A Study on English Translation Teaching Based on Flipping

MAO Wenwen[a]; LI Yuying[a],*

[a]Foreign Languages College, Jiangxi Normal University, Nanchang, China.
* Corresponding author.

Abstract

The "flipped classroom", a new teaching mode, has come into being with the emergence of "students-centered" teaching conception, the development of educational information and the disadvantages of traditional classroom. It reverses the traditional teaching structure and actively practices the humanized teaching concept by making micro teaching videos and other ways, which plays an important role in the development of translation teaching for English major. This paper mainly expounds the specific application of flipped classroom in the translation teaching for English major, in order to provide some references for the optimization of English translation teaching.

Key words: Flipped classroom; Micro teaching videos; Translation teaching

INTRODUCTION

With the deepening of reform and opening up, translation has assumed an increasingly more important role in the process of foreign exchanges. Therefore, translation course for English majors has been valued by countries and universities. However, being influenced by the traditional teaching model, the English translation course lacks innovative teaching concepts and approaches, which has seriously impeded the development of college translation course. The emergence of "flipped classroom" completely overturns the traditional teaching structure, which not only effectively improves students' academic performance, but also further promotes the innovation and progress of teaching contents. The unprecedented new teaching mode has aroused much reflection on the existing teaching mode, and more and more teachers have begun to combine this new teaching mode with their teaching contents and have achieved remarkable results. At present, there are tens of thousands of journal papers on flipped classroom, which roughly include the connotation, feasibility application study and significance of the teaching mode on theoretical level, and the practical applications in Microeconomics, Interpretation course and some primary and secondary school courses, but the research on the combination of flipped classroom with English translation course is obviously less. In view of this, this paper will study the practical application of flipped classroom in English translation teaching and propose specific teaching steps based on flipping, in the hope to provide some references for the improvement of English translation teaching.

1. LITERATURE REVIEW

The origin of "flipped classroom" can be traced back to the early 19th century. During the teaching process, a military school employed the method of allowing students to learn relevant contents before class and the teacher guides students to discuss questions in class. In 2000, three teachers of economics from Miami University in the United States also implemented a similar teaching mode, that is, students have their autonomous learning outside class, and the teacher gives further guidance to them in class. The above two teaching models laid the foundation for the germination of flipped classroom. In 2007, Salman Khan uploaded videos on You Tube after several

explorations to coach his distant cousin in math, which made the teacher plays the role of guidance rather than the command in teaching (Khan, 2014, p.134). During the same time, he founded the Khan Academy, a non-profit organization, which gradually extended the influence of flipped classroom to the world. In the meanwhile, Jonathan Bergmann and Aaron Sams, two chemistry teachers from Woodland Park High School in the United States, made and uploaded PPT on the network platform to make up lessons for the students who asked for leave, and further put the flipped classroom into practice. Four years later, Khan's speech entitled "Reconstructing Education with Video" made flipped classroom known worldwide. The book Flip Your Classroom: Reach Every Student in Every Class Every Day, co-authored by Bergmann and Sams (2013) further aroused the interest of teachers all over the world in flipped classroom teaching.

At present, foreign researches on flipped classroom mainly focus on the students' behaviors in class and the positive effects of flipped classroom on students during its implementation. The Horizon Report 2014 of New Media Consortium of the United States predicted that in the coming year the flipped classroom would become an emerging teaching model that will exert great influence on higher education. The researches on flipped classroom in China is much later than that in foreign countries, and most of them only stay at the theoretical level. Among these researches, the article named Research on the Teaching Mode of Flipped Classroom published by Zhang Jinlei et al (2012) was the first domestic paper to introduce flipped classroom. In this essay, the writers deeply analyzed the challenges encountered in implementation of flipped classroom in China and warned that these challenges call for immediate solution. Zhong Xiaoliu et al (2013) built a flipped classroom model on the basis of the new teaching mode, and used the way of Tai Chi Ring Model to directly reflect the mutual transformation between "teaching" and "learning". He Kekang (2014), on the basis of a thorough understanding of the connotation and practical significance of the flipped classroom, proposed a development path for the sinicization of the flipped classroom by the combination of it with actual teaching at that time. However, up till now, scanty domestic researches have combined flipped classroom with English translation teaching. Therefore, the study will further research English translation teaching on the basis of flipping, and put forward specific teaching steps to promote the development of translation teaching.

