Reflections on Interpretation Training from an Ecological Perspective in the Context of "Internet Plus"

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Abstract: A scientific interpretation training model is the foundation of interpretation teaching. This study aims to examine interpreting training in the context of "Internet Plus" from the perspective of eco-translatology. The research methodology involves applying the theoretical framework of ecological translation studies, incorporating its interdisciplinary nature, dynamic diversity, and sustainability. It explores the guiding role of ecological translation theory in interpreting training and seeks to develop a scientific and diversified interpreting teaching model. The model is constructed from four dimensions: "Learning with Purpose", "Translating with Intent", "Researching with Impact", and "Evaluating with Purpose". The study finds that ecological translation theory significantly guides interpreting training, offering effective teaching strategies. By comprehensive analysis, the research indicates that integrating virtual and physical environments helps interpreting training adapt to the changes of the digital age while retaining the core elements of effective communication. This study provides new perspectives and methods for the scientific and diversified development of interpreting education in China, advancing the process of enhancing the adaptability and effectiveness of interpreting training in the digital era.

Keywords: ecological translation studies, interpretation training, interpretation teaching, internet plus

Introduction

Ecological Translation Studies has become an objectively existing field within translation research in China, constituting an academically innovative discourse system with distinctive Chinese characteristics. "Eco-translation believes that translators should focus on the successful transmission of the original communicative intention based on the transformation of language and culture" [1]. With the rapid development of information technology, the Internet has become an indispensable part of our lives, bringing revolutionary changes to various fields. In the field of education, the popularity and development of the Internet have also had profound effects on interpreting training. Interpreting, as a complex and highly technical language communication activity, has always been highly regarded. However, in the Internet age, faced with the explosion of information and increasingly frequent cross-cultural communication, interpreting training faces new challenges and opportunities. This article aims to reflect on interpreting training under the background of the Internet plus from an ecological perspective, exploring its position and role in the ecosystem, in order to provide new ideas and insights for the development of interpreting education.

The emergence and development of Ecological Translation have been a focal topic in the Chinese translation studies community since the 21st century. "An ecological translation preserving the metonymic aspects of the original language in their structural density and focus, would avoid its conventional linguistic and cultural shift into the language of the receiving culture" [2]. Some scholars believe that it has become a prominent discipline in modern Chinese translation studies due to its universal applicability in explaining various translation phenomena. The capability of Ecological Translation Studies to offer universally applicable insights across diverse contexts indicates a transformative shift in Chinese translation research towards embracing innovation and contextual sensitivity. Although various aspects of translation have been addressed in professional and academic research related to website localization, there has not yet

been an analysis from the perspective of translation studies, considering the Internet as a complex social structure[3]. With the orderly implementation of the "the Belt and Road" strategy, China's degree of internationalization is increasing. A single spark can start a prairie fire. "Metacognitive activity in translator training requires students to actively regulate their own process of both translating and learning to become a translator"[4]. China actively participates in global discourse construction, hoping to promote common development of the world through telling the story of China well, spreading Chinese wisdom, and contributing Chinese strength. Activities such as foreign affairs translation, community translation, cultural exchange, and business negotiations have led to a surge in demand for simultaneous and alternating interpretation talents. Therefore, research on interpretation is becoming increasingly in-depth and currently involves multiple disciplines. At the micro level, there are neurophysiology, cognitive psychology, discourse linguistics, etc; at the macro level, there are sociology, education, and communication studies.

Firstly, this article will introduce some classical interpreting training models. Secondly, by examining the construction and evolution of the interpreting training ecosystem, it will reveal the shaping and restructuring of the interpreting training ecosystem by the Internet, illustrating the necessity and theoretical basis for constructing an ecological interpreting training model. Then, this article will discuss the new characteristics and challenges of interpreting training in the Internet age, including but not limited to the convenience of information acquisition, the complexity of cross-cultural communication, and the need for innovation in traditional teaching models. Finally, this article will propose the construction of an ecological interpreting teaching model under the "Internet plus" background, exploring how to promote the development of interpreting training and enhance interpreting education in the Internet era.

