

Reflection and Practice in E-C Translation Teaching of College English Based on Flipped Classroom

Jingjing Xie

College of Foreign Languages and Literature, Wuhan Donghu University, Hubei, China

Keywords: Flipped Classroom, E-C Translation Teaching, College English

Abstract: With economic and social development, translation talents are in urgent need. Higher education meets a new chance and challenge. Translation competence of College English students determines national future. Nevertheless, most College English students have difficulties in E-C Translation learning. One factor of them lies in boring and dull translation teaching classroom. Therefore, it is an imperative for College English teachers to renew traditional translation teaching mode. Flipped Classroom is an active and effective model centered on students' learning competence improvement and immediate feedback of teaching. This paper first introduces what is Flipped Classroom, and necessity of its application. Then, it makes an analysis of current state and problems of Translation teaching in College English. It mainly discusses about reflection, exploration and practice in E-C Translation Teaching of College English based on Flipped Classroom. According to the author's teaching practice, a period of detailed teaching and learning arrangements and procedure of Flipped Classroom on E-C Translation Teaching is exhibited in this paper.

1. Flipped Classroom and the necessity of its application in University

In pursuit of American creativity and innovation, Peer Instruction proposed by Physical Professor Eric Mazur of Harvard University in the 1990s asserted that the equal position of imparting and absorbing knowledge forms new teaching model, which drew attention to students' learning requirement and feedback. The collaborative learning, autonomous learning, and interaction between the teacher and students brought new concept of teaching. Afterwards, in the 21st century, more and more educators, especially those teachers in high school and universities introduce this appealing and effective teaching method to change their boring, dull and sole teaching way. Three teachers Maureen Lage, Glenn Platt and Michael Treglia of Michigan University shared their successful teaching experience in paper named "Inverting the Classroom: A Gateway to Create an Inclusive Learning Environment", which first presents the public and educational circles with this new teaching term Inverting the Classroom. This active teaching mode has become popular in numbers of American High School since the very beginning of this era. High school teachers make good use of teaching mode in brainstorming and incentive measures to cultivate children's competence of conducting experiment and divergent thinking.

So it goes with college teaching, university teachers gradually direct their attention towards this new teaching mode. Inverted Classroom or Flipped Classroom actually caters for college students who need to individual thinking and personified learning. For their age and leaning characteristics, they are usually puzzled when ample spare time and urgent desire for knowledge accompanies them in the whole learning process. This complicated emotion and feeling is hard to be perceived and understood by the teacher due to limited teaching time in classroom. As a consequence, what they would miss unconsciously is ability to explore the unknown fields and better improve them more than acquiring knowledge itself to a certain extent. In university stage, to plan future career and prepare for social life seems of great importance so that a sound foundation of comprehensive quality really provide with concrete help. How class teaching exploits the advantage of higher education to the full is closely related to college students' learning and psychological growth, and even national future. How heavy college teachers' burden is!

Flipped Classroom achieves the goal of self-learning for college students, under the teacher's

supervision and guidance. Long life learning is regarded as an indispensable survivability for adults. Flipped Classroom makes a breakthrough in teaching mode. A great deal of college students is often unsatisfied with Duck-stuffing teaching mode. They long for much space and time to be permitted to think and learn what they are interested in and really want. Flipped Classroom is verified to offer more chances and resources for helping college students to master knowledge in a merry and easy way. In Flipped Classroom, presentation, discussion, sharing, and self-reflection would be attached great importance to. For college teachers, it is necessary to correctly guide youngsters, in all aspects of research methods, academic attitudes, values and the verse. Flipped Classroom is worth spreading and being widely applied in college teaching in China and abroad.

2. Current state and problems of Translation teaching in College English

Although human translation activities lasted for thousands of years in need of cross-culture communication involving transmitting religion, exchanging thoughts, and propagating culture, translation as a new emerging discipline, has only been studied for more than 100 years. Most universities and educational institutions offer translation majors and cultivate students with translation competence. In China, since opening-up policy implemented, it has been urgent to draw the essence of science and technology first and then carry out the strategy of going out, which could help meet the need of market.