2. FLIPPED CLASSROOM

"Flipped classroom", also known as "reversed classroom" or "inverted classroom", mainly refers to flip the traditional teaching structure, that is, the teacher records the teaching video in advance and releases it on the web, and students watch the video repeatedly at home or any other place by pausing, replaying, etc... Students should also make notes accordingly, answer the questions set by the teacher in process of watching the video and understand the contents that to be learned in advance. In the class, students' questions will be discussed in small groups, and the questions that cannot be resolved after discussion will be solved by the communications between the teacher and students. Flipped classroom is a new teaching mode that realizes the knowledge transferring outside class and internalization in class. In the traditional classroom, the teacher dominates everything and students can be only a passive recipient. On the one hand, this old teaching mode will greatly reduce students' enthusiasm and creativity for their learning in the long term. On the other hand, it is also not conducive to the development of teaching. Flipped classroom makes use of the short and pithy videos to guide students' learning, leaving students carry out targeted learning, reconstructing learning process, thus relocating roles between the teacher and students. To some extent, it can not only improve students' abilities of autonomous learning and cooperative innovation, but also promote teacher's personalized teaching and attain a win-win situation between "teaching" and "learning" (Liu, 2017).

3. THE APPLICATION OF FLIPPED CLASSROOM TO ENGLISH TRANSLATION COURSE

3.1 Early Curriculum Development

In the process of early curriculum development, the teacher mainly focuses on the development of micro-courses, and each micro-course should be made at 15 minutes or so. Each micro-lecture corresponds to a relevant topic and solves one question accordingly (Wang, 2016, p.116). However, not all courses are suitable for "flipping". The teacher should combine teaching materials and curriculum characteristics, so as to reasonably flip the teaching.

The contents of curriculum development mainly include the design of the task list using independent study, the production of supporting resources in video and the practice of teaching method of guidance and learning in one. Among them, the task list presented by the form indicates that the teacher has changed his role from a traditional lecturer to a mentor for student learning (Jin, 2015, p.137). Through the task list, students can clearly know the general direction of their before-class learning and the tasks to be completed, and then write their perplexities and suggestions on the list after independent study. The teacher can make appropriate adjustments to the subsequent learning tasks after receiving feedback from the students. Supporting learning resources refers to the production of micro teaching videos. Students can

further understand and fulfill the corresponding learning tasks by the video. Nowadays, the micro-courses in the form of Screen-recording & PPT are widely used by teachers. The teacher opens the PPT that is prepared in advance and plays them in order, recording the course by using recording software and then explaining that in real-time. After that, the course will be saved, modified and uploaded to the learning group of the class. When students finish the first two learning tasks, the teacher will change his role from the original "instructor" to "guider", and strives to achieve innovation in teaching methods.

3.2 Before-Class Knowledge Transfer

Based on teacher's previous curriculum development, students can finish their own learning and mastering of relevant knowledge before class. Take two long sentences as examples, the Chinese translation of a long sentence from A Coursebook on English-Chinese Translation: What has changed, many experts believe, is that Americans have grown more reluctant to cast stones at friends and neighbors who fail to meet the moral standards they set themselves. And the English translation of a long sentence which is quoted from the novel named Rice: 午后的阳光从两侧的屋檐上倾泻下来，柔软的丝绸像水一样地波动，静心捕捉甚至能听见一种细微的令人心醉的噼啪.The teacher makes micro videos and assigns exercises in advance, introducing several methods for long sentences translation between English and Chinese and the background knowledge of the Rice. He can also make examples, explanations and finally uploads the video to the class learning group. After looking over the study guides and tasks on the task-list, students watch the mini-videos made by the teacher at home or elsewhere with purpose. While watching the video, students should prepare a notebook and several marker pens to make notes and corresponding marks of the key and difficult points in the video. For instance, How many translation methods for long sentences translation between English and Chinese are there? Which method should be given priority in the translation of different sentences? What principles should be followed in the translation? When students have some questions, they can find the relevant analysis in the video, watch the video and listen to the teacher's explanation repeatedly. Finally, the students complete the supporting exercises in the video by consulting the dictionary, analyzing the sentence structure, and applying translation methods flexibly. They fill in the doubts or suggestions that they still have after watching the video on the task list as well. After checking the before-class homework and task list submitted by the students, the teacher will sort out the common problems of the students and prepare for the lecture beforehand.