The interdisciplinary and multiple research perspectives have presented an ecological landscape of a hundred schools of thought and a hundred flowers blooming in the field of interpretation. How to adhere to the core of interpreting itself in a dynamic and diverse context, adhere to the principle of "from practice to practice", and achieve the value goal of promoting social practice through service practice? The author attempts to propose suggestions from the perspective of ecological translation studies, based on the four dimensions of "Learning with Purpose", "Translating with Intent", "Researching with Impact", and "Evaluating with Purpose", in order to further promote the harmony and unity of the interpreting ecological environment, so that we can understand the importance of global translation.

In the "Internet Plus" context, interpretation training faces new challenges and opportunities, as traditional models often overlook the complexities of internet technology and globalization. Ecological translation studies, which address cultural, social, and environmental factors, offer systematic and adaptive solutions to these issues. By adopting a scientific and diversified interpreting teaching model, more effective training strategies can be developed in order to enhance interpretation training outcomes and improve students' skills.

Literature Review

(1) Overview of Classic Interpretation Training Models

Traditional models such as The Triangular Interpretation Model, proposed by Seleskovitch, involves three main elements: the original discourse, the interpreter, and the target audience. The interpreter acts as a bridge between the source language and the target language, aiming to accurately convey the original message to the target audience while considering linguistic, cultural, and contextual aspects. This model emphasizes the interpreter's deep understanding of the source language text and proficiency in communication skills to ensure effective interpretation. Gile proposed the "Effort Model", also known as the "Multitasking Processing Model", which explains the cognitive processes in interpretation. It suggests interpreters engage in multiple tasks simultaneously, like listening, comprehension, and producing target language output. This model highlights the cognitive effort required by interpreters and factors such as language complexity and context.

(2) Research of Classic Interpretation Training Models

The triangular interpretation thinking model proposed by Seleskovitch, the founder of the interpretive school, explains the essence of interpretation. The interpretation process consists of three parts: the interpreter understands the text, breaks away from the source language shell, and the target language expression. Interpretation is a process of interpreting the meaning of the source language discourse[5]. When interpreting, interpreters should keep in mind that the purpose of interpreting is to convey ideas and ideas, and should not be limited to the fixed language structure and short sentence

words in the source language discourse. "The teaching of interpreting should always start with training in the mother tongue" [6]. They should not only stay at the meaning of the words. The interpretive school also emphasizes the psychological changes of interpreters during the interpretation process, which has brought some inspiration to interpretation research. However, the psychological cognitive process is constantly changing, and theories with patterned characteristics are difficult to fully promote in real life. For the complex cross-cultural communication activity of interpretation, its uncertainty index becomes even more prominent. How do interpreters balance the semantics of the source language and the form of the target language, how do they improve the details during the interpretation process, and how do they connect with the audience? This pattern did not provide a clear explanation.

In the 1990s, the famous French interpreter Gile stood on the shoulders of his predecessors and proposed the "effort model". This model consists of three parts: listening and analysis, translation, and short-term memory, studying the information transmission between the target language and the target language. As a representative of interpretive interpreting programs/modes, Gill's "multitasking processing mode" can effectively help interpreters avoid or reduce errors and omissions in the interpreting process to a certain extent [7]. However, its revelation and description of the psychological process of interpretation is not yet in-depth and comprehensive, and more interdisciplinary research results such as neurolinguistics, psycholinguistics, and cognitive science must be utilized.

(3) Classic Interpretation Training Models in China

Compared with foreign countries, interpretation research in China started relatively late and its development speed is far behind that of translation research. Until the late 1990s, with the help of reform and development, interpreting research began to develop rapidly [8]. Among them, the "Xiamen University Model" and "Model in Guangdong University of Foreign Studies" are more representative and have achieved significant results in recent years.

