Giving educational administrators, planners, and teachers a forward-looking perspective to accomplish educational growth: Spencer has accurately emphasised that main a true thinker can give a reasonable shape to schooling. The appropriate vision is provided to educational managers, organisers, and teachers by the philosophy of training, which directs them to successfully complete the educational objectives.

4) Preparing the young generation to face the challenges of the modern time: The contemporary historical period has been referred to by social reporters by a variety of labels, including the data age, post innovation, later advancement, high advancement, and even the period of fragility. The fact that the "current age is a time of globalisation" as a characteristic emerged on the financial landscape in the 1990s might be added as an addition to this list. The expression impacts the social, political and monetary design of the nation, including training. The way of thinking of schooling is a directing, directing and freeing force that enables society in general and engages youngsters to confront the difficulties of the present world (Wang, 2021).

2. REVIEW OF LITERATURE

Proactive autonomous learning, according to Shi et al., involves students being able to manage their own learning, pick their own learning objectives, select the appropriate learning strategies, and assess their own learning process and results (Shi et al., 2020). The five components of an educational programme plan were described by Karthikeyan et al. as follows: teacher understudy discourse, the fundamentals of understudies' language learning, study hall learning projects and materials, learning record book, and independent learning community (Umapathy et al., 2020). Pamplona et al. investigated the impact of blended learning in a university-level Japanese translation course on the basis of instructional testing and educational informatization (Pamplona et al., 2018). According to Newmark, the hypothesis serves as the foundation for translation education because it helps students identify and characterise a translation issue, show all the factors that must be taken into account when resolving the issue, list all the potential translation techniques, and suggest the most logical translation system along with the appropriate translation. The inability of culture-bound text to be translated is one of the translation

problems (Newmark, 1988). According to Ho, students are dissatisfied because of out-of-date information and boring teaching methods. Students can learn that the text's content, not its structure, is what must be shifted during translation by following the translation activity in the homeroom (Ho, 2016). According to Gorozhanov, Kosichenko, and Guseynova, it is preferable to practise translation materials in unknown dialects into the native tongue. The understudy should practise in the opposite direction once they have gained sufficient experience. It will result in the two techniques of bringing about the fully prepared understudy and doing the ongoing translation (Gorozhanov et al., 2018). Siregar is aware of the importance of teaching translation to non-translation classes. By planning a longer-duration curriculum for understudies, this idea is put into practise in a year of research. Also disclosed are the program's assumptions, learning style, terms, and materials (Siregar, 2017). Q. Zhou, brought up that the emergence of numerous showing modes, such as intuitive teaching, has had a substantial impact on the teaching of unfamiliar dialects. Language capacity now takes precedence over language structure. In addition to increasing their capacity for insight saving, they can also use intuitive reserving to apply their insight to actual communication. Many educational experts and English teachers firmly feel that Web technology may improve the scheduling approach and create a more effective and beneficial platform for instructor understudy contact with regard to the intuitive teaching method based on the Web (Zhou et al., 2020).

3. CURRICULUM ORIENTATION AND PLANNING

3.1 Curriculum Construction Planning

To encourage visible change in business English majors, the Online Translation Courses Group commissioned the creation of an open online course. Below is the exact execution schedule and change control process.

3.1.1 Guided by Modern Educational Thought

To address the difficulties of understudies' independent learning and customised learning, the course group is led by cutting-edge educational thought and reflects current educational idea..

3.1.2 Build a High-Level Teaching Team

A high-level instructor echelon with sound planning, steady work, areas of strength for force, logical examination ability, and effective teaching

impact is gradually established by the course group, which is made up of three instructors. The course group contributes to the development of a variety of teaching materials and courseware.

3.1.3 Pay Close Attention to the Creation and Revision of the Teaching Materials and Curricular System.

Exhibition materials are state-of-the-art, advantageously keeping up with the most recent consistent and mechanical accomplishments in the field, exceptionally retaining progressed show insight and exhibit change execution, for ability arrangement, social advancement should reflect and satisfy the new necessities of and accomplish practice conclusion. blend of speculations.

