

Research on Application of Flipped Class in College English Translation Teaching

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Abstract: With the development of information technology, flipped classroom as an innovative teaching model has aroused widespread concern in China's education sector. Applying the flipped classroom to college English translation teaching can effectively help college English translation teaching out of the current development dilemma, thereby enhancing students' translation ability. Starting from the origin and connotation of flipped classroom, combined with the current situation of college English translation teaching, this paper explores the application strategies of flipped classroom in college English translation teaching, in order to provide reference and help for college English translation teaching.

1. Introduction

With the deepening of economic globalization, China's international exchanges and cooperation have become more frequent, involving politics, economy, culture, and society. As an international language, English can further promote international cooperation. In this context, the demand for English translation talent will continue to increase. Judging from the current situation of college English translation teaching in China, the phenomenon of "heavy theory and light practice" is very obvious. In order to complete the teaching task, knowledge explanation is the main teaching method in the classroom, and the learning subjectivity of the students is seriously neglected. The English translation study is more reflective of the students' practical ability. If the student's learning subjectivity cannot be reflected, it is difficult to cultivate excellent translators. The "Flip Classroom" teaching mode successfully transforms the position of teachers and students in a "learning after learning" approach, which fully reflects the subjective status of students. Therefore, strengthening the research of "flip classroom" design in college English translation teaching will help college English translation teaching out of the predicament [1]

2. The Connotation of Flipping the Classroom

The flipping classroom originated from the American Woodland Park High School. As an innovative teaching model, it has been valued by the Chinese education community in recent years. The feature of flipping classrooms is that students can use their spare time to learn. The mode of learning is mainly based on watching videos. Under the guidance of video content, the content of the classroom can be further understood, and the key points and difficulties of knowledge can be recorded. The traditional classroom teaching mode is based on "learning first and then learning", while the flipping classroom mode is "learning after learning", which changes the classroom structure and enhances students' ability to cooperate, learn independently, and practice. It can also help. Teachers fully realize personalized teaching, so flipping the classroom can achieve a win-win situation of "teaching" and "learning" [2].

3. Flip the Changes Brought by the Classroom

Flipping the classroom brings a subversive change in the relationship between the student and the teacher. In the traditional classroom, the teacher occupies the position of the main body of the classroom, and the students follow the teacher's explanation. In the flipping classroom, the teacher

is no longer the instructor who undertakes the teaching subject, but becomes the guide to guide the students' learning, and even can be used as a learning member. Under such a teaching mode, the student truly becomes the subject, and the teacher no longer It is always explained, more is the students themselves to study and explore, so that the classroom returns to students.

In the traditional classroom, teachers explain specific knowledge in the classroom, and then arrange after-school homework to further understand and consolidate the content of the classroom. After implementing the flipping classroom, the learning process refers to the pre-class, while the classroom becomes the time of inquiry, belonging to the teacher. In the process of answering questions and doubts, the form of teaching has undergone great changes, and the ability of students to learn independently has been well trained and cultivated. After the implementation of the flipping classroom, the process of question inquiry and answering questions in the classroom replaces the process of teaching the teacher to teach. The teacher does not specifically teach the course in the classroom, but only comments on the performance of the students, which is difficult for students to understand. The local answering questions and understanding has realized the change of teaching content [3].

The traditional examination method is usually to conduct examinations, the method is single, and the assessment results are relatively one-sided. It is impossible to comprehensively assess the overall learning effect of students. This kind of mode of putting all assessments into the final stage often leads students to start learning when they are approaching the exam, which is not conducive to the students' input in the learning process, and is not conducive to the teacher's test of the learning outcomes in the student learning process. The flipping classroom can present a multi-modal and multi-angle assessment method, which spreads the assessment throughout the student's learning process, so that the student's learning outcomes can be examined in a variety of ways, including the students' basic translation, organizational and critical thinking skills. The assessment results are more comprehensive.

4. The Advantages of Flipping Classroom Teaching Mode

Flipping the classroom is a “student-centered” classroom teaching model that enables students to explore learning and initiative learning. Compared to the traditional classroom teaching model, flipping the classroom has the following advantages:

Breaking through the time and space limitations of classroom teaching turning the classroom breaks the time and space limitations of teaching. As long as the network platform is available, students can choose the time and place of learning independently, and can carry out repetitive learning. For the teacher's lectures, students can repeat or accelerate the process of self-learning according to their own progress, acceptance of knowledge.

After the students actively acquire the basic concepts or knowledge, the language skills training can be carried out more in the classroom. The teacher can be in the classroom. Through the discussion of teachers and students, group discussions and other means to make students become active participants in learning, students' comprehensive language skills can be well trained in the classroom. The teacher changed from the original role of imparting knowledge to a mentor who enlightened the students, while the students were transformed from passive audiences who were passively accepted in the classroom to active participants in the teaching activities. This kind of shift from "teaching first and then learning" to "learning first and then teaching", from "focusing on learning results" to "focusing on the learning process", from "teaching learning" to "study learning", allowing students to It is easier to improve the comprehensive use of English, and it is also conducive to building a harmonious teacher-student relationship [4].

