

Applications Research of Flipped Classroom in Translation Teaching of College English

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Abstract: Flipped classroom teaching mode successfully changes the position of teachers and students, which not only fully reflects the students' principal position in learning, but also meets the needs of the development of college English translation teaching. Flipped classroom has strong practical significance. Based on this, this paper makes an analysis of the specific application strategies of the flipped classroom before, during and after translation teaching class of college English, aiming at providing effective suggestions for the design of the flipped classroom in translation teaching and improving the efficiency and quality of translation teaching.

1. Current Situations of Translation Teaching of College English

With the deepening of economic globalization, China's international exchanges and cooperation are more and more frequent [1]. As a common international language, English can further promote international cooperation. In this context, the demand for English translators will continue to increase. College English teaching advocates the cultivation of students' abilities in listening, speaking, reading and writing. Translation is not only the embodiment of comprehensive ability, but also a separate ability, reflecting students' proficiency in bilingual use. If students learn translation well, they will have a better understanding of the methods of learning foreign languages, and the learning of foreign languages will be more valuable. At present, the proportion of translation questions in college students' English exams is also increasing. College English is a public basic course. Most schools have fewer class hours. Teachers' teaching tasks are mainly focused on listening, speaking, reading and writing. There is a lack of classroom teaching time in translation. English translation has always been a weak link in college English teaching. Teachers and students have fewer interactive answers, while students generally have a weak foundation in English, and translation has hardly been effectively trained. Nowadays, almost no basic translation theories, techniques and methods are introduced in college English textbooks. The translation of paragraphs or sentences after class, corresponding to the language points learned in the text, cannot be regarded as translation exercises in the true sense. All these hinder the improvement of college English translation teaching quality and affect the cultivation of students' comprehensive language application ability. In order to accomplish the teaching task smoothly, teachers basically adopt the teaching mode of giving priority to teaching in class, which leads to students listening passively in class and having no time to practice [2]. It will lead to the disconnection between students' theoretical knowledge and practical skills, which is difficult for students to improve their translation skills through practice.

2. Concept of Flipped Classroom

Flipped classroom is a teaching mode centered on student's principal position [3]. In the flipped classroom, students can learn teaching video or courseware first, and share the problems and knowledge points before classroom teaching. They have acquired and summarized in classroom teaching. Teachers then organize students to have group discussions or personal presentations. In the actual classroom teaching, teachers can answer questions where students have questions to strengthen students' knowledge and improve the teaching effect and quality. The application of flipped classroom teaching mode in learning conforms to the requirements of teaching reform and transforms the status of teachers and students. Students become the main body of classroom teaching, and

teachers become the guides of students. The idea of flipping classroom is that pre-class teachers present teaching materials with the help of Internet technology tools, so that students can understand the teaching content in advance. In the classroom, through interaction and guidance between teachers and students, students are guided to analyze and solve problems. Flipping the classroom is the same position as the pre-class preparation stage, the classroom teaching stage and the post-class evaluation stage. Through the way of first learning and then teaching, we can understand what we have learned before class, and give full play to students' subjective initiative in learning. In the course of teaching, we can help to solve the difficulties of learning in the form of discussion and communication. The new teaching mode reconstructs the process of teaching and learning, and makes the roles of the two great changes. Teachers are no longer managers and knowledge imparters in traditional translation classroom teaching, but guides for students to learn independently. Similarly, students are no longer passive knowledge receivers in the classroom, but actively participate in discussion activities under the guidance of teachers, and become knowledge explorers.

3. Application Advantages of Flipped Classroom in Translation Teaching of College English

3.1. Breakthrough Limitation of Time and Space

The traditional classroom teaching mode, teaching and learning are limited to the classroom. Once students are unable to attend classes on time or in poor condition due to personal reasons, such as illness and leave, it will inevitably affect the learning progress and mastery of learning content. The flipped classroom breaks through the limitation of time and space. Teaching videos are shared in two networks for a long time. Students can learn independently and individually according to their own needs at anytime and anywhere. As long as there is a network platform, students can independently choose the time and place of learning, and can carry out repetitive learning. Students can repeat or accelerate the process of autonomous learning according to their own learning progress, acceptance of knowledge, and improve their translation level. Under the flipped classroom model, teachers provide students with online answers at a specific time through the online platform to solve the problems they encounter in English translation learning in a timely manner [4].