Xiamen University has developed and innovated the "Gile multitasking processing model" based on the current situation of interpreting teaching in China, strengthening interpreting training for interpreters from both macro and micro perspectives. Macroscopically, it emphasizes the professional interpretation ability and cross-cultural communication ability of interpreters. Emphasize the interpreting skills and professional guidelines that interpreters need to follow in interpreting activities at a micro level. As shown in Figure 1, where I=Interpreting; A (D+CC)=Analysis in discourse+cross-cultural communication; C (SL+K)=Comprehension in source language+knowledge (understanding of source language knowledge and text structure); S+P=Skills+Professional standard (interpreting skills and professional standards for interpreters); R (TL+K)=Reconstruction in target language+knowledge. The Xiamen University model focuses on cultivating the interpreting ability of interpreters, indicating that the basic process of interpreting is "accepting the source language" - "understanding and analyzing" - "recombining and translating". Effective interpreting communication activities depend on the professional interpreting ability of the interpreter [9].

Professor Zhong Weihe from Guangdong University of Foreign Studies is interpreting Gilefomula: "C=KL+ELK+A",Comprehension=Knowledge for the Language+Extra-Linguistic Knowledge+Analysis. Based on the "Xiamen University Model", a new formula for interpreting training was introduced:KI=KL+EK+S(P+AP). KI=Knowledge Required for An Interpreter; KL=Knowledge for Languages; EK=Encyclopedic Knowledge, S(P+AP)=Professional Interpreting Skills and Artistic Presentation Skills [10]. Professor Zhong said that the knowledge structure of interpreters consists of bilingual knowledge, encyclopedic knowledge, and interpretation skills. We should strengthen the professional abilities of interpreters from multiple perspectives during training, and expand their interpretation horizons in all aspects, with the goal of cultivating excellent interpreters with comprehensive skills.

In summary, the review of classic interpreting training models from both domestic and international perspectives highlights the crucial need for developing an ecological interpreting training model. Such a model not only enhances students' interpreting skills but also enables them to adapt more flexibly to diverse ecological environments and cultural contexts during actual interpreting tasks. Additionally, an ecological training approach emphasizes harmonious coexistence between individuals and their environment, fostering a sustainable development mindset in interpreters and better equipping them to address the challenges of globalization in their future careers.

Discussion

This study mainly adopts the literature review method to analyze existing relevant literature, understand the theoretical basis, research status, and development trends of ecological translation studies, summarize the achievements and shortcomings of existing research, and point out the necessity of constructing an ecological interpretation training model.

Establishing an ecological interpretation training model is of utmost importance. This model goes beyond mere skill development, emphasizing the dynamic interplay of various components within the interpretation process. It aims to holistically elevate interpreters' overall proficiencies, adaptability, and cross-cultural communication prowess, while also underscoring the significance of fostering professional ethics within authentic contexts. Drawing upon the theoretical frameworks of ecology, interpretation theories, and educational psychology, this model serves as a catalyst for fostering innovative advancements in interpretation pedagogy. Ecological translatology is a holistic study of translation from the perspective of ecology, using the characteristics of ecological rationality.

According to Gengshen, Hu and Li Suwen, ecological translatology is under the influence of the new ecologicalism. First, it is the western thought of ecological rationality and ecological holism. Second, it is the Eastern wisdom of the unity of heaven and humanity, which is constantly evolving. Thirdly, it is the theory of adaptation and selection of survival, which are the three supporting points and footholds of the theoretical foundation of ecological translation studies[11]. The ecological interpretation training model is founded upon the pillars of eco-translatology, the inherent cross-cultural communication nature of interpretation, and principles from educational psychology. Together, these elements underscore the interpreter's adaptability to diverse environments, cultivation of a cross-cultural mindset, and the enhancement of learning outcomes in interpretation, ultimately forming the bedrock of this innovative training approach.