3.1.4 Carry Out the Reform of Mixed Teaching Mode

The online translation course group uses Whiz Fanya supplementary levels and other web-based training levels to reinforce conceptual ideas for learners and help learners' ability to learn independently, decisive reasoning, and progress Ability to develop practical applications. Ability to form advanced conception assessment frameworks, developmental assessments and summative assessments coordinated and segregated on the Internet.

3.1.5 Strengthen the Construction of Online Course Resources

The group of online translation courses intends, after two years of work, to satisfy the demands of online demonstrations of open courses and equally value the sharing of top-notch demonstration resources.has encouraged the production of screening recordings based on screening materials freely available on the web. B. View plans, address notes, course materials, assignments.

3.1.6 Deepen the Reform of the Testing and Evaluation Procedures

A strong and sound evaluation system, logical and sensible assessment items and tactics, and research into internet-based assessment have all been developed by the translation online course group.

3.2 Goal Orientation of the Course

For business English majors, translation is a required course that is crucial. The sixth semester is when this course is displayed. Students in their third year of college who are majoring in business English and have honed their speaking, listening, reading, and writing abilities are the

demonstrative subjects. With well-explained guides, students will understand the basics of translation and social differences between English and Chinese, master a variety of practical translation techniques and idioms for different types of construction, and develop a rich vocabulary. , exhaustion can be further developed through sentences. Message translation practices (Liang, 2017).

4. CONSTRUCTION OF TEACHING STAFF

In order to work fairly and properly and achieve the teaching style of the school, the Translation Online Courses Group ran a series of educators creating plans, strategies and measures to improve trainers. A unique Young Educator Preparation Plan has been developed and put into action in order to improve educators' readiness for the workplace in terms of professional skills and business experience.

4.1 Teachers are Encouraged to Take Various Vocational Qualification Examinations

The Service of Training is encouraging educators who teach translation online courses to either take professional capability preparation assessments and obtain corresponding professional capability declarations, or to participate in educators' professional abilities preparation and obtain capability testaments.

4.2 Strengthen Contact and Cooperation with Relevant Enterprises and Industries

Online translation course group instructors are deeply involved in innovative learning to further develop their functional working competence and professional level (industry leading edge), consistently addressing the general nature of the instructor, It is organized to meet the demands of school conditions and readiness. the goal. This is done through internet learning, professional preparation, trading and conversations, insight visits, and other structures (Smith, 2000).

5. CURRICULUM RESOURCES

5.1 Teaching Materials

5.1.1 Standardized and Complete Syllabus

The online translation course has a regular and thorough timetable

supported by preparation goals and a framework for the educational plan, which can solve the difficulties of understudies' independent learning and tailored learning. To stay up with the latest, it is regularly refreshed and worked on as per the genuine circumstance of understudies in various grades and levels.

5.1.2 Selection of Teaching Materials

The choice of educational materials reflects the objective of achieving expert competence, tackles issues with modern society, and aims for practical gifts.

5.1.3 Standardized Teaching Plans and Lecture Notes

Showing schedules and talk notes have become standard in this course. Majors in business English have done well in their academic careers. The showing content will be updated in response to the wilderness of discipline progress, showing practise, and understudies' circumstances to feature the preparation requirements of applicable gifts..

5.1.4 Construction of the Examination Question Database

A translation online course's assessment question knowledge base is currently being developed. The assessment question data set is composed of large numbers of questions that are divided into sections that correspond to the important and challenging aspects of teaching. It focuses on the evaluation of students' ability to practise translation, which reflects the requirements for the growth of practical skills. The data set for the assessment questions will be improved and worked on going forward (Wang et al., 2018)

5.2 Teaching Informatization

5.2.1 Online Course Platform

The interpretation course has fostered a one of a kind electronic class on the Virtuoso Fanya stage with an abundance of show instruments, for example, show plans, address notes and PowerPoint course materials. To persistently further develop the use rate and instructive impact, we will refresh it as important to mirror what is going on of understudies at the College of Business English.