3.2. Optimize Structure of Teaching and Learning

The traditional classroom teaching mode is teacher-led, and the hierarchical relationship between teachers and students is strict. To a great extent, it inhibits student's critical thinking and creative thinking, which is not conducive to the cultivation of the harmonious development of teacher-student relationship. This has a particularly serious impact on English translation classes. Teacher-centered classroom teaching will result in students not having enough time to complete language skills training, thus directly hindering the development of various language skills. Flipping classroom teaching mode transfers traditional classroom teaching to extracurricular teaching. After students acquire basic concepts or knowledge actively, language skills training can be more carried out in the classroom. Teachers can make students active participants in learning through teacher-student discussion and group discussion in the classroom. Students' comprehensive language ability can be well trained in the classroom. The role of teachers has changed from imparting knowledge to inspiring students to think. Students change from passively accepted audiences in the classroom to active participants in teaching activities.

3.3. Promote Relationships of Teachers and Students

In the traditional classroom, teachers have absolute right of speech and control in the classroom, which controls all the links and processes in the classroom. Students are in a subordinate position and absolutely obey the arrangement of teachers. They have no right to question or argue with teachers. Teacher-student relationship tends to be tense. In the flipped classroom, classroom activities have changed from simple teaching to interaction between teachers and students. Students can not only ask questions freely from teachers, put forward their own views, but also discuss with other students, forming a diversified interaction mode characterized by teacher-student interaction and student

interaction, which effectively promotes communication and communication between teachers and students. In the process of communication, students' creative thinking, critical thinking, communication and cooperation ability can be effectively improved. The effect of knowledge absorption and internalization has also been significantly improved. Reversing classroom advocates equal treatment and mutual respect between teachers and students, restores the essence of classroom as a place for knowledge exchange, and the equal classroom atmosphere helps to close the relationship between teachers and students. Teachers are more likely to be good teachers and friends of students. Harmonious teacher-student relationship can effectively alleviate students' anxiety in English translation class, make them more willing to use English to communicate and actively participate in various classroom activities.

4. Application Process of Flipped Classroom in Translation Teaching of College English

At present, there are relatively mature studies on the design process of flipped classroom in China. The author analyses the relevant research results at home and abroad, and puts forward the basic application process of flipped classroom in College English translation teaching based on the current situation of college translation teaching in China.

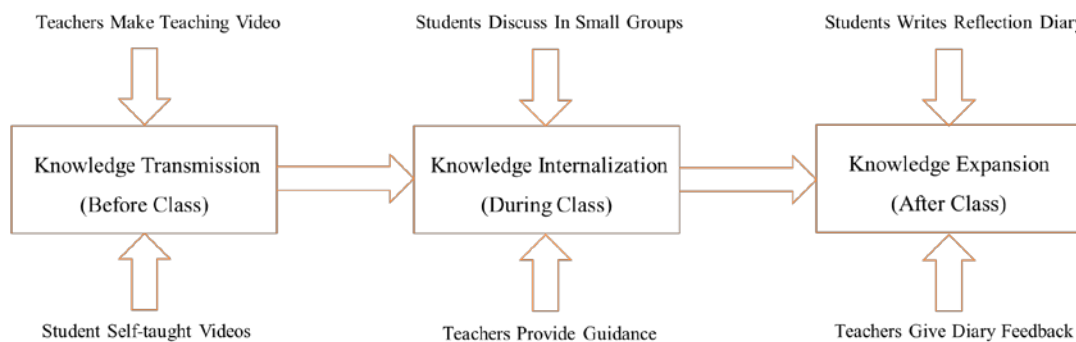


Figure 1. Application process of flipped classroom in translation teaching of college English