(1) The Necessity of Constructing An Ecological Interpretation Training Model

The necessity of constructing an ecological interpretation training model lies in adapting to the development trends of the Internet Plus era and enhancing the quality and efficiency of interpretation education. An ecological model integrates traditional interpretation training with modern technology, creating a diverse training ecosystem. This model not only utilizes online platforms to provide a wider range and more convenient learning resources but also cultivates students' practical skills through virtual practice and simulated scenarios. Additionally, an ecological interpretation training model facilitates alignment between interpretation education and actual market demands, better meeting the needs of the industry and society for interpreting talents. According to eco-translatology, translators are allowed to make selective adaptation and adaptive selection to keep the balance and harmony of the ecological environment. By constructing such a model, adaptability, flexibility, and effectiveness in interpretation training can be enhanced, driving interpretation education towards a more scientific and pragmatic direction.

Philosophers only explain the world in different ways, and the problem lies in changing the world. Currently, most interpreting research in China still remains at the methodological level of theoretical proposal and verification, such as cognitive thinking research in interpreting activities, research on interpreter interpreting quality, and efficient interpreting methodology. The specific practice in the field of interpreting still needs to be developed. However, in the context of Internet plus and artificial intelligence, interpretation technology is constantly changing, interpretation tools are constantly innovating, and interpretation services are increasingly internationalized. Therefore, building a scientific, systematic, and sustainable new ecological interpretation training model is the trend of the times and an inevitable requirement for improving the comprehensive interpretation ability of interpreters.

(2) The Proposal and Development of Ecological Translation Studies

The theory of "translation as adaptation and choice" was first proposed by Professor Hu Gengshen of Tsinghua University in 2001. This translation theory is based on the principle of "natural selection, survival of the fittest, elimination of the fittest" in the theory of biological evolution, and is supported by the ancient Chinese philosophical wisdom of "moderate harmony", "mutual benefit between heaven and man", and "unity of heaven and man". In conclusion, "the process of translating is a production of target texts by 'natural' selection via the translator's adaptation to the eco-environment and the translator's selection of both the degree of the adaptation and decisions about the form of the final target text in terms of the Darwinian principle of natural selection". The combination of Chinese and Western provides a new academic perspective for translation research. In 2006, China held the "International Symposium on Global Culture in Translation", during which Professor Hu presented his latest research paper - "Interpretation of Ecological Translation Studies". He

clearly explained the basic operating mechanism of ecological translation studies, which is to firmly grasp the translation ecosystem as a whole, and use the academic perspective, thinking, and narrative methods of ecological translation studies to summarize translation phenomena, methods, and processes, Furthermore, based on translation laws, translation principles, standards, and essence can be summarized. This theory holds that the "translation ecosystem" is the "world" presented by the original text, source language, and target language. In this world, everything is interconnected, whether it is language, culture, institutions at the social level, or communication, empathy, and evaluation at the humanistic level, everything is closely linked within it. Translators are at the center of the translation ecosystem and have a responsibility to mobilize all factors to maintain their dynamic balance. The best translator should be the one with the highest degree of integrated adaptation and selection, that is, constantly adapting and selecting during the translation process, following the principles of selective adaptation and adaptive selection, and mastering the "three-dimensional" transformation method of language, communication, and culture dimensions.

Professor Hu also pointed out that ecological translation research will use multiple disciplinary perspectives such as linguistics, semiotics, translation studies, sociology, anthropology, ecology, cognitive psychology, and cross-cultural communication to argue, revise, and improve its basic theories, striving to enhance the scientificity and persuasiveness of conclusions through interdisciplinary comprehensive analysis, and ultimately build a harmonious ecological translation system on the basis of objective practice.

Ecological translation studies, which break the inherent boundaries between humanities and natural sciences, have significant interdisciplinary characteristics. They emphasize the integrity of the translation ecosystem and attach importance to the comprehensive research of translation activities from a global perspective and translation practice, from "natural ecology" to "translation ecology". This theory can scientifically guide the construction of an ecological interpretation training model.