Demonstrate a new teaching concept. The flipping classroom can arrange different teaching micro videos according to the set teaching objectives, combined with the students' actual learning needs and learning ability. Students can reflect on the learned content in the classroom and propose their own. With knowledge and problems, teachers can provide targeted instruction for different students, so as to carry out graded teaching and personalized teaching in the true sense, and effectively achieve teaching goals. The flipping classroom emphasizes the advancement of

knowledge transfer and the optimization of knowledge internalization, which makes the design of teaching strategies and teaching activities change greatly, and realizes the interaction of the Trinity - "teacher-student interaction", "life interaction", "student and video" Interaction, which helps to improve students' language awareness and strengthen students' practical skills.

5. The Problems and Countermeasures of Implementing the Flipping Classroom

Implementing a flip classroom has higher requirements for teachers' teaching skills. First of all, teachers need to change the traditional teaching concept and adapt to the changes in the role brought by the flipping classroom. At the same time, teachers need to be proficient in using information technology, making various micro-curriculars and uploading them, and can communicate with students through the Internet. Teachers need to combine their own English translation teaching practice, and divide the content of the lecture into modules, thus forming a series of knowledge points such as translation basic theory, translation database, translation skills, and then through Snagit recording software and other multimedia production software. Record the knowledge content of the original course into a relatively short micro-course, and give the students self-learning before class. The micro-teachers can arrange cases that are discussed and analyzed in the classroom. For teachers, as a professor of translation theory and practice, it is necessary to think carefully about what content can be used for the production of micro-courses. At the same time, how to use these micro-courses to present and how to adopt these forms requires teachers. Therefore, it can be said that making micro-courses is a technique, but designing micro-courses is an art. The application of flipping classroom mode in college English translation teaching requires teachers to improve teaching skills and improve the production and processing ability of micro-courses.

With the continuous attention and popularization of English learning, students have experienced a long English study time from high school and have a certain level of English. However, because English translation is less involved in the middle school stage, the translation gap of students is different. Very large, even some students with poor foundations have problems with the translation of basic sentences, while other students with better foundations can successfully complete the translation of paragraphs, which reflects the huge difference in the level of English translation of students. . English majors also have different learning attitudes when they are studying English translation. Some students have great interest and can integrate and understand translation knowledge well. The learning results are also good. However, there are also many students who are only interested in their own professional courses. They are not interested in English translation courses. They often have the phenomenon of skipping classes, let alone self-study. Since flipping the classroom requires students' self-learning and high participation, once the students are not conscious enough to complete the micro-course learning before the class, they cannot follow the teaching. Therefore, the application of the flipped classroom mode in college English translation teaching needs to establish a matching student assessment model, comprehensively assess the students' pre-class self-learning, class inquiry activities and after-school review, showing multiple ways and The multi-angle assessment method disperses the assessment throughout the student's learning process, so that students' learning outcomes can be examined in many ways. The establishment of this assessment mode requires the promotion of the school teaching department, and requires teachers to feedback in the teaching and continuous improvement [5].

In the flipping classroom teaching mode, the content of pre-class learning comes from the courseware or teaching video produced by the teacher. It needs to be difficult and appropriate, highlighting the teaching content and the form needs to be novel and lively, and the corresponding learning tasks must be accompanied to guide the students. Learn. This puts high demands on the selection and form of the teaching content of the micro-course. First of all, the micro-course must reflect the characteristics of "micro". The entire micro-class study time should be controlled within 15 minutes to ensure that the student's attention is not exceeded. In order to achieve the goal of "micro" in micro-courses, teachers need to prepare necessary materials before recording micro-courses. At the same time, they should also consider the expression of language in micro-classes, and strive to express conciseness and clarity. Each sentence is written in advance to

organize and concentrate. Secondly, although the micro-class is arranged based on the teaching content of English translation, it is not equal to the compression package of the traditional classroom teaching content, but the knowledge points are separated for the students to learn. For example, the localization and foreignization of English translation can be explained separately. The standard of Cinda's in English translation and the addition and subtraction of words in translation are all independent knowledge points. Finally, the design of micro-courses by teachers requires ingenuity and careful consideration of how to stimulate students' interest in learning through micro-courses. If micro-courses are just new packaging for instilling traditional knowledge, it will inevitably affect students' enthusiasm for learning. Teachers can fully visually reproduce the knowledge through multimedia means such as pictures, music, animation, etc. It can also be introduced into the learning situation through a fun video. For the recording of the micro-class, it is also necessary to solve the technical problems and ensure that the picture and sound of the micro-class are clear.

6. Conclusion

In summary, the flipping classroom as an innovative teaching model, applied in college English translation teaching, can not only lead the English translation teaching out of the predicament, but also meet the requirements of the university information education reform. Based on the advantages of flipping classrooms, the classroom structure of college English translation teaching has been completely changed. The transfer of knowledge from in-class to under-class can effectively make up for the shortcomings of college English teaching time limit, and the flexibility of flipping classroom is more in line with the cognitive characteristics of college students. It makes it free to learn and has a lot of room for development. If we really want to play the role of flipping the classroom teaching mode, we need further research and exploration by teachers, so as to continuously improve the flipping classroom teaching mode, so that it can become an important way to enhance students' translation ability.

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