5.2.2 Teaching Resources

The high show score of this course is areas of strength for very, the

electronic appearance plan, address notes, PPT course materials, appraisal question data set, and reference materials are decently finished, and the consummation of the instructive program and successful show of the objectives you can check Perform undertakings while focusing on instructor and understudy concerns.

6. MEASURES OF TEACHING REFORM

6.1 The Integrated Teaching Model

6.1.1 Vitality of Translation Course

The usefulness of translation training is seen in application. In order to ensure logical and methodical course instruction in translation, they place a strong emphasis on the viability of translation when presenting content. It also upholds the intimate connection between theory and practise and employs a number of frequently used models to successfully direct students towards understanding certain applications of translation assumptions.

6.1.2 Classroom Teaching

When it comes to homeroom instruction, which concentrates on improving pupils' capacity for analysis and problem-solving, less is better. It is adaptable and different from instructional strategies. Combine in-class work, homework from after school, and practical demonstration in the next homeroom. Execution evaluation needs to be reasonable and responsible. At the following review corridor, give close consideration to the student's learning disposition, homeroom execution, after-school exertion, and practical results...

6.2 Improving the Training Quality of Applied Talents through School Enterprise Cooperation

A collection of translation courses will profit from the organic union of student learning in the classroom and in practise, from school collaboration, and from the advantages of assisting businesses to bar students from engaging in translation practise during the winter or summer breaks. I understand. The teachers build students' abilities through market direction, market input, and an emphasis on their functional skills, so that they can more easily develop the abilities that the general public needs (Huang, 2021). In order to meet the Skills Preparation Goals for Business English majors and the Alignment Criteria for Dow's Educational Programs and Certifications, the Educational Program Group successfully

integrates classroom learning with extracurricular studies and successfully completes subsequent classroom practice and effectively encourage students to participate in translation training, translation competitions, and business language English translation tests. Adhering to the philosophy of "expanding learning and learning for application", students are equipped with professional aptitude and quality through meaningful demonstration links, promoting students' entrepreneurial seriousness and entrepreneurial potential. Table 1 shows translation practice items statistics.

Table 1: Translation Practice Items Statistics

Items	Number of Participants	Passing /Winning Rate
Translation Training	154	96.10%
Translation Competition	78	44.13%
Ettbl	44	102%
Catti	17	75.35%
Translation Internships	187	98.78%

7. THE DATA-DRIVEN LEARNING (DIL) ENGLISH TRANSLATION CONSTRUCTION METHOD

7.1 Interactive Methodology

This part thoroughly explains the exact inspection method and discusses the applicability and viability of using the DLL-based intelligent displaying method in English major translation instruction. The study questions, research participants, and examination parts make up this section. Finally, information gathering and analysis are discussed. The trial continued for a long time. The post-test is administered somewhat recently after the primary week of the pre-test. In the additional four months, the analysis was completed. The eight projects were completed in the six focused weeks. A similar chemical is also inserted simultaneously into the CC. Before the test, a survey was conducted to fully understand the subjects' viewpoints on translation storage, conventional translation reserving tactics, and electronic intelligent teaching methods. There are two sections to the poll. The focus of the main section is on the member's "individual data, such as orientation, age, major, concentration on length, etc." To ensure the trial's sustainability and effectiveness, a series of procedures were taken to organise it. Each individual received a pre-test and a survey before the academic test. The information gathered reflects their views on online intelligent showing tactics and the level of translation. The instructor

then displayed EC and CC using a variety of methods. EC students took part in a survey near the conclusion of the semester to find out what they felt about the teaching strategies and whether their translation abilities had improved. These subjects were used to evaluate each participant. At the end of the semester, a meeting was held to examine how the students felt about this new approach of instruction..

