Research Article

Research on Blended Teaching Strategies of College English Translation Based on Computer Corpus

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Received 15 December 2021; Revised 1 January 2022; Accepted 3 January 2022; Published 4 February 2022

Academic Editor: Xin Ning

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The traditional teaching mode is still used in most college English courses today, and the results are not satisfactory. This article examines the effectiveness of college English graded teaching mode using a college English translation course combined with a network and classroom hybrid teaching mode. The definitions of international and foreign blended learning, related organizational strategies, and the use of learning styles in classroom teaching and online learning are summarized based on literature review. The differences in learning styles are analyzed and demonstrated from the perspective of learners while building blended learning organizational models. Based on differences in learning styles, the possibility of organizing blended learning based on the learning style model initially forms a blended learning organizational strategy. This article focuses on students' comprehension of English grammar concepts in a blended learning environment. This article investigates whether college English translation instruction in a blended learning environment has aided students' English comprehension. Teaching identifies a specific direction and presents corresponding teaching strategies based on a case study. The findings show that corpus-based mixed teaching can effectively stimulate students' interest and motivation when compared to traditional teaching models. The study time and method have been made more flexible, and the ability to self-study and apply what has been learned has also been greatly improved.

1. Introduction

The traditional teaching model makes teachers occupy a dominant position in the classroom, while students are in a passive acceptance state, which severely restricts the exertion of their subjective initiative. In the translation classroom, teachers take instilling translation knowledge and translation skills as the main teaching objectives, while students take simple memory, reproduction, and imitating translation rules as their main learning objects. Eventually, the dynamic translation teaching is rigid, unable to fundamentally cultivate students' translation awareness and improve students' translation ability and level [1, 2]. The parallel corpus has received increasing attention due to the richness, authenticity, and novelty of the large number of translation materials it provides, which has opened up a new path for translation research and translation teaching. The advent of the era of big data has promoted a rapid increase in data usage, and the speed of data operation has increased by

leaps and bounds. The introduction of the parallel corpus into translation teaching will surely provide it with a broader development platform and more powerful technical support.

To realize digital online learning, the computer corpus broke the traditional face-to-face learning in the classroom and moved the classroom to the virtual network world. A corpus, also known as a language database, is a collection of large-scale written and spoken natural language materials stored in an electronic warehouse. The corpus, as a new type of learning resource, has the characteristics of "authenticity, systemicity, representativeness, richness, and flexibility" and can provide English learners with real and complex task scenarios, allowing them to master language knowledge while also improving language application ability and stimulating learning enthusiasm and initiative. However, only a small percentage of English teachers and students use the corpus to its full potential. The main types of corpora currently used in translation research are monolingual corpora, bilingual corpora, multilingual corpora,

comparable corpora, parallel corpora, specialized corpora, and small self-built corpora. The parallel corpus has the strongest link to translation education. It provides students with rich and authentic learning resources, as well as efficient and convenient teaching methods, in the translation classroom. The richness, authenticity, and novelty of the large number of translation materials provided by the parallel corpus have sparked new interest in translation research and teaching. The emergence of the big data era has accelerated the growth of data usage, and the speed with which data can be processed has increased by leaps and bounds. The use of a parallel corpus in translation education will undoubtedly give it a larger development platform and more powerful technical support. At the three levels of vocabulary, sentence, and text, a parallel corpus can present the correspondence between two or more languages automatically. The differences between different languages can be compared and analyzed by looking at the correspondence between these levels. The law of translation conversion among them is explored by comparing and contrasting vocabulary. In this way, the parallel corpus is useful for language comparison, bilingual dictionary compilation, machine translation, and translation training.

The introduction of the parallel corpus into translation teaching conforms to the requirements of the times for the reform and innovation of traditional translation teaching and will certainly provide an indispensable technical guarantee and operating platform for cultivating high-quality compound translators. In the current trend of increasingly diversified teaching models, the development of corpus-driven blended English teaching and blended learning that integrates online learning and classroom teaching is the most important development trend of higher education. It is more important than simple classroom teaching. The expected effects of lectures and online learning are much better [5]. Therefore, blended teaching is a teaching mode that organically combines online education and offline classroom teaching. This mode emphasizes student-centeredness; fully mobilizes students' enthusiasm, initiative, and creativity; and uses computer corpus. In-depth information technology promotes classroom teaching to achieve more effective learning effects [6].