Higher education, especially college education, as a primary concern, plays a leading role in translation theory research and its application. Along with the shortage of translation talents in our socialism market economy, only Translation majors are too insufficient to satisfy the socialist construction, whereas College English students not translation or English majors lack translation training and skills, and even hardly understand translation target and process. In this case, College English teachers should make it clear the relationship between translation ability and related career they would choose in their special professional field. Briefly, College English teachers have to give much weigh to improvement in translation level College English students.

Due to National Medium and Long Term Educational Reform and Development Program (2010-2020), College English course in Higher Education should aim at satisfying the state strategic demands for opening-up and economic and social development. It is helpful for students to take a global view. College English Teaching Guide (2016 version) affirms that technological advancement, management experience, and thoughts and ideas abroad could be learnt directly and instantly by means of English as an important tool; the world's excellent culture and civilization could be well inherited. This document encourages College English course should renew teaching methods, make use of information technology means to create diverse teaching and learning environment from multiple-perspectives. It also clarifies that translation teaching should meet different requirements and College students should attain skills of diverse levels.

College English is an integrated course. As a required course, College English course has been the only English course for College English students. Though some universities open some selective courses related to English for non-English majors, such as British and American Literature, Western movie appreciation, an Introduction to Translation and the forth, College English has been playing the most dominant role in teaching college students. Comprehensive abilities embodied in College English course need to be developed, which doesn't mean simple or vacant teaching and learning. Speaking of translation, most college students can't escape unfamiliarity of professional terms, western culture, translation methods and transformation of different thinking modes beneath the original text.

There still exist many college English teachers who turn more attention to language input other than language output. Translation, one of language output, in many College teachers' views, has simply been referred to teach translation theory more than practice. On the other hand, for limited teaching periods, some College English teachers are mainly centered on vocabulary and grammar. Their Translation teaching design focuses on examination-oriented education. No systematic College English translation teaching syllable, no suitable College English translation textbook, no translational background for College English teachers and no matched equipments for translation

training makes College English translation teaching arbitrarily and less effectively.

3. Reflection of E-C Translation Teaching in College English Based on Flipped Classroom

On the basis of College English course, my recent survey about obstacles in E-C Translation learning reveals that most students think English original text of E-C translation is hard to be understood, which lies in English vocabulary, structure and grammar. Whereas, for the other questionnaire about the biggest problem in E-C Translation class, most students admit what makes them confused most is the boring explanation in translation teaching, which is helpless and useless. Because it occupies lots of teaching time to read translation of the original text which can be read outside class. On detailed analysis of above findings, the biggest obstacle in E-C Translation learning is caused by less proficiency of English skills and misunderstanding of the original text – English, the common occurrence for non-English majors.

Nevertheless, most College English students are dissatisfied with what they have experienced in classroom. Repeat key grammar and structure in the original text of textbook in each unit or some translation material supplemented by the teacher, and introduce a certain translation skills, then directly give the model translation. Whether students understand or not, E-C Translation is completed once, leaving no chance of discussing or questioning for College students. E-C translation in class is mostly equivalent to reading comprehension. In this way, students miss the chance of deeply understand meaning of the original text, which does less to help their know culture and acquire language. There embodies no interaction of translation. The teacher becomes the translation machine. Even if some student can participate in E-C Translation of the original text, it is also rare for most students.

What most students expect the College teacher to convert is teaching mode. Given the limited translation teaching time in College English integrated course, a more reasonable teaching design and effective teaching method should be taken into consideration. Flipped Classroom is an ideal access to converting traditional E-C Translation teaching into an interesting and positive way of College English class. Boring and complicated vocabulary, grammar, and structure can be exposed as electric materials, while teachers' explanation could be recorded as a video to be played repeatedly before class by students individually. In class, teachers could organize more activities to exhibit the practicality of translation. For E-C Translation, the main obstacle, those difficulties in English acquisition, as the survey shows us, could be overcome, because basic nature and features for English has been mastered through learning materials given before class. There are more testing methods to ensure the effectiveness such as answering questions, discussing results, online tests after class and the like.