7.2 Predictive Test

Both EC and CC students need pass the pre-examination during the first seven days of the semester. The subject matter is selected from sample test questions and brief English courses that translate Mandarin to English. To get their attention and make sure they all take the test, the test should be proctored by a similar teacher who isn't teaching in around an hour and a half. The instructor illuminates the youngsters that their scores would be utilised as a perspective for their last assessment around the completion of the semester. Most importantly, the content, number, layout, and difficulty of the pre-test should be comparable to that of the post-test. After the teacher has gathered all of the papers, a specialist and a second, more seasoned translation instructor analyse them in accordance with a similar legal norm to produce two scores (Y. Lu, 2013). The final grade for each student is calculated using the average of the two outcomes. Analyzing the expected outcomes is essential to check the validity of the research and to make sure that there isn't a significant disparity between the EC and CC members' translation abilities prior to the test (See Tables 2 and 3).

Table 2: Descriptive Statistics for the Pre-Test between EC and CC

Group	Number	Maximum	Minimum	Mean
EC	32	84	46	64.05
CC	33	86	45	63.63

Table 3: The frequency Distribution of Scores in the Pre-Test between EC and CC

Marks	Frequency		Percentage	
	EC	CC	EC	CC
Above 80	4	4	8.8	8.7
70–79	9	7	25.5	18.4
60–69	10	12	28.9	34.4
50–59	10	12	28.9	34.4
Below 50	7	6	18.9	14.11

The scores' recurrence reveals that prior to the inquiry, the general level of translation between the two classes was comparable. The authenticity of the examination can be finished up to be very high in light of the fact that

the subjects in the two classes had essentially indistinguishable interpretation levels before to the preliminary.

8. RESULTS AND DISUCSSION

8.1 DLL Survey on Student Wishes

A pre-poll overview was given to both the trial class and the control class before to the beginning of the semester. The survey contains 12 questions. Each question has five options near the end, specifically A, B, C, D, and E. Solid conflict is conveyed by the letters "A," "B," "C," "D," and "E," while vulnerability and understanding are conveyed by the letters "C" and "D," respectively. The first discusses the fundamental attitudes of undergraduates towards translation. Given that students engaged in four activities using online intuitive displaying strategies—specifically, preparedness, show, chat, and rundown—it is reasonable to assume that they have engaged in these activities. As a result, questions 2 through 12 concern how understudies view the four stages of translation learning. The conversation will have definite results on its own. Figure 1 presents the review's findings.

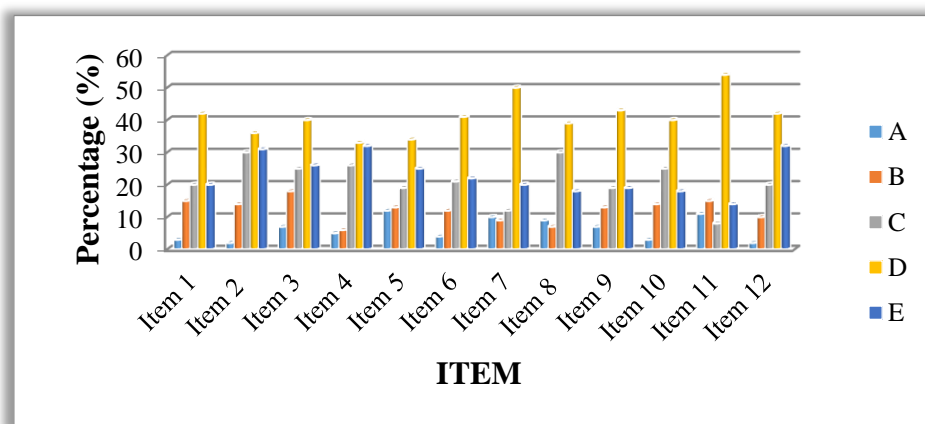


Figure 1: Descriptive Statistics of EC and CC Pre-Survey Questionnaires

8.2 Post-Questionnaire Results

Only EC students will be asked to respond to the post-test survey, which is aimed towards the end of the semester. The purpose of the poll overview is to show whether a semester of learning has basically altered understudies' thoughts about translation. According to Figure 2, when compared to the data from the forecast survey, understudies' mentalities and desire in exhibiting approaches have completely changed.

