

# The Construction of Flipped Classroom Teaching Mode in College English Translation Teaching

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**Abstract**—With the development of information technology, flipped classroom, as a new kind of teaching model, has aroused great concern in Chinese education. Implementing flipped classroom into college English translation teaching can enhance college English students' translation level and improve their English comprehensive ability. This paper introduces the origin and connotation of flipped classroom and presents how to implement the flipped translation class in practice based on the current situation in college English translation teaching, aiming to provide reference and help for college translation teaching.

**Keywords**—*flipped classroom; translation teaching; college English*

## I. INTRODUCTION

In the past few years, domestic scholars' study on college English translation teaching has developed in many dimensions. Wang Xiangling and He Xiaolan [1] constructed a "project-driven collaborative" translation teaching model, which emphasizes that students should be the center of the classroom. In translation projects, under the guidance of the teacher students cooperate with each other. In this way, students' initiative can be improved, and the students' translation ability can be fully and quickly cultivated. With the development of network technology and mobile communication technology, mobile learning has become a new trend. Wang Li and Dai Jianchun [2] tried to construct an interactive mobile translation teaching model based on Wechat network platform and applied it into translation teaching so as to improve translation teaching quality and students' translation skills. Zheng Min [3] probed into the infiltration of "flipping class" in college English translation teaching. She believed that the application of flipping classroom can improve the students' English translation level and can also give some references on English translation teaching.

In recent years, with the rise of flipped classroom teaching model, many scholars have tried to apply flipped classroom into English teaching, but few touch upon college English translation teaching. The author intends to explore

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the strategies of flipped classroom application in college English translation teaching in the light of the present situation of college English translation teaching, aiming to improve college students' English translation level and improve college English translation teaching quality.

## II. CURRENT SITUATION OF COLLEGE TRANSLATION TEACHING

With the rapid development of China's economy and frequent exchanges with foreign countries, the social demand for English translation talents has greatly increased. Although at present there are more than 400 colleges and universities offering translation courses in China, the students majoring in foreign language and translation can hardly meet the huge demand for translation talents. Therefore, the teaching of non-foreign language majors should also take on the task of training translators. However, nowadays college English translation teaching attaches much importance to the teaching of language knowledge, neglecting the cultivation of students' translation skills. Translation teaching is still a weak point in college English teaching.

In 2013 both CET-4 and CET-6 were reformed. The tests increased the proportion of translation, which makes the problems in college English translation teaching more prominent. At present, in college English translation teaching teachers still adopt the traditional teaching mode. The teacher mainly explains the translation exercises in class, neglecting the instruction of translation skills. Besides, due to limited class hour, the teacher can even not organize some classroom activities. As a result, the students' translation ability is still very poor and the translation teaching effect is not very good, which is not favorable to the cultivation of translation talents. In this situation, the existing college English translation teaching mode needs to be changed in order to get out of the dilemma.

## III. THE APPLICATION OF FLIPPED CLASSROOM IN COLLEGE ENGLISH TRANSLATION TEACHING

### A. The Origin and Connotation of Flipped Classroom

As an innovative teaching mode, flipped classroom is attracting more and more attention. It originated from Forest Park High School in the United States. In 2006, in order to

help students who were absent from school with their lesson, the chemistry teacher Jonathan Bergmann and Aaron Sams used recording software to record the demo and explanation of PPT into videos and uploaded onto the Internet. In 2011, the sponsors of Khan College Salman Khan made a speech "Let's use video to reinvent education" in TED meeting. He introduced the concept of flipped classroom and thus drew people's attention to it. In 2011, the Globe and Mail of Canada published an article about flipping classes and selected the flipped classroom as the major technical change affecting classroom teaching [4]. Since then, the educational circles around the world have joined the practice of flipping the classroom.

In flipped classroom students use after-class time to watch teaching videos in advance and absorb new knowledge, and then go to class to discuss and communicate with teachers and classmates, thus completing the learning process. In contrast, in traditional classroom teaching model, students acquire knowledge in class and internalize it after class. Thus, flipped classroom can also be called inverted classroom. As can be seen, what flipped classroom inverts is the structure of classroom teaching [5]. Students can learn independently after class. They can watch videos. They can pause and retreat at their own pace while watching videos, and can even watch as many times as they need. In this way, there will be more time for students to study in groups in class, which is helpful for improving students' autonomous learning ability and individualized teaching.

*B. The Advantages of Flipped Classroom in College English Translation Teaching*

The use of flipping classroom in teaching seems to weaken the role of teachers, but in fact strengthens the dominant position of teachers. This is manifested in: when the teaching video is made before the class, the teacher needs to determine the difficult points of teaching, set the teaching goal and arrange the teaching task. After posting the videos to the network platform, the teacher should urge the students to watch the videos and answer questions posed by the

students. In class, the teacher needs to briefly review the translation theories and techniques in the video and organizes students to have group discussion to achieve collaborative learning and complete knowledge internalization. The teacher comments on the students' translation and shows the good ones to students. Through the mutual evaluation between students and students, teachers and students it can deepen students' understanding of translation theory and strengthen the application of translation skills. After class, the teacher also needs to organize students to write the translation introspection diary and gets students' confusion so as to adjust the teaching plan and improve the teaching quality.

In flipped classroom, the role and position of students have also changed. Students are no longer passive recipients of knowledge. On the contrary, under the guidance of teachers, they become active inquirers of knowledge in group discussions [6]. Different from the traditional teacher-centered spoon-feeding classroom, flipped classroom is student-centered and pays more attention to the main position of the students. When designing classroom activities, teachers should pay attention to cultivating students' ability to explore and solve problems independently. When making videos, teachers should choose more materials related to students' life so as to arouse students' interest and stimulate their study motivation. In class, teachers should ask students to complete their learning tasks in the form of group cooperation and display group achievements so that it can give full play to students' initiative and reflect the students' main position.

