

Application of Flipped Classroom in the Teaching of Business English Translation

--- A Case Analysis on Chengdu Neusoft University

Songling Ren

NO1.Dongruan, Avenue, Qingchengshan, Dujiangyan, Chengdu, Sichuan Province, P.R.China

rensongling@nsu.edu.cn

Keywords: Flipped classroom; Business English Translation; Teaching

Abstract. As a core course of Business English major, Business English Translation has been playing a significant role in cultivating talents on Business English Translation. Flipped Classroom, a new teaching mode, focusing on students' independent learning has changed the traditional teaching mode. This article studied the application of flipped classroom in the teaching of business English translation, the result of which showing that it can solve the current problems the teaching of business English translation faces to a great extent.

Introduction

In 2013, the China-Europe Block Train began operation, which set up a bridge between the land of Europe and Chengdu and even the western region of China. It also provided support for Chengdu to construct export production base for the European market and Europe trade hub [1]; The China-Europe Block Train fundamentally breaks the export-oriented economy relying on port in the western region development, and turns the western inland geographical disadvantage for the exportation into the advantage of cutting-edge European main position [2], which will greatly improve the investment environment in Chengdu for the European market, and greatly enhance competitive ability of products exporting to Europe. It marked that Chengdu had integrated into the "the belt and road" all the way. Growing business and trade exchanges has put forward higher request on the common language of mutual communication namely business English. Therefore great demand of business translation talents has generated. Accordingly the cultivation of high quality business English translation talents is an important guarantee for the communication between Chengdu and the outside world. Under this background, the Applied Foreign Languages Department of Chengdu Neusoft Institute undertook the important task to output translation talents for Chengdu and the entire western area and set up business English major. As the core curriculum of higher-grade of business English major, based on the English-Chinese translation theories, with the text of finance, business, economy and trade as corpus, business English translation course is a necessary course to cultivate professionals of high quality business English translation and aims at making the students fully understand English and Chinese languages with financial, business, trade and other aspects of professional knowledge. The paper intends to explore how to improve the teaching quality of undergraduate business English translation

Overview of the Flipped Classroom.

The Flipped Classroom originated in the United States and has been very popular in China in recent years. It has changed the traditional teaching way by which the teachers teach knowledge in class while students listen to the teachers carefully in class, complete the homework and practice what they have learned after class. Instead, teachers record short videos in which the key points and difficult points are emphasized with the help of modern educational technology, and release the self-learning tasks ahead of class. The students first watch the video for new knowledge, think carefully, and find the parts which they do not understand completely. Collaborative learning is carried out in group discussions, and teachers instruct the students individually in the classroom. By doing this, students will finish

internalizing knowledge in class [3]. The implementation of flipped classroom will greatly stimulate students' enthusiasm for learning, thus effectively cultivating students' self-learning ability.

The Existing Problems of Business English Translation Course

Business English translation course is a compulsory course for students of higher grade majoring in business English. It has a total of 4 credits with 2 classes per week. And it bears the double responsibility of expanding students' business knowledge and cultivating their translation ability, whose importance is self-evident. However, there are some problems existing in the process of teaching business English translation.

The Content of the Textbook lagged behind

At present, the existing business English translation text books in the market are obsolete. Most of them were published in 2000s which can not adapt to the social development and the need of the times; there are few classic cases in some newly published textbooks; the combination of theory and practice is not close, and textbooks which can meet the requirements of the curriculum are in great need.

Single Teaching Means

The current classroom teaching still follows a traditional teaching pattern- that is, teachers dominate class by teaching translation skills and business knowledge in class, and students finish their homework and practice after class [4]. Students passively accept theoretical knowledge and are not interested in translation. Some students sleep in class, while others play with their cellphones constantly. The students' terrible performance in class also affects teachers' enthusiasm for teaching. Due to the less interaction between teachers and students, the classroom atmosphere is very dull.

Theories are greater than practice

Business English translation class is only 2 classes a week, so the class is mainly based on theoretical knowledge, and there is little time left for translation practice. Students who lack translation practice can hardly improve their translation competence.

If the above problems are not solved, it is difficult to improve the quality of business English translation teaching. Under such circumstances, it is a useful exploration to introduce new teaching mode -- flipped classroom.

Application of Flipped Classroom in Business English Translation.

Pre-class materials preparation

The teacher integrates a variety of teaching materials into a pre-class task sheet--a sound PPT, or an short video that is sent to students in advance to make them learn new knowledge independently. The content of the video or PPT should include the expected goals of the learning, the task of learning, the method suggestions, the time of final completion, and so on.

Take the business letter translation in business English translation as an example

(1) Expected goals:

- 1 to understand the stylistic features and language features of business letters
- 2 to grasp the translation skills of various business letters
- 3 to use business letters common vocabulary and sentence patterns correctly
- 4 to translate various business letters

(2) Learning tasks:

Watch the small video posted by the teachers.

Video content includes:

1 In the video, the teacher describes the 12 elements of the business letter in the form of an annotation on a specific business letter, and the translation methods of the desk, the recipient, the salutation, and the ending honorific.

2 Through the translation of the above business letter, the discourse style of the business letter can be summarized as the -7C principle.