2. Related Work

Since the end of the 1980s, the continuous innovation of computer network technology gave birth to a new learning method—e-learning, which broke the traditional face-to-face learning in the classroom and moved the classroom to the virtual network world to realize digital online learning. It is sought after and respected by many researchers, and some even predict that e-learning, a new learning method, will replace traditional face-to-face learning in the classroom, and schools will no longer exist [7]. Subsequently, e-learning took the world by storm and brought huge changes to the education field, but this craze did not last long. People gradually discovered that there was loneliness in the learning process due to the lack of teacher-student and student-student interaction in a timely manner. E-learning has not

achieved the expected teaching effects. In addition, e-learning has not replaced traditional face-to-face learning in the classroom like the predecessors touted. This makes people start to reexamine and think about e-learning and tradition. Classroom learning, in order to find a solution between the two, has emerged as a new learning method that combines the advantages of e-learning and traditional classroom learning, which includes both traditional classroom learning and e-learning—hybrid learning [8].

Based on the analysis of international blended learning-related literature, starting from the core essence of blended learning, this research will summarize the basic elements of blended learning, analyze existing blended learning-related models, and construct an organizational relationship.

The introduction of the parallel corpus into college English translation teaching conforms to the requirements of the era of reforming and innovating traditional translation teaching. It will certainly provide an indispensable technical guarantee and operating platform for the cultivation of high-quality translators and extensive attention.

Literature [9] pointed out that thousands of American students had already started blended learning experience before the concept of blended learning was put forward. Although the proportion of blended learning in basic education in the United States is difficult to accurately calculate, experts from the Evergreen Education Group in the United States estimate that more than 75% of the regions in the United States currently provide students with some online learning or blended learning options. At the same time, research on blended learning has also become a hot spot in education and teaching research. Researchers have in-depth discussions from multiple aspects such as blended learning theoretical foundation, curriculum design mode, learning activity design, platform design and development, resource design, and learning evaluation. The theory and practical application of blended learning have been introduced, and some valuable research results have been obtained. Literature [10] pointed out that after the international e-learning began to enter its low ebb in 2001, the international education technology circles and corporate training circles tried to use blended learning to assist and transform the traditional e-learning, making blended learning a high level in the education technology sector. Literature [11, 12] put forward the authors' own points of view after summarizing the definition of blended learning by domestic and foreign experts. He believes that blended learning is essentially about the people, technology, environment, and methods involved in the teaching and learning process. The systematic design of elements is a teaching or learning method that focuses on the development of individual cognition, skills, and emotions and aims to improve teaching and learning efficiency. It analyzes the elements of blended learning into four dimensions: people, technology, environment, and methods. It believes that blended learning is to achieve a mixture of various learning modes, learning media, learning methods, and learning content under the guidance of a system view. It provides students with better

support services and learning environment. Literature [13] combined with its own teaching practice on Moodle-based blended learning in terms of learning resource design, learning activity design, learning evaluation design, and so on. The teaching practice shows that the Moodle platform can effectively implement blended learning. The improvement of teaching quality and efficiency provides new means. According to literature [14], the rise of MOOCs has given rise to new ideas and methods for the development of blended learning. The article examines the MOOC curriculum model from a pedagogical standpoint, with a focus on the MOOC curriculum model and its benefits in blended learning. On this foundation, an MOOC-based blended learning model was designed and implemented in teaching practice, utilizing the Coursera teaching platform and combining face-to-face classroom teaching with MOOC-based online learning. Blended learning, according to literature [15], is the theory and practice of rationally selecting and combining all learning elements in order to maximize the learning effect and minimize the cost of learning items. Blended learning is the “optimized selection and combination” of all teaching and learning elements, including learning theory and learning methods, in order to achieve learning effects and learning goals. In “The Teaching Implementation Mode of Blended Learning in Middle Schools,” literature [16] elaborated on the environment design and construction, teaching methods, and evaluation methods of blended learning in middle schools and discussed the significance of the teaching implementation mode. Blended learning is thought to be in line with teaching practices in my country, and it has the potential to increase the utilization rate of teaching costs while also improving teaching effectiveness. As a result, using information technology to promote education reform is a good starting point for good teaching.

