Corpus-based Interpretation Flipped Classroom Teaching Model

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Abstract. Corpus can provide abundant new teaching resources for the new teaching model flipped classroom, which also conforms to the corresponding constructivism teaching theory of flipped classroom and advocates the cultivation of students' autonomous learning ability and inquisitive learning ability. This paper applies the interpretation corpus to implement the flipped classroom teaching of interpretation, and carries out innovative design research on the content system, task system, skill system and evaluation system of interpretation teaching, in order to provide an effective path for the comprehensive optimization of the effect of interpretation teaching.

1. Introduction

According to the characteristics of immediacy, skill, practice and simulation of interpretation teaching, the flipped classroom teaching of interpretation truly focuses on students' internalization of interpretation knowledge and acquisition of interpretation skills with the help of the interpretation corpus, so that the space and time of interpretation teaching can be infinitely expanded and the practice of interpretation teaching can be carried out throughout the pre-class, in-class and after-class. In view of this, the corpus-based interpretation flipped classroom teaching model mainly includes four modules: the design of the interpretation teaching content system, the design of the interpretation teaching task system, the design of the interpretation skills system and the design of the interpretation evaluation system. These four modules are related and integrated with each other

2. Design of interpreting teaching content system

The content design of corpus-based interpretation flipped classroom teaching mainly includes the creation of multi-topic interpretation mini-corpus, the production of targeted interpretation micro-lessons and multimedia courseware, and the selection of video and interpretation learning websites suitable for interpretation teaching. The microcorpus of multi-topic interpretation can be built according to the themes of the interpreting textbooks (such as politics, economy, science and technology, culture, finance and economics, etc.). Before the course of interpretation, students can make use of these mini interpreting corpus and video corpus for independent study, breaking through the limitation of the teaching content of traditional interpreting textbooks. Before and after class, students can conduct self-training with the help of the corpus in the interpretation, and at the same time, they can also cooperate with teachers to participate in the work of updating and improving the interpretation corpus. The extracurricular independent learning advocated by the corpus based interpretation flipped classroom teaching can not only fully mobilize students' enthusiasm and initiative, but also meet students' thirst for knowledge and practical needs. It can be seen that only reasonable integration of online and offline teaching content, combination of flipped classroom and other concepts, and realization of efficient blended learning are the main ways to realize efficient learning.

In the interpretation classroom, teachers can use the diversified corpus and convenient retrieval tools to serve the interpretation teaching. Therefore, it is necessary to build a micro - interpretation corpus with immediacy, pertinence and novelty. Before the first miniature corpus under construction, for example, we can choose a prime minister from 2016 to 2019 in the two Chinese and foreign journalists in simultaneous corpus of text writing, and the plain text file is saved as a separate (TXT

file). Then, the collected corpus was pre-processed, and the corpus was assigned and annotated by CLAW7, and then TRA-DOS7 was applied. "Winalign" function and manual intervention to align Chinese and English materials, so as to establish the corresponding micro interpretation parallel corpus (ZLY). Then through corpus indexing software tool AntConc3. 2. 2 and Concordance3. 2. To conduct a certain quantitative research from the aspects of word length, word frequency statistics, analysis of word usage tendency, co-occurrence of timely context, and characteristics of target language style, so as to provide an effective basis for interpreting teaching. Specifically, through Concordance3. 2. The software makes quantitative statistics on the length and number of all words in ZLY corpus and the proportion of words of each length in all words.

After the interpretation class, the teacher can also select the corpus of the interpretation teaching to test the students' mastery of the interpretation knowledge, or choose the relevant audio and video corpus materials to hang on the Internet according to the interpretation knowledge and skills taught in class for students to practice after class. Students can practice interpretation online, listen to the translated content on demand, and open the text for comparison. At the same time, students can also communicate with teachers online and get help and guidance from teachers. Of course, the after-class interpreting practice section requires teachers and students to establish a background database through the campus network, use ASP and ADO technology to program and use a large number of related software to achieve. In a word, teachers should build multi-type interpreting corpus related to teaching content, let students conduct practical training through online platform, and give feedback and evaluation according to students' situation, so as to consolidate and expand their interpreting knowledge and skill

3. Design of interpreting teaching task system

Interpretation based on corpus to flip the classroom teaching mode of teaching task system mainly includes the interpretation teaching task before class, classroom teaching and after-school teaching tasks, this system of interpreting teaching task to solve the problem of shortage of the traditional interpretation teaching class, formed "before interpreting knowledge and skills of autonomous learning, classroom internalization interpretation skills and knowledge acquisition and interpretation of knowledge and skills after class to consolidate optimization" of the innovative teaching mode, and realize the combination of online interaction and real communication between teachers and students blended learning mode.

Interpretation teachers assign pre-class tasks. Students can learn interpretation knowledge and skills independently through the interpretation corpus, interpretation micro-class and the interpretation website, and find out relevant problems in the learning feedback. To solve these problems, teachers and students can discuss face to face. In the classroom tasks and activities, teachers use the interpretation corpus, interpretation courseware and interpretation video to help students acquire the corresponding interpretation knowledge and skills and internalize them through the interaction between students and teachers. For the interpretation knowledge and skills learned in class, teachers can arrange after-class tasks for students to consolidate through the interpretation corpus. Interpreting video corpora can simulate interpreting the scene situation, such as the fact that news, recorded interviews, financial negotiations, cultural education, science and technology information, such as, the teacher through design thematic interpretation simulation training, let the students in the whole process of interpreting learning familiar with a variety of language and cultural background, constructing interpreting knowledge system, improve the level of interpretation and interpretation.