(3) The Enlightenment of Ecological Translation Theory on Interpreting Training

Rosanna Warren once proposed that, translation is a cognitive and survival model. When transplanting literary works from one language to another, it is like transferring plants or animals from one place to another. They must adapt and grow like individuals or nations, and only by adapting to new environments and making changes can they survive. The "translation ecological environment" under the theory of ecological translation is constantly changing, It is a melting pot that influences the integration, adaptation, and selection of translators. "Eco-translatology studies the relationship between translators and the ecological environment of translation"[12]. In interpreting activities, the interpreting ecological environment has always been dynamic and ever-changing, undergoing a process of integration and diversification of scenarios and fields. The interpretation ecological environment includes the source language environment, target language environment, interpretation site environment, interpreter psychological environment, and the purpose, content, and role of interpretation activities. Interpreters should fully exert their "translator centered" awareness during the interpretation process, realizing that they are at the center of the transition between the source language and the target language, and are a powerful driving force for the smooth progress of the entire interpretation activity. When receiving information from the source language, one should constantly adapt to the speaker's intention, pay attention to the cultural differences between the source language and the target language, and skillfully process diverse information such as the source language, context, and culture based on their own language and non-language knowledge, avoiding preconceptions. Finally, on the basis of breaking away from the source language shell, the best words, sentence structures, and speed should be selected for translation. After the event, the interpreter should sincerely accept criticism and suggestions from the source language speakers, target language listeners, event organizers, commissioning parties, and news media in the interpreting ecosystem, and accept arbitration for any inappropriate behavior they may have. This way, the interpreter should always bear in mind their responsibilities and constantly encourage themselves to strive for perfection in the interpreting activity without any mistakes.

Only by adhering to the principle of "life oriented" translation, and allowing the translation, translator, and translation environment to receive adaptive choices and selective adaptations in the interpreting ecological environment, can interpreting activities continue to maintain resilience and vitality, achieve harmony and unity, and continue to "live and grow", steadily move forward, and continuously develop.

Suggestions

Based on the above analysis, it is clear that constructing an ecological interpretation teaching model in the context of the "Internet Plus" is essential and important. Under the tremendous wave of globalization and informatization, modern scientific and technological advancements such as the Internet, big data, and cloud computing have made progress, and traditional translation activities can no longer meet the needs of the times. The content, scope, format, and dissemination methods of translation activities should keep pace with the times and be reformed as needed. As an important member of the translation family and an important discipline of cross-cultural communication, interpretation should also be repositioned, reconsidered, and rebuilt. Universities should break through traditional teaching concepts, utilize modern science and technology to innovate teaching content and models, fully integrate information technology and interpretation skills to cultivate interpretation talents that meet the needs of the times, and build a solid foundation for the ecological construction of the ecological interpretation system. The author will introduce from the following four aspects.

(1) "Learning with Purpose", using online virtual teaching communities to create an ecological interpretation environment

Teaching is an interactive process between multiple subjects, including teachers and students, students and students, and students and the outside world, which involves information, emotional, and cultural exchange. Good teaching should be a harmonious unity between teaching and learning. It should not focus solely on teaching, nor should it focus solely on learning. Instead, teaching should complement learning, promote teaching, and integrate teaching. It should not only teach people how to fish, but also how to fish. The traditional interpretation teaching model often focuses on classroom teaching by teachers, with students practicing independently after class as a supplement. Due to the limitation of course duration, students have limited opportunities to practice, teachers lack timely communication and two-way interaction with students, and teaching content has not received timely feedback. In this situation, it is easy for teaching to become disconnected, resulting in limited teaching outcomes and poor practical application results. Establishing a virtual online teaching community can alleviate this situation. In the online virtual teaching community, teachers can select suitable interpretation practice materials for students from a massive database based on the current hot topics, key points, and difficulties in practical situations. They can distribute them in advance to help students fully and timely understand social dynamics, understand teaching objectives, and integrate into the teaching process. At the same time, teachers can also assign group tasks through role-playing and guide students to simulate different interpreting situations, allowing each student to have sufficient practice. Finally, teachers can make timely adjustments based on teaching feedback, continuously deepen, refine, and optimize the existing foundation, innovate, and develop a comprehensive plan that meets the personalized needs of students and meets the interpretation teaching tasks.