*C. The Construction of Flipped Classroom Teaching Mode in College English Translation Teaching*

Combining the relevant research at home and abroad, this paper puts forward the application mode of the application of flipped classroom in the college English translation teaching. The mode can be put into practice by three steps as shown in "Fig. 1": knowledge transfer before class, knowledge internalization in class and knowledge expansion after class.

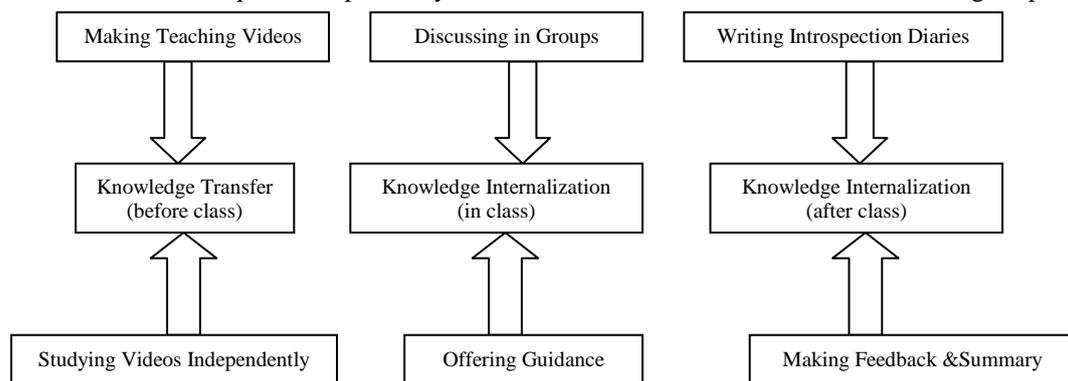


Fig. 1. The Mode of flipped classroom in college English translation teaching.

1) *Knowledge transfer before class:* The teacher divides translation theory and skills into several independent and systematic knowledge points. With the help of video recording software, the teacher records some videos for students to learn independently before class. The Videos

should be short and limited to 15 minutes to avoid distractions. The teaching content should not be too much and the translation theory and skills can be modularized. Each video should be developed around an independent point of knowledge, such as Nida's theory Functional

Equivalence, and the translation methods such as the technique of reducing words and adding words, the translation methods of literal translation and free translation. Teachers should also take the systematization and consistency of translation teaching into account, and achieve the overall teaching goal with college English reading and writing. Therefore, the selection of translation materials should be combined with the content of college English texts and related knowledge points, so that the video can help students master and consolidate the knowledge points of the text. What's more, the video should be recorded in a clear picture and sound so that it will be played smoothly.

The students will be assigned some translation tasks. They are divided into several groups and do translation work in groups. Team members need cooperate with each other and work out the final draft. The leader of each team sends the translation to the teacher via the network platform. After getting the translation work, the teacher reviews the translation and marks out the best translation work and wrong translations. Then the teacher makes PPT which can be used to summarize students' translation work in the classroom. It needs to be pointed out that the teacher should make an on-line platform to urge the students to complete the self-study of the content of the teaching videos, and to solve the problems the students meet when they watch the video.

2) *Knowledge internalization in class*: Since the students have already watched the teaching video independently, learned the translation theory and skills, and completed the translation task before class, the teacher only need to do the following things in class. First, the teacher only needs to briefly review the translation theories and techniques in the video. Then, the students discuss and exchange ideas in groups. The discussion mainly revolves around the following issues. What are the difficult points of translation? What translation skills are used? Does the language style of the translation meet the needs? The teacher should give some guidance during discussion. After the discussion, a representative of each group will be chosen to use PPT to state the results of the discussion and show their translation work. Students in other groups can make suggestions about the inaccuracies of the translation, or they can also give credit to the outstanding ones. Finally, the teacher gives objective evaluation of students' translation work. He/ She not only affirms the good translation of the students, but also points out the shortcomings of the students' translation. At the same time, the teacher should teach students how to combine translation theory and technique in practice. Through classroom group discussion and translation appraisal, students learn a lot from each other. The interaction between teachers and students, between students and students will be improved, and the internalization of knowledge will be promoted. The main role of students in the learning process will be given full play. Students' autonomous inquiry learning ability can be improved too.

3) *Knowledge expansion after class*: By video learning before class and discussion and communication in class, students' understanding of translation skills and theories has been deepened. Therefore it is very important to summarize the reflection after class, and students should sort out their knowledge in time after class [7]. The students should reflect on the problems discussed in the classroom, review the translation techniques and use them in translation practice. The teacher should encourage students to write reflection diaries and submit online. In this way, the teacher can get students' difficulty and confusion and give timely guidance for students to improve teaching efficiency.

#### IV. CONCLUSION

The application of flipped classroom to college English translation teaching is an inversion to traditional teaching. It is in accordance with the current trend of educational informatization reform, so to a certain extent it may help translation teaching get out of the dilemma. In the flipped classroom teaching mode, knowledge is transferred from in class to out of class, which can effectively solve the problem of the time limit of the translation teaching. Students learn more freely, and the learning model is no longer confined to the classroom. It can fully arouse the students' learning enthusiasm, improve the self-learning ability of the students and realize the individualized teaching, thereby improving the teaching efficiency. However, this new teaching mode also poses a challenge to teachers and puts forward higher requirements for the construction of school hardware. Further research and exploration are needed to integrate the flipped classroom into college English translation teaching.

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