4.1. Applications before Class

The main task of the pre-class learning stage is to design and produce teaching videos, and to plan translation theory and translation skills. Teachers transfer knowledge through videos. In the pre-class learning stage, in order to ensure the smooth progress of the flipped classroom, it is suggested that the students in the class be divided into several groups to study in groups. The group model can be extended to the classroom. The responsibilities and tasks of the group should be clearly defined according to the characteristics of the students. For example, when the group cooperates to complete the translation practice task assigned by the teacher, the group leader should timely feedback the translation to the teacher to ensure that the teacher can timely review. Teachers mark the problems in the process of translation to ensure that they can concentrate on solving the related problems in class. English teachers need to clarify the teaching objectives and ultimately achieve the teaching effect. Design and develop pre-class learning resources according to teaching objectives and student's characteristics. Pre-class learning resources can include teaching video, audio, text and PPT courseware and other forms. Among them, teaching video is the most commonly used teaching form in the flipped classroom, because video combines many factors such as image and sound, and the omni-directional stimulation of vision and hearing helps deepen student's understanding and memory of the learning content. Teachers need to prepare teaching videos for students to learn by themselves before class. Video should be short and concise, not too long, and the length should be controlled within the scope of the focus of the target group. Video too long will make students difficult to digest and understand. In addition, the content of the video should be targeted, trying to fully elaborate and explain a knowledge point. The selected materials can be recorded by teachers according to their teaching needs or the use of network teaching resources. In the production process, students'

cognitive rules and learning characteristics should be considered to adapt to the learning styles and habits of different students' language proficiency.

4.2. Applications during Class

During the class, teachers set up problems to guide students to learn texts. Each group discusses these issues. Teachers only need to make appropriate calls and guide students. After the discussion is over, each group should select a representative to make a presentation. Other groups can make comments and teachers can make a final summary. Flipped the classroom teaching mode makes the foreign language classroom from a place where knowledge is taught to a place where teachers and students interact. Teachers have enough classroom time to interact with students. For college English translation classroom teaching, teachers can organize and design various types of language skills training activities to help learners digest and absorb new knowledge points accepted in extra-curricular learning. Specifically, the forms of classroom interaction can be as diverse as possible. Teacher-student interaction includes problem solving, one-to-one personalized counseling, collective counseling, group guidance, homework counseling and other forms. Teachers can use class time to answer questions, provide more targeted personalized counseling for different students' learning problems, and formulate specific and feasible learning programs. Student interaction includes group discussion, cooperative learning, group practice and other ways, aiming at deepening students' understanding and mastery of knowledge points, and completing the process of knowledge assimilation and internalization. Teachers can arrange students to complete exercises for pre-class learning content, help students understand the knowledge points they have learned, organize group discussions, debates, speeches, role-playing, word guessing games and so on, and train students to use language to communicate and communicate. This makes classroom learning more interesting and attractive, and cultivates students' interest and enthusiasm in foreign language learning.

4.3. Applications after Class

Reflection after class is mainly to guide students to sort out the knowledge points and solutions before and during class to strengthen the understanding of knowledge. Reflections also need to be applied to practice. After class, teachers also need to organize students to develop a good habit of writing reflective diaries, and ask students to timely feedback to teachers. This will help teachers adjust their teaching plans and improve the efficiency and quality of college English translation teaching. After-class reflection and summary are very important. Students should sort out their knowledge in time after class. Students should reflect on and summarize the issues discussed in class, and consolidate the translation skills used in the translation. Through video learning before class and discussion and communication in class, students can deepen their understanding and understanding of translation theory and techniques. Teachers should encourage students to write reflective diaries, learn about puzzles of students, give online guidance to answer questions and solve puzzles, and improve teaching efficiency. As the flipped classroom is still in its initial stage of development in the field of college English translation teaching in China, there are still many problems in the process of putting it into practice, which need to be constantly improved and developed. The teaching departments that implement the reversed classroom model need to organize regular discussions and exchanges among teachers, learn from each other, summarize experience, draw lessons, reflect on the problems in the implementation process in time, and put forward suggestions for improvement. Teachers need to think about the rationality of the design and the effect of the implementation of the two links of interaction in class and autonomous learning after class. For example, classroom activities can effectively mobilize students' enthusiasm for participation, whether after-class self-study is effectively monitored and constrained, and whether the design of teaching video conforms to students' learning style and characteristics. Only by constantly exploring in practice can we gradually establish an efficient and reasonable teaching model of English translation in flipped classroom.

5. Conclusion

The application of flipped classroom in college English translation teaching is of great significance. In the new era, the teaching of English translation in colleges has changed accordingly. In order to meet the needs of college students and economic and social development and improve the effectiveness of English translation classroom teaching, colleges must innovate and reform English translation teaching model and strengthen the application of flipped classroom in English translation teaching. At the same time, colleges should also pay attention to student's subjectivity to improve the efficiency of English translation teaching and improve the overall level and quality of College English translation teaching.

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