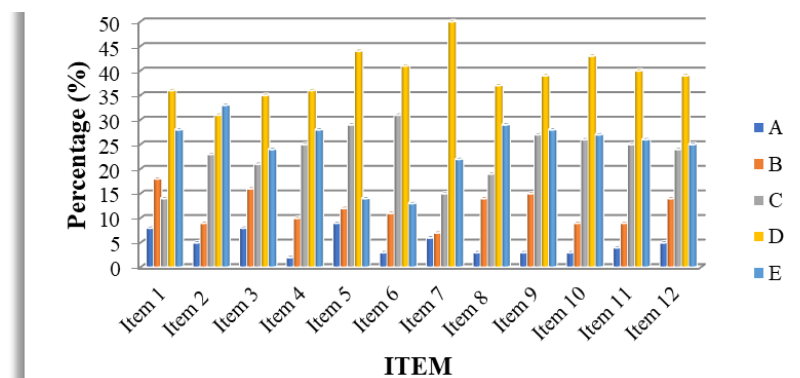


Figure 2: Descriptive Statistics of the Questionnaire (Post-Test) in EC

Experts claim that the results of the questions differ greatly from those of the pre-test survey, as seen in Figure 2. This survey was created to find out what understudies were reading prior to the review. The trial class and the control class were the only focus of the survey the entire time. There are seven questions in this poll about the knowledge and bravery of students. The specific details are as stated in the following. The data in Table 4 tend to show that the majority of students could live without comprehension exercises, comprehension readings, and English articles. Most of them are not interested in reading. The finest teacher is interest. It has a crucial role in reading and learning English. Students' reading proficiency will advance if educators can increase students' reading aptitude.

Table 4: Students' Interest in English Reading after the Experiment

Choices	Dislike	Just SO SO	Like Better	Like a Lot
ATE	27	46	18	17
ATEA	42	39	19	8
ATERC	44	33	21	10
ATRM	34	37	24	13

Table 5's data tends to show that most students lack confidence in completing understanding assignments, getting excellent grades, and expanding their understanding abilities..

Table 5: Students' confidence in English reading after the experiment

Choices	Be Very Confident	Be Confident	Be Not Confident	Be Not Confident At All
HCTFTRT	17	22	47	21
HCTGHS	12	20	45	31
HCIURL	11	18	47	32

It is well known that most students seem unsure about reading English before applying to ITM. If there has been a change in the exploration class since receiving the ITM, the author then looks at the student's interest and

belief data in her second survey...

8.3 Comparison of EC and CC Post-Test Scores

The results of the members are shown in the accompanying Table 6 after EC and CC use various training techniques to educate, and following that, nitty-gritty and distinct talks will be led.

Table 6: The Frequency Distribution of Scores in the Post-Test between EC and CC

Marks	Frequency		Percentage	
	EC	CC	EC	CC
Above 80	9	5	25.5	11.68
70–79	9	8	25.5	21.5
60–69	11	11	32	31.2
50–59	8	12	22	34.4
Below 50	3	5	5.6	11.10

The effectiveness of the DLL-based intelligent showing model was further evaluated by looking at the normal scores of 14 different items. The findings are as follows: Figure 3 aims to imply that the use of intelligent displaying methods based on information-driven learning by EC students in University English training is another deviation from the norm of traditional translation instruction. It is necessary to take into account both the helpful learning hypothesis and the cooperative learning hypothesis. The fundamental ideas are explained from the standpoint of mental standards. It is advised to overlook the primary group of understudies and get beyond the drawbacks of conventional translation exhibiting techniques, such as the constraints of displaying resources and linguistic oddities. According to studies, this kind of instruction can undoubtedly assist students in strengthening their ability to translate and inspire them to take advantage of it. The edifications that follow are therefore more sophisticated.