3.3 In-class Knowledge Internalization

During the knowledge internalization, the teacher should positively adopt heuristic teaching mode to give full play to his guiding role in the class. In class, students are divided into several groups to discuss the translation exercises in the video, and make a brief report according to their translation contents. For example, referring to the translation of two long sentences mentioned above, students will come to different translation versions from different groups. At this time, each group should have a representative to make a brief analysis of their final translation, which includes the reasons for the translation, the translation methods and the analysis of the sentence structure. In addition, each group also needs to discuss the questions from their members on the task list in the group. If the problems cannot be solved in the group, the group discussions and teacher-student discussions will be continued later. As for the translation of two sentences, questions could be as follows: How can the sentence structure be better adjusted during English-Chinese translation? How should the object clauses led by word "who" be put in a more reasonable place during the translation? What kind of figures of speech should be used to translate柔软的丝绸像水一样地波动？ For these all questions, the teacher should give a reference translation, so the first long sentence is translated into: 很多专家认为, 与以往不同的是, 美国人变得越来越不愿意去指责那些达不到自己道德准则的朋友和邻居.The second is translated as: Rays of afternoon sunlight poured down past the eaves; soft silks fluttered gracefully, like waves, calming her mind...(by Howard Goldblatt).The students further analyze the feasibility of the translations given by the teacher within the group and between the groups, and reach the following conclusions after communicating and analyzing with the teacher: The two translations were adjusted in structure respectively. The first sentence translated "cast stones at" into "责备、谴责" and made "many experts believe", the parenthesis, be the subject of the sentence. It also puts the object clause guided by word "who" in ahead and added the word of "变得" to make the expression more fluent. The second sentence gave full expression of the logic translation, had a good command of creative thinking between Chinese and English, and faithfully conveyed the source text to the readers by using simile. Students can know the reason of the omission of the translation for "...的噼啪声" through the background of Rice in the video. That is, on the basis of understanding the text, the translator grasped the logicality of translation, if this sentence is translated, it will be illogical. These contents mentioned above are all summarized by student representatives, and the teacher and other students can make appropriate additions. After several rounds of inner-group discussions, inter-group discussions and teacher-student discussions, students would have a deeper understanding of the translation between English and Chinese long sentences, which is helpful to their future translation.

3.4 After-Class Feedback and Evaluation

After three steps of early curriculum development, before-class knowledge transfer and in-class knowledge internalization, students would have already gained a certain understanding of the translation. In order to further consolidate and improve what they have learned, the feedback and evaluation after class is also of great importance. Students should consolidate the knowledge they have learned before and in class, reviewing the translation methods and skills they have used in translation to sort out and boil down the corresponding knowledge points. At the same time, students should also complete and submit in time the intensive exercises left by the teacher on the teaching platform, and make an objective evaluation of teachers' performance before and in class to promote the development of teachers' teaching methods. As for the teacher, he should make a summary of the whole class, review his teaching methods and behaviors before and in class, so as to recognize his own shortcomings and improve his teaching. Moreover, the teacher ought to correct the students' homework on the Internet platform in time; he should not only praise students' translations, but also encourage students to actively translate by creative thinking. In this way, both the teacher and students can improve themselves and benefit each other, which perfectly reveal the merits of a flipped classroom.

CONCLUSION

The application of "flipped classroom" in English translation course has brought obvious changes to English translation teaching. It exchanges the central position between the teacher and students in the teaching process, making students the active builders in the study, teacher the guider for students, and has strongly pushed the development of translation course for English major. At present, the combination of translation course and flipped classrooms is rare. Therefore, as the teacher of English translation course, we should actively combine the two and apply them to our daily teaching, to contribute to the better development of English translation teaching.

REFERENCES

He, K. K. (2014). Seeing the future development of "flipped classroom" in China from its essence. *E-education Research*, (7), 5-16.

Jin, L. (2015). Flipped classroom and teaching-method on micro-courses. Beijing: Beijing Normal University Press.

Liu, Y. R. (2017). The application of flipped classroom in college English translation teaching. *Journal of Chongqing University of Science and Technology: Social Sciences*, (6), 109-111.

Sams, A., & Bergmann, J. (2013). Flip Your Students' Learning. *Educational Leadership*, (3), 25-29.

Khan, S. (2014). *Khan academy of flipped classroom* (J. Liu, Trans.). Hangzhou: Zhejiang People's Publishing House .

Wang, Y. (2016). *Theory and practice of flipped classroom: The exploration based on the cultivation of applied undergraduate talents*. Hangzhou: Zhejiang University Press.

Zhang, J. L., Wang, Y., & Zhang, B. H. (2012). Research on the teaching model of flipped classroom. *Journal of Distance Education*, (4), 46-51.

Zhong, X. L., Song, S. Q., & Jiao, L. Z. (2013). Instructional design based on the idea of the flipped classroom in ICT environment. *Open Education Research*, (1), 58-64.