The above blended learning model covers almost all the blended learning models today. The blending model used in the teaching process of some courses may not completely meet the definition of any of the above models, so it is likely to be a match. Because these modes are not completely independent, in a specific environment, several mixed modes can coexist, and many courses are equipped with these modes to comprehensively use them to meet the learning needs of more students.

This article is devoted to researching a set of operability methods that can guide the design of university English translation integrated courses.

3. Teaching Design of English Translation Based on Blended Learning

Blended learning is by no means just putting technology on top of the traditional classroom; it requires the in-depth design of the entire classroom. Based on the “framework for blended learning curriculum design” proposed in literature [17], the design research puts forward a general framework for blended learning curriculum design. The follow-up work of this study is basically based on this framework and combined with specific learning English translation for

practice. This framework can be divided into three parts as a whole: front-end analysis, activity and resource design, and teaching evaluation design. The specific process is shown in Figure 1.

The front-end analysis is the first step in the design process and serves as the foundation for the entire project. The goal is to serve as a jumping-off point for teaching later in the design. Learner characteristics analysis, teacher role analysis, learning object analysis based on knowledge classification, and environment analysis make up the design. The environment is divided into two parts: the English grammar environment and the network environment. An analysis summary report based on the four aspects of students, teachers, learning objects, and environment is actually formed as a result of the above analysis, and it is directly used to guide the design of the second part. All teaching design activities revolve around students. The learning activities of learners’ cognition and development should reflect whether or not the teaching goals are met. As a result, learner analysis is an essential component of instructional design. The analysis of learners generally includes three aspects: one is the analysis of general characteristics, also known as general analysis; the main scope of analysis includes learners’ age, gender, learning motivation, learning expectations, life experience, social background, and so on. The second is the analysis of specific characteristics, also known as specific analysis. The analysis of the learner’s initial ability mainly analyzes the learner’s basic level of knowledge and skills in the subject content to be learned, as well as the learner’s attitude towards the knowledge to be learned. The third is the learner’s learning. The analysis of style can also be called the analysis of learning style [18].

The environmental analysis includes two parts, namely, the analysis of the English grammar environment and the network environment. Although the learning environment is an external condition for students’ learning, it is an important limiting condition for the implementation of blended learning. Therefore, in the previous analysis, the analysis based on environmental issues is an indispensable part. The reality of the English grammar environment and the network environment play a decisive role in the feasibility of the entire design. In the front-end analysis, the author needs to investigate the available resources on the spot and fully consider the strength of the environment that can support blended learning [19].

According to the results of the front-end analysis, the existing model may not fully fit the actual situation, but I can choose the best model from it and make appropriate adjustments according to our actual situation. The selected model is a prerequisite for the later design, providing a basic form of organization between various learning activities, which actually improves the operability of the entire design.

4. A Corpus-Based Research Scheme for Blended Grading Teaching of College English

This article will sort out learning styles and blended learning-related theories, after defining and clarifying the types of learners’ learning styles and the basic elements of blended

FIGURE 1: Framework diagram of the design of a blended college English translation learning course.

learning, try to build a blended learning organization model, and propose a blended learning organization based on differences in learning styles.

In the learning process, learners' preferred learning method is referred to as learning style. This study will use the Felder–Silverman learning style model to analyze, summarize, and compare the learning style characteristics and differences of learners in blended learning, as well as the constructed blended learning organization model to propose a blended learning organization strategy based on differences in learning styles [20].

This study will conduct teaching practice activities based on the built blended learning organization model and the proposed blended learning organization strategy based on learning styles differences, with the goal of proving the effectiveness and feasibility of the proposed organizational strategy through specific teaching practices. Simultaneously, it identifies problems in blended learning for learners with various learning styles, proposes solutions, continuously corrects and perfects them through multiple rounds of teaching practice, and finally forms a practical and feasible blended learning organization strategy based on learning styles differences. The formation of a blended learning organization strategy is proposed, modified, and improved based on learning styles differences. The specific research and design ideas are shown in Figure 2.

In-depth analysis shows that the essence of the above two blended learning viewpoints is the same, that is, to promote the achievement of learning goals. This research will focus on blended learning that combines face-to-face and online learning and defines blended learning as follows: blended learning refers to the advantages of blending face-to-face learning and online learning in teaching. Based on the analysis of learning content and learner characteristics, an appropriate form is chosen to present learning content; corresponding learning activities are designed; and the process of achieving learning goals is ultimately promotes [21, 22].