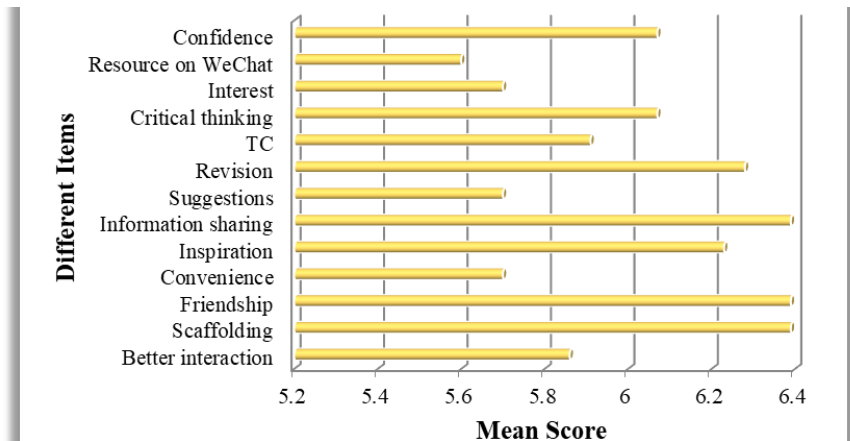


Figure 3: Mean Score of Students' Evaluation of the New Model

The displaying model is deeply analysed in the accompanying angles: friendship improvement (6.39), data sharing (6.39), peer assessment and revision (6.28), motivation (6.23), certainty (6.07), and analysis Sexual reasoning (6.07). The majority of pupils also urgently need a platform (6.39) in addition to instruction from professionals and translators who have experience working with students. The interaction on stage energises understudy individualization and teamwork. A few pupils said that speaking on stage is not difficult, particularly for independent kids. The students who are also serving as assistants make valuable contributions to the translation problem-solving process. Many students thought that their motivation and sense of community were enhanced by the academic level. They will talk about their responses and try to establish arguments for their choices in order to hone their defensible thinking. Most crucially, through data sharing and companion assessment, they enhanced their writing resources, evaluated the data's quality, and finally enhanced their data search skills. In any case, the new model's intelligent impact fails to show a clear advantage over the traditional method (5.86). The WeChat public stage assets' utility (5.60), increased attention (5.70), motivating students to express ideas in small conversation groups (5.70), improving the intuitive stage Comfort (5.70), and enhancing student TC are just a few of the areas where the new model may be improved (5.91).

9. CONCLUSION

The educational plan improvement method with its verifiable, hypothetical, educational, and strategic foundations has been introduced all through this evaluation. The proposal will be closed for certain comments or suggestions that University Educational plan Creating Group will actually want to use them to foster a truly significant educational programme for the Translation and Deciphering Division because the educational plans of a few prestigious colleges have been referred to as models to be analysed. The teaching style of the instructors of the translation online course is highly rated by students who are studying English, and they also give the talks of the directing group and their friends high marks. They also praise the students' exceptional performance in learning assessment and instruction. With an overall rating of 97.46 for learning and teaching, the results of the online learning and teaching assessment show high ratings from students. The overall rate of pending final evaluation results is 24.57%. Students generally report understanding

the main ideas of the course. Building her DLL that provides a configuration suitable for translating into substantial English, and the actual implementation of the Translation Equivalent DLL and the Student Equivalent DLL in a university English translation classroom are the main topics of this review. In the face of information-driven learning, the introduction of intelligent presentation technology into university English classes represents a major shift from the traditional translation-assisted status quo. From the point of view of spiritual criteria, education is based on the collaborative learning hypothesis and the value learning hypothesis. Overcoming traditional translation tactics such as material limitations and linguistic peculiarities, ignoring the initial student group is recommended. Research shows that using this teaching method improves students' translation skills and stimulates interest in the subject matter.

10. ACKNOWLEDGEMENT

1. Academic funding project for top talents in disciplines (majors) of Anhui Provincial Department of Education in 2022 under Grant No.2022zygzts119.