4. Design of interpreting skill system

Interpreting skills training is the focus of interpreting teaching, mainly including listening skills, pre-translation preparation skills, interpreting memory skills, speech type analysis, digital interpretation skills, public speaking skills, target language expression skills and interpreting coping strategies. However, the interpreting skill system in the corpus based interpretation flipped classroom

teaching model focuses on the training of listening skills, interpreting memory and note-taking skills, target language expression and intercultural communication skills. It is worth noting that the training of public speaking ability and psychological quality should be throughout.

Based on corpus and flip the concept of classroom interpretation system to let the students learning situation of autonomous control of interpreting skills, greatly enhance the communication and discussion of interpreting skill learning, improve the students' comprehensive interpretation ability and psychological quality, etc., but also effectively compensate for the shortcomings existing in the current teaching of interpreting skills and various constraints, expand the interpreting skills teaching space and time, in the true sense realize the "student-centered" "to learning as the center of gravity" and "to the teacher to guide learning" teaching goals, to change the students' interpreting learning concept, and cultivate the students' lifelong interpreting learning ability and habit.

5. Design of interpreting evaluation system

Interpreting evaluation system is driven by corpus of interpreting flip an important part of classroom teaching mode, to class inside and outside the interpreting teaching activities, teaching task and teaching process in timely monitoring and evaluation, and can timely judge interpretation turn classroom teaching ecological state of individuals and groups, at the same time gives objective evaluation. The design of interpretation evaluation system is mainly embodied in three aspects: scientific evaluation method, diversified evaluation contents and diversified evaluation objects.

5.1 Scientific evaluation methods

Corpus provides an effective guarantee for scientific and standardized interpretation evaluation system. Based on the developed network technology and a large amount of interpretation data, the test proposition corpus of interpretation provides a scientific and fair evaluation method for the interpretation evaluation system. As a new means of investigation and research, the interpretation corpus can present students with multi-layered, multi-domain and multi-functional resources, which can not only promote students' interpretation learning and effective training, but also create favorable conditions for the objectivity and scientific nature of the interpretation assessment system itself. In short, the interpretation corpus not only provides multi-dimensional authentic corpus resources for the flipped classroom teaching, but also realizes the modernization, standardization and scientification of the interpretation evaluation system by virtue of its powerful functions.

5.2 Diversified evaluation contents

The content of corpus based interpretation evaluation should be diversified, including interpretation theory, listening ability, bilingual conversion ability, interpretation skill level, public speaking level, intercultural communication ability and psychological quality. In fact, the process of interpretation evaluation is a gradual and in-depth process from the assessment of interpretation knowledge (basic interpretation theory, bilingual language knowledge and cultural background knowledge, etc.) to the assessment of interpretation ability (listening ability, bilingual conversion ability, interpretation skill level, intercultural communication ability, etc.) to the assessment of comprehensive interpretation ability.

5.3 Pluralistic evaluation objects

In the flipped interpretation classroom teaching, it is also necessary to realize the diversification of evaluation objects, which is mainly reflected in the evaluation of interpretation teachers on students and groups inside and outside the class, mutual evaluation among students, students' evaluation on teachers and themselves, and students' evaluation on teaching methods, teaching contents and teaching process. Through online communication and face-to-face communication in class, teachers can give students an objective and clear understanding of their current learning status and make targeted self-correction and improvement. At the same time, mutual evaluation among students can create a competitive and progressive learning atmosphere, and cultivate the team spirit of mutual help and cooperation. Through questionnaires and interviews, students' evaluation of teachers and

themselves as well as students' evaluation of teaching methods, teaching contents and teaching processes enable teachers to re-examine themselves and timely adjust and improve teaching methods, contents and processes. It can be seen that the diversification of evaluation objects can make the interpretation evaluation system present a virtuous circle and develop.

The design of the interpretation evaluation system based on corpus is mainly to realize the diversification and diversification of the evaluation of the interpretation flipped classroom teaching. The interpretation teachers should make a coherent evaluation of the students' interpretation ability in and out of class, paying attention to not only the students' past and present performance and status, but also the students' future potential and development. The design of the interpretation evaluation system focuses on the continuous and effective multi-dimensional evaluation of students by teachers in the process of flipped interpretation teaching, and follows the principle of "promoting learning and teaching through evaluation", so as to fully introduce the concept of corpus and flipped classroom into the interpretation evaluation system and truly realize the transformation of the interpretation evaluation paradigm.

6. Summary

The interpretation corpus provides an important method and approach for the study of interpretation teaching, while the flipped classroom brings a brand new teaching concept to the study of interpretation teaching. As a teaching resource and a modern translation tool, corpus can provide abundant corpus and technology for translation teaching. The flipped classroom model is self-learning oriented, which is in line with the goal of developing translation ability. The combination of corpus and flipped classroom in translation teaching is a new mode of translation teaching. It is a way to cultivate professional translation talents in the information age to construct the flipped translation teaching mode based on corpus application and realize the independent construction of students' translation ability.

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