The success of the blended learning model needs to be determined by the final teaching evaluation, and the teaching evaluation is divided into summative and formative evaluation [23, 24]. In traditional teaching, most educators

only pay attention to the final result, that is, summative evaluation, while neglecting formative evaluation. There is even a phenomenon that only focuses on student academic performance and places evaluation after teaching, making evaluation and teaching process the situation of separation, as shown in Figure 3.

Therefore, under the new teaching mode of blended learning, more attention should be paid to the formative evaluation of students, and the evaluation should be placed in the entire learning process of students, as shown in Figure 4.

This article's formative evaluation of students' participation in blended learning focuses on student resource utilization, positive reflections and discussions, and in-class tests. These situations can be recorded and tracked with the help of blended teaching.

5. Empirical Study on the Organizational Strategy of Blended Learning Based on Computer Corpus

5.1. Analysis of Learning Style Types. In this study, design tasks and analytical tasks are selected for research. Through the analysis of the course content, this study selects four activity themes including training demand analysis, training content selection, training course introduction, and training course development as the research practice content and is based on the blended learning organization model constructed in this research.

A total of 100 Solomon learning style questionnaires were distributed before the course, and 100 were collected, and all were valid questionnaires. The statistical results are shown in Figure 5.

In the process of teaching practice, I will pay more attention to the students' tendency to choose learning resources and learning tools, as well as the accomplishment effect of activity tasks and existing problems of students with different learning styles. Based on the previously proposed blended learning organization strategy based on differences in learning styles, this research focuses on the detailed research on activity organization strategies for design and analysis tasks.

FIGURE 2: Research and design ideas.

FIGURE 3: Traditional teaching evaluation.

FIGURE 4: Teaching evaluation of blended learning.

5.2. Design Activity Task Organization in Blended Learning Based on Differences in Learning Styles. Preliminary analysis shows that learners with different learning styles have different blended learning tendencies, and there are differences in the selection of learning resources, learning tools, and learning scaffolding needs. Therefore, the study organized and implemented two rounds of design blended learning activities to verify the previous analysis. A blended learning

organization strategy is initially formed based on differences in learning styles while observing the possible problems that learners of different learning styles may have when completing the task of designing activities, analyzing the reasons, proposing corresponding solutions, and continuously optimizing and perfecting [25].

Needs analysis is the primary link in planning and designing training projects. It is the basis for clarifying gaps, formulating training objectives, constructing training content, designing training programs, implementing training activities, and evaluating training effects.

The research strategy of providing effective learning resources that combine theoretical explanations and practical applications to perceptual/intuitive learners is validated. Questionnaire surveys and interviews are used to browse the order of learning resources and obtain useful information after this activity. I understand the differences in the needs of perceptive and intuitive students for different types of learning resources based on two aspects of the situation, and I use SPSS 19 to statistically analyze the questionnaires completed by students. Different types of learning resources are required by perceptive and intuitive students. The differential analysis results are shown in Figures 6 and 7 and Tables 1 and 2.

Following data analysis and student interviews, the author discovered that visual and verbal learners prefer learning resources with different presentation methods: “both visual and verbal learners prefer audiovisual resources and visual learners tend to choose graphical learning resources, while verbal learners tend to choose textual learning resources,” which contradicts the previous strategy of “providing video and graphic resources for visual learners and textual learning resources for verbal learners. As a result, the strategy has been tweaked to “provide video resources for both visual and verbal learners, while also providing visual and verbal learners with as much of their learning styles as possible, based on the learners’ demand in the input information dimension [26].

FIGURE 5: Survey results of student learning style types.

FIGURE 6: The learning resource browsing order, the independent sample t -test results of the perception, and intuition-type students' need differences.

This article uses the independent sample t -test to analyze the differences between the solutions to difficult problems encountered by active and contemplative students. The results are shown in Figure 8 and Table 3.

There is no homogeneity of variance. According to the numerical result $t = -2.545$, $df = 45.866$, and $P = 0.014 < 0.05$ corresponding to the “assuming unequal variances,” there is a significant difference in the way that active and contemplative students encounter difficult problems. It is consistent with the strategy formulated in the previous period [27].