2. Academic funding project for top talents in disciplines (majors) of Anhui Provincial Department of Education in 2021 under Grant No.SK2021A0661.

References

- Flowerdew, L. (2015). Data-driven learning and language learning theories. *Multiple affordances of language corpora for data-driven learning*, 69, 15-36.
- Gorozhanov, A. I., Kosichenko, E. F., & Guseynova, I. A. (2018). Teaching written translation online: theoretical model, software development, interim results. In *SHS Web of Conferences* (Vol. 50, pp. 01062). EDP Sciences.
- Ho, P. V. P. (2016). Model of teaching translation. *Giang Day Bien-Phien Dich Bac Dai Hoc (proceedings)*. Ho Chi Minh, Vietnam.
- Huang, X. (2021). Research on the Path of Informatization Reform of English Translation Teaching in Universities. *Journal of Inner Mongolia University of Finance and Economics*, 19, 73-75.
- Liang, S. (2017). Exploration of exhibition translation teaching under data-driven learning mode. *Journal of Chongqing University of Education*, 4(4), 113–117.
- Liu, C. (2019). Research on medical translation teaching path driven by data and tasks-taking “methods” translation teaching as an example. *Journal of University of Shanghai For Science and Technology Social Science*, 1(1), 12–16.
- Newmark, P. (1988). *Approaches to translation* Hertfordshire: Prentice Hall.
- O’neill, G. (2010). Overview of Curriculum Models. Ucd Teaching and Learning Resources. <http://www.ucd.ie/t4cms/ucdtlp00631.pdf>

- Pamplona, S., Medinilla, N., & Flores, P. (2018). A systematic map for improving teaching and learning in undergraduate operating systems courses. *IEEE Access*, 6, 60974-60992.
- Shi, Y., Yang, H., MacLeod, J., Zhang, J., & Yang, H. H. (2020). College students' cognitive learning outcomes in technology-enabled active learning environments: A meta-analysis of the empirical literature. *Journal of Educational Computing Research*, 58(4), 791-817.
- Siregar, R. (2017). Teaching Specific Purpose Translation: Utilization of Bilingual Contract Document as Parallel Corpus. *English Language Teaching*, 10(7), 175-182.
- Smith, M. (2000). *Curriculum Theory and Practice. The Encyclopaedia of Informal Education*. .
- Thomas, A., Menon, A., Boruff, J., Rodriguez, A. M., & Ahmed, S. (2014). Applications of social constructivist learning theories in knowledge translation for healthcare professionals: a scoping review. *Implementation Science*, 9, 1-20.
- Umapathy, K., Ritzhaupt, A. D., & Xu, Z. (2020). College students' conceptions of learning of and approaches to learning computer science. *Journal of Educational Computing Research*, 58(3), 662-686.
- Wang, H. (2019). Research on the Teaching Reform of Translation Course for English Majors in Applied Universities, Overseas English. 1, 28-29.
- Wang, R. (2021). On the Reform of Translation Teaching for Applied Undergraduate English Majors under the Background of First-class Undergraduate Curriculum Construction. *English on Campus*, 39(21-22).
- Wang, W., Li, L., & Liang, M. (2018). Research and Practice on Joint Training Mode for Talents in Colleges and Universities. In *2018 2nd International Conference on Economic Development and Education Management (ICEDEM 2018)* (pp. 349-352). Atlantis Press.
- Xin, J. (2016). Research on the Construction of Translation Courses for English Majors in Application-oriented Universities. *Course Education Research*, 31, 85-86.
- Y. Lu. (2013). The construction of CAT interactive translation teaching mode in the translation workshop environment: taking Hubei University of Arts and Sciences (Translation) as an example. *Journal Of Beijing City University*, 1(1), 83-86,.
- Zhou, Q., Lu, S., Wu, Y., & Wang, J. (2020). Property-oriented material design based on a data-driven machine learning technique. *The journal of physical chemistry letters*, 11(10), 3920-3927.