4. Exploration and Practice in E-C Translation Teaching of College English Based on Flipped Classroom

In our university, College English students' textbooks are New Century College English series of Zooming In: An Integrated English Course (3) and Learning To Speak: An English Video Course (3). For the whole semester, three quarters of periods covers Zooming In: An Integrated English Course (3), when one quarter involves Learning To Speak: An English Video Course (3). Thus, translation competence will be normally trained in integrated English course. Each unit which mainly focuses on Text A occupies 6 periods. Generally speaking, time allocation is as below. Lead-in would involve one period, which introduces some background information related to the subject of this unit and especially for Text A. Next two periods refer to text analysis, mainly about explaining the meaning of Text A, actually this part is finished by the teacher, and it is hard for students to translate Text A into English well, though they have previewed the text and understand its content. Learning vocabulary and structure can be arranged into two separate periods. If vocabulary and structure explanation are inserted into text analysis, it consists of 4 periods. The rest one period is set aside for finishing exercises in the end of this unit.

In order to train students' E-C Translation ability, from four periods which covers vocabulary,

structure and text analysis, choose one period as Flipped Classroom. It means that one quarter of contents about Text A of each unit would overthrow the traditional teaching mode. Choose proper paragraphs of Text A to record a short video about the summary and key expressions and translation methods of these paragraphs, and collect and make abundant resources for students' autonomous and online learning. Before class, assign students to preview the text, watch short video from which students got assignments such as thinking about problems or having group discussion on E-C Translation of those paragraphs, and remind students of making use of those resources provided. In class, obtain students' feedback by encouraging students to actively take part in translation activities from the original text to their mother tongue. Discussion Group can be distributed according to their translation competence. Each time each group should make good preparations, but choose one student of every group to practice E-C Translation. After individual performance and discussion result presentation, the teacher should make comments and praise those excellent translators. After this period, students' autonomous learning would be extended while some practice and online homework are good ways to testify their translation level and ability.

Take paragraphs 12 to 15 of Text A: Set Your Body's Time Clock to Work for You as an example to exhibit Flipped Classroom in E-C Translation of College English. This period involves the second half of the text, in previous class, students have known that it is an exposition about science which shows the newest research findings. The general idea of these paragraphs could be told in short video. Translations, collocations and example sentences about new expressions like "demanding", "by contrast", "monitor", and "process" could be made into PPT and video as well. More websites abroad and Chinese materials with information related to chronobiology, including terms and corresponding translation in this field, can be shared with students online. To adjust word order properly is a key to E-C Translation, some typical examples added to E-C translation principle offer materials in the form of texts. How to understand and translate "mental activities" in paragraph 13 and difficult sentence like "During a six-year research project known as the Army Diet study, Dr. Halberg, chronobiologist Robert Sothorn and research associate Erna Halberg monitored the food intake of two groups of men and women." in Paragraph 14 can be designed and assigned to think and discuss before class. In class, ask some students to retell paragraphs 12 to 15 in Chinese, order students to translate "mental activities" in paragraph 13, and then tell them to compare it with "physical work" in previous paragraph, and finally draw a conclusion that translation of "mental activities" turns out to be "脑力劳动" not "精神活动", for context should be taken into account when understanding the original text in E-C Translation. For above difficult sentence in paragraph 14, let one of every team displays its Chinese translation version and then make students choose excellent one. The proper word order for translating "a six-year research project known as the Army Diet study" is "为期六年,名为军队饮食调查的一项研究表明". English usually puts the long modifier after the modified in need of structure, while Chinese translation should conform to Chinese word order that the modifier appears ahead of the modified. In paragraph 14, pose a question: "two groups of men and women" means that both groups are mixed genders or two groups of genders separately. After students' discussion, the preceding translation "groups are mixed genders (男女混合的两个组)" is available. Likewise, E-C paragraph translation from paragraphs 12 to 15 and other materials supplemented for translation training can be carried out as well. After class, more resources about chronobiology collected by the teacher could be learnt and E-C technical translation level could be trained and testified by supplementary and subsidiary means. Flipped Classroom makes students draw prominent role in E-C Translation teaching of College English class under teacher's supervision and guidance, which highlights College English students' enthusiasm and greatly improves the effect of teaching. Moreover, students' autonomous learning would be penetrating in their whole study period.

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