The above data analysis and student interviews show that there are differences in information processing tendencies

between active and contemplative students, which is consistent with the previous strategy design. Therefore, the learning support tools needed in the learning process should also be different, indicating that learners with different learning styles have different mixed learning tendencies and need to provide different learning tool support as shown in Table 4.

It can be seen from Figure 9 that serial and comprehensive students' preference for different learning frameworks is independent sample t -test. There is homogeneity of variance among the groups. According to the numerical result $t = -2.061$, $df = 46$, and $P = 0.045 < 0.05$ corresponding to “assuming equal

FIGURE 7: The results of the independent sample *t*-test for the difference in needs between perceptive and intuitive students in obtaining useful information.

TABLE 1: *t*-test results of independent samples of differences in the needs of perceptual and intuitive students in learning resource browsing order.

	Levene's test of variance equation		<i>t</i> -test of the mean equation						
	<i>F</i>	Sig	<i>t</i>	<i>df</i>	Bilateral sig	Difference	Standard error	Lower limit of difference	Upper limit of confidence interval
Assuming equal variances	672	417	483	46	632	076	157	391	240
Assuming that the variances are not equal	0	0	471	23	642	076	160	408	256

TABLE 2: The results of the independent sample *t*-test for the difference in needs between perceptual and intuitive students in obtaining useful information.

	Levene's test of variance equation		<i>t</i> -test of the mean equation						
	<i>F</i>	Sig	<i>t</i>	<i>df</i>	Bilateral sig	Difference	Standard error	Lower limit of difference	Upper limit of confidence interval
Assuming equal variances	256	188	292	46	632	005	116	574	106
Assuming that the variances are not equal	0	0	233	16	642	033	146	649	32

variances," it is proposed that there are significant differences in the choice of different learning scaffolds between serial and comprehensive students.

The previous round of practice effects analysis for contemplative activity task teaching. This round of teaching practice will also analyze the process of blended learning in student training courses with different learning styles, as well as evaluate students with different learning styles, using classroom observation, activity task analysis, interviews, and other methods. Completing the activity tasks will also confirm the efficacy of the previous round of problem-solving practice.

6. Experimental Data Analysis and Discussion

As one of the main subjects of the university, English is a relatively abstract subject. Therefore, students may find it difficult to understand and master the knowledge points when learning English. Moreover, the basic part of mechanics involved in the English of the first year of high school is the basis of high school English, and the knowledge of this part is particularly important for future English learning. According to the survey, 54.5% of students will choose to solve the problem through internet search when they encounter difficulties in their studies. Therefore,

FIGURE 8: Solutions to difficult problems encountered by active and contemplative students (independent sample t -test results).

TABLE 3: Independent sample t -test results of solutions to difficult problems encountered by active and contemplative students.

	Levene's test of variance equation		t -test of the mean equation						
	F	Sig	t	df	Bilateral sig	Difference	Standard error	Lower limit of difference	Upper limit of confidence interval
Assuming equal variances	339	117	213	46	38	264	124	513	15
Assuming that the variances are not equal	0	0	254	45	14	264	104	472	55

TABLE 4: Independent sample t -test results of solutions to difficult problems encountered by serial and comprehensive students.

	Levene's test of variance equation		t -test of the mean equation						
	F	Sig	t	df	Bilateral sig	Difference	Standard error	Lower limit of difference	Upper limit of confidence interval
Assuming equal variances	220	641	261	46	45	364	146	593	67
Assuming that the variances are not equal	0	0	266	36	46	300	145	594	56

through the survey results, it is found that the students in the two classes have expectations of improving their English performance, and the development of blended learning can help them in their English learning to a certain extent.

The implementation of student learning evaluation can be done with the help of the test question resource library provided by the network teaching platform, automatic/manual test paper composition mechanism, homework expediting, system statistical analysis, and so on. Summative evaluation is dedicated to understanding and grasping the overall situation of students' learning of a course, mainly through the final exam results, effect questionnaires, and other methods.