Establishing a virtual online teaching community can create a real ecological interpretation environment. It not only transforms teachers from a single leader in classroom teaching to a harmonious organizer of online and offline teaching, listeners of personalized student needs, and guides of professional knowledge, enhancing emotional communication with students, but more importantly, students can participate in the complete interpretation process in the virtual community by participating in social interaction and collaboration in simulated scenarios; Through timely interaction with other members of the group and teachers, the immersion in interpreting practice has been enhanced; By constantly thinking about the problems in simulated interpreting situations, their meticulous observation ability and analytical level have been enhanced. These experiences are of great benefit to the improvement of comprehensive interpreting abilities such as bilingual ability, conversion ability, cooperation ability, strategic ability, cross-cultural communication ability, and psychological quality in the future.

(2) "Translating with Intent", using modern simultaneous interpretation laboratories to choose and adjust interpretation conflicts

Ms. Wang Ruojin, a professor at Beijing Foreign Studies University, once pointed out that simultaneous interpretation is an activity that one knows it cannot be done but still needs to do it. In the process of interpreting, interpreters face numerous contradictions, such as listening and memory, deconstruction and recombination, form and content, phonetics and context, commonality and individuality, etc. If you want to excel in an interpretation activity, the translator needs to do their best to handle these contradictions. According to Gill's cognitive load theory, interpreters have three basic cognitive loads during the interpreting process, namely auditory comprehension, language expression, and short-term memory. The cognitive processing ability stored in the interpreter's brain is limited, and the total of the three cognitive loads should not exceed the interpreter's processing ability. If the cognitive resources required in interpreting activities are

equal to or greater than an individual's processing limit, errors will occur in the activity, weakening the final presentation effect. Therefore, it is crucial for interpreters to balance these contradictions in on-site interpretation.

At present, many foreign language universities in China have adopted the method of building simultaneous interpretation laboratories to enhance students' comprehensive interpreting skills. In 2007, GDUFS officially launched the NewClass simultaneous interpretation training system. Through the "dual channel recording and comment", "visual simultaneous interpreting training", "film dubbing" and other functions in the system, the teaching needs were met, which greatly reduced the teaching pressure of serving teachers. In the simultaneous interpretation laboratory, students can not only carry out the practical training of consecutive interpretation skills, such as short-term memory, interpretation note taking, digital interpretation, advanced listening, etc., but also can supplement the training of simultaneous interpreting skills, such as shadow reading, original language repetition, target language repetition, visual translation, simulation meeting, etc. In addition, the modern simultaneous interpreting laboratory has a powerful storage function. Teachers can build a unique interpretation corpus according to teaching needs, integrate the texts and videos on mainstream media such as BBC, VOA, TED speeches, The Economist, The Guardian, The Financial Times, China Daily Bilingual News, China Global Television Network, China Foreign Language and Culture Bureau, and classify them according to topics such as finance, current politics, culture, science and technology, Provide regular and targeted training to students. During the training process, students can use a smart pen to synchronously record source language speeches, capture note images on paper with chips, and then synchronize playback and imaging on a computer screen. Real time note taking is beneficial for teachers and students to systematically analyze interpretation products, identify and fill in gaps, clarify the advantages and disadvantages of interpretation notes, and facilitate comprehensive improvement in the later stage.

(3) "Researching with Impact", using big data analysis to grasp the rules of interpretation and market demand

The essence of science is to reveal the basic laws of the development of objective things. Through continuous practice, people can discover the inner essence of things through external phenomena, thereby guiding life and constantly moving forward. The same goes for interpretation. Interpreters need to discover the basic rules of interpretation through continuous practice, understand, and comprehend its basic operating mechanism, in order to survive in the field of interpretation where "natural selection, survival of the fittest, elimination of the fittest".