3 Remind students of precautions rules of the translation of business correspondence, including accurate understanding of terminology, foreign words, fixed translations, and customary expressions.

Students decide when to learn, where to learn and how often to learn according to their own needs. For students with weak comprehension skills, videos can be repeatedly viewed.

(3) Method and Suggestion:

Combination of theory and concrete examples:

According to the theory of learning psychology, the process of knowledge learning is divided into three stages: acquisition, maintenance, and application. Therefore, the use of knowledge is the final stage of knowledge acquisition. Applying theoretical knowledge to concrete examples, analyzing and summarizing what you have learned means that you have mastered new knowledge.

4) The final time setting for completion:

After the students complete the self-directed learning task, they are required to have a simple online test on the day before the class, that is, to check how much knowledge of business letter translation the students have mastered. The teacher publishes two business letters on the platform, including establishing business relationship letters and inquiry letters, and students complete translation tests online on time.

By looking at the test results, the teacher finds what problems the students have encountered in the learning process. Students whose test results are not satisfactory need special attention. The teachers in the class will focus on solving difficult problems for students. And further exchanges between teachers and student will be carried out after school.

Deepening and internalizing knowledge in class

To establish a study group to solve problems by discussing with group members

The establishment of a learning group is an effective way to promote learning and improve learning enthusiasm. Through internal discussion in the study group, problems that cannot be solved by independent study can be effectively solved, and students' teamwork ability can also be enhanced. Business letters involve all aspects of business activities, including various aspects. Therefore, teachers assign every group a topic involving letters, back-ups, orders, insurance, shipments, claims, etc. After each group collaborates to complete the translation of the topics, they first summarize which translation methods or techniques have been applied, and then pass the translation version to another group for review to form a circular review. Under the guidance of the teacher, during the review process, each team identifies the 12 elements of translation-corresponding business correspondence and the translation of the contents to reflect the 7C principles and make records.

Teachers Answer Questions

By looking at the test results before the class, the teachers found that the errors in the process of the students' translation are mainly concentrated in two aspects: on the one hand, the translation of the terminology is not accurate in English translation; on the other hand, the overall arrangement of the sentence structure is not good for the students in the Chinese English translation, although they are already the third major of the English major. Students, however, often suffer from structural errors such as structural problems. In view of these two situations, teachers should take intensive training to highlight outstanding problems in class and supplemented by individual explanations. During class discussions, teachers will check whether or not they have mastered the translation methods and skills of various business letters.

Results display and summary

The groups showed the original and translation of the group, summed up the application of the translation methods and techniques, what difficulties encountered in the process of translation, and how to solve these difficulties. The review group commented on the selected translation and concluded which parts of the translation should be respected or used for reference, and which parts of the translation should be rejected. After reviewing the panel, the teacher made a summary comment.

Personal reflection summary

After learning the contents of the first stage, the students conduct knowledge induction or method combing under the guidance of teachers. Summing up the mistakes made before, forming a text report

Evaluation and Summary

Formative evaluation 60%

The implementation of the flipped classroom subverts the traditional teaching mode and focuses more on students' self-learning, so the original evaluation method can not adapt to it. Therefore, it is necessary to introduce the process evaluation. 60% of the total evaluation includes 10 points for the team evaluation, 20 points for display, 15 points for homework, 5 points for personal reflection and 10 for pre- class test results.

Percentage distribution of formative evaluation:

Group mutual evaluation	Results display and summary	Homework	Personal reflection summary	Pre-class test
10%	20%	15%	5%	10%

Terminative evaluation 40%

Final test

The final test scores are the important criteria for testing students' learning achievements in one semester, accounting for 40% of the business English translation in the flipped classroom mode.

Conclusion

The implementation of flipping classrooms has largely solved the existing problems of business English translation teaching. The teacher integrated teaching resources to make a thorough knowledge of video, which solved the problem of lagging teaching materials; The learning mode discussed in the course of self-study has greatly enhanced the students' enthusiasm for learning, and improved the communication between teachers and students. It cultivates students' self-learning ability and independent thinking ability. But this new teaching mode also brings some problems such as higher requirement for teachers, few uncooperative students.

References

- [1] Petitto , L.A.&Dunbar , K.NewFindingsfromEduca-tionalNeuroscienceonBilingualBrains , ScientificBrainsandtheEducatedMind [M] .Washington, D.C.NationalA-cademyPress, 2004. Reference to a book:
- [2] Zhang Jinlei, Wang Ying, Zhang Baohui. *Research on the Teaching Mode of Flipped Classroom* [J]. Journal of distance education, 2012:30 (4): 46-51.
- [3] Geng Jing Xian. *Business English TranslationTutorial* ([M].): Beijing: China Water Conservancy and Hydropower Press, 2010:202-203
- [4] Liang Xue Song. *Practical Business English Translation Course* [M]. Beijing: Peking University press, 2013:126-128
- [5] Chun Ming Yuan, Jiang Li. *Business English Translation* [M]. Beijing: foreign language teaching and Research Press, 2013:196-201 [6] <https://www.businessenglishpod.c>
- [6] Peng L, Xiaoping Z. Social Stratification and Cooperative Behavior in Spatial Prisoners' Dilemma Games [J]. PLOS ONE, 2015, 10(7): e0131005.