The most important thing in the development of blended learning is the organic combination of online learning and classroom teaching, which requires the use of various

educational methods to stimulate students' learning motivation. Educational psychology believes that in the process of motivation formation, need is the basis of motivation formation, and inducement is the external condition of motivation formation. According to the survey, 54.5% of students have experience of extracurricular physical tutoring, and more than 50% of students think that their physical performance is not satisfactory. Therefore, most students have the need to improve their physical performance. Incentives refer to external stimuli that can meet individual needs. It directs individual needs to specific goals and triggers individual activities. The survey item table is as shown in Table 5.

Students' in-class detection is also divided into two aspects: one is the in-class detection under online learning, and the other is the in-class detection based on traditional classroom. During the online learning process, the teacher

FIGURE 9: Independent sample *t*-test results of solutions to difficult problems encountered by serial and comprehensive students.

TABLE 5: List of survey items.

Do you like the PPT made by the teacher?	(AA)
Do you like teachers in the form of videos through the Internet?	(AB)
Do you think the video explains the knowledge points clearly?	(AC)
Do you think the teacher's online teaching time is reasonable?	(AD)
Do you like blended learning mode?	(BA)
Do you think blended learning is helpful to your English translation study?	(BB)
In blended learning, can you find learning materials on your own?	(BC)
In blended learning, can you cooperate with your classmates to complete learning tasks?	(BD)

FIGURE 10: Survey of blended teaching evaluation.

asks the students corresponding questions according to the learning content and detects the students' autonomous learning based on the students' answers. In this lesson, students' answers to the questions designed by the teacher are good and basically in line with expectations. With the help of teachers or other classmates, students who are completely correct can also find problems and add them in time. The author adopts the method of a questionnaire survey, mainly about the survey of students' attitudes

towards blended learning. The specific survey results are shown in Figures 10 and 11.

The evaluation of learner abilities is an important part of assessing the teaching effect of the learning model. There are numerous methods for enhancing learning abilities. An important indicator among them is the improvement of group or classmates' ability to collaborate. Students prefer teaching resources that present teaching content in the form of video animation, according to the results of a previous

FIGURE 11: Investigation on the effect of blended teaching.

period's questionnaire. The method of lecture video-based and diverse teaching resources was used in the selection and design of course content, according to the findings of the previous analysis. Students are very happy with the blended learning results based on the blended teaching platform, but there are some issues in the development of blended learning that are affecting the effect of blended learning, according to the interview findings. Despite the fact that the hybrid teaching platform is simple and straightforward to use, interviews revealed that a small number of students remained untrained in computer and online learning platform operations after the hybrid teaching platform was implemented. The inconvenience of using computer networks and insufficient time for online learning are the most significant factors affecting the development of blended learning, according to research and interviews. The reasons for these two influencing factors are not due to hardware conditions such as low computer availability or insufficient network access, but rather to students' high academic pressure, less time spent on the Internet after class, and parents' concerns about their children's lack of self-control. Use your computer to strictly control your internet usage.

7. Conclusions

Students in a blended learning environment are more engaged in the learning of biological concepts and produce fewer myths than in traditional classrooms. It demonstrates that mixed English translation practice aids in the development of college students' English translation concepts. The subjective question scores of the classes implementing the blended English course are quite different, according to the teacher interview method. The two-way detailed list generated reveals that students still face numerous challenges when learning English translation concepts, indicating that myths cannot be completely dispelled. In-depth analysis of English translation concept teaching in a blended English translation learning environment, combined with experimental conclusions from quantitative and

qualitative research, has resulted in the development of strategies and teaching methods to optimize English translation concepts teaching in a blended learning environment, such as materials to help students efficiently construct a conceptual model of English translation through the design of a tutorial plan and in relation to production practices.

In a blended learning environment, group cooperative learning is used; situational teaching is used to learn English translation concepts; and so on. My lack of actual teaching experience limited the research, which provided a series of teaching strategies and conducted a detailed teaching case analysis. There could be a lot of flaws in the teaching case analysis, and there are still a lot of issues in the classroom. There is always room for improvement. At the same time, the blended English course teaching research time is relatively short, and there are still many issues that need to be thoroughly investigated. In the future, I plan to continue my research into English translation concept teaching in a blended learning environment, with the goal of implementing a blended English course. It promotes the construction of core concepts of English translation and the transformation of mythical concepts in the process of teaching English translation concepts in all university grades.

Data Availability

The data used to support the findings of this study are included within the article.

Conflicts of Interest

The author declares that there are no conflicts of interest.

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