With the rapid development of science and technology, universities should comprehensively cultivate talents in combination with national strategies, social needs, market demands, and other aspects. Modern technologies such as big data, cloud computing, and virtual digital economy models should be used to accurately calculate the interpreting talent market, obtain the basic laws of export translation, and then conduct interpreting teaching based on their own educational foundation, advantages, characteristics, and industry development trends. At the same time, universities should pay attention to the integration of industry and education, and the integration of application and learning. They should establish practical bases with market-oriented translation companies, conduct research and learning exchanges with domestic and foreign universities, and cooperate with international organizations such as UNESCO, the European Union, ASEAN, and APEC. Enable students to fully expose themselves to the real environment of the translation talent market, fully understand the future development trends of the interpreting profession, and fully recognize the gap between classroom training and actual work. Only by experiencing real career experiences can students no longer indulge in past fantasies, stay on the surface of theoretical learning, recognize reality, and grow through repeated translation practices.

(4)"Evaluating with Purpose", establishing advanced electronic data models to scientifically quantify interpreting talents

To evaluate the quality of a university's education, the first step is to evaluate the quality of its talent cultivation. With the development of society and technological changes, the country is increasingly emphasizing the cultivation of applied talents, and the definition and requirements of applied talents are constantly changing. As a professional applied discipline, the development of interpretation is directly linked to market demand. Therefore, establishing a scientific evaluation mechanism for interpreting talents plays a crucial role in continuously cultivating a high-level interpreting talent team and creating a high-quality interpreting ecological environment in universities.

The purpose of establishing a talent evaluation mechanism is not to judge the strengths and weaknesses of students, but to promote learning and teaching through evaluation, promote the comprehensive development of students' knowledge, abilities, and literacy, and help them truly become high-quality applied talents that can meet the needs of society. Interpretation has obvious colloquialism, which is the first and last translation made by the target language based on the one-time expression of the source language. Therefore, traditional text analysis methods commonly used in the field of

translation cannot be used. Teachers need to use modern speech equipment to perform speech recognition on interpreting activities of students in different places such as classrooms, internship bases, and translation institutions. Based on a large parallel corpus, they can obtain translated texts and finally evaluate the accuracy and fluency of interpreters, including various body language evaluations such as facial expressions, gestures, and postures. It can be imagined that the workload of evaluating work is enormous. If universities can establish an electronic data model with evaluation scales closely following industry standards, conduct dynamic quantitative analysis of student interpretation activities, and present the advantages and disadvantages of student interpretation products one by one, it will undoubtedly promote the advanced development of students and reduce the workload of teachers, achieving a win-win situation.

Conclusion

The ecological interpretation teaching model mentioned by the author in this article, under the background of "Internet Plus", conforms to the teaching reform direction of the Ministry of Education, which aims to cultivate high-quality interpretation interpreters and takes teaching orientation in line with national strategies and market demands. The topic of ecological validity is worthy to be reflected deeply[13]. From the perspective of ecological translation studies, the essence and connotation of interpretation teaching are restudied.

In the context of the Internet Plus era, interpreting training should adopt an ecological perspective, emphasizing the enhancement of information literacy, innovating teaching methodologies, constructing cyber educational environments, and fostering multidimensional interactive learning. Such an instructional paradigm not only bolsters students' autonomous learning capabilities and innovative thinking but also enables them to adapt more effectively to the evolving linguistic landscape and interpreting scenarios, thereby significantly enhancing the quality of interpreting education and the practical proficiency of learners.

However, due to the lack of corresponding data support, the author will conduct empirical consideration, qualitative research, and quantitative analysis on the ecological interpretation teaching model constructed in the article. This will effectively test the teaching effectiveness, teaching difficulties, and teaching deficiencies of the model, and propose solutions based on the actual situation, in order to promote the development of interpretation teaching in China.

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