

The Teacher Action Research in the Flipped Classroom - A Case Study of Interpreting Notes in English Interpretation Class

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Abstract: In the use of flipped classroom, the teacher's guiding role is indispensable. This paper takes the English interpretation class as an example to study the teacher action in the study of interpreting notes, which is expected to play a subsidiary role in the flipped classroom and to lead the improvement of classroom teaching.

1. Introduction

In 2000, Maureen Lage, Glenn Platt and Michael Treglia of the United States introduced their mode of flipped classroom and their achievements while they taught the course "Introduction to Economics" at the University of Miami in their paper "Inverting the Class-Room: A Gateway to Creating an Inclusive Learning Environment". Soon, the flipped classroom developed rapidly both in domestic and abroad and so many scholars set off in the study of flipped classroom. The study showed that teachers transfer traditional decisions of learning to students, which not only saves valuable time in class, but also enables students to learn more flexibly and actively. But in the use of flipped classrooms, there are also some misunderstandings such as the use of microlecture video instead of teachers. In terms of the nature of the educational process and the role of teachers, teachers should be dominant in the classroom. This is determined by the law of the educational process and it is immutable. The effective action of the teacher in the flipped classroom can promote the implementation of the flipped classroom to a greater extent so that the students' learning performances are more significant. The English interpreting class is one training Students' fast thinking ability and reasoning skills which enables the students basic interpreting skills in international trade. Interpreting course contains a lot of interpreting skills, and there are many topic terms so that flipped classroom mode can be effectively applied to the English interpreting course. Before class, students can watch the video of the micro lecture to learn related interpreting skills and topic vocabulary. In class, there is enough time left for students we can enable students to strengthen the interpretation skills and memorize well of the topic vocabulary through group discussion, pairing training, simulation and so on. Interpreting class is also a highly professional and difficult course. Students have limited knowledge of the nature, content and learning methods of the course. Especially in learning the interpreting skills "note-taking in interpreting", students do not know how to write down notes nor do they know what kinds of notes should they write down. Therefore, the role of teachers in the flipped classroom is particularly important.

2. Literature Review

In recent years, domestic and foreign scholars have kept a passion for the study of flipped classrooms. Jonathan Bergmann, Aaron Sams, and Salman Khan performed a two-year flipped classroom practice for students. The results of the experiment showed that students in the flipped classroom environment were better than the traditional classroom environment and provided operational and effective mode for flipped classroom.^[1] Professor Robert Talbert of Franklin College in the United States summarized the teaching process of the flipped classroom as follows: watching the teaching video before class, guiding exercises in class, quick evaluation in class, solving problems and promoting knowledge internalization in class and summarizing feedback after class.^[2] Liu Rui and Wang Haiyan summarized the design and connection problems of pre-class,

in-class and after-class activities in the implementation of flipping classrooms.^[3] Rao Li proposed the basic idea of college English flipped classroom teaching by comparing English traditional English class with flipped class.^[4] Wang Fei studied teachers and learners in college English classes and believed that students should be prominent in their dominant position in learning and teachers should play a leading role in teaching.^[5] Hu Xiaoyong, Zhang Ruifang, and Feng Zhihui studied the teachers' guiding strategies in the flipped classroom.^[6]

3. Methodology

From domestic and foreign researches, many scholars have done research in-depth on the teaching mode and teaching contents of the flipping classroom. However, there are few studies on the teachers who play a leading role in teaching in the flipped classroom. This paper intends to study what effective teachers' actions should be implemented in the flipped classroom in interpreting notes taking so that the flipped classroom mode of English interpreting class can be to the maximum extent, making changes and improvements of teaching. The theoretical basis of this research is the four processes of teachers' action research by Wang Qiang, which is planning, implementation, observation and reflection.^[7]

The subjects that the author chose are 95 students of Business English majors from Shan Dong Agriculture and Engineering University. All of them are sophomores and their ages vary from 18 to 20. Their English scores of entrance examination are between 73 and 131. Before school started, we divided the students into two class. There are 48 students in class 1 and there are 47 students in class 2. When we divided, we made it according to the rule of random in order to make sure that the students' level are very nearly the same. The subjects are author's students in interpreting class of the first semester of the 16-17 school year. The author made class 1 as the control class and class 2 as the experimental class.

The English interpreting class was arranged in the first semester of the sophomore year, that is, the first semester of the 16-17 school year. There were 54 teaching hours in total and 4 teaching hours per week. The textbook used was Zhong Weihe's basic English interpreting course. The teaching place is the Multimedia Language Lab. The interpreting notes skills were arranged in the fourth teaching week. The first three teaching weeks have explained the basic situation of the interpreting course, including the definition of the interpreting, the preparation of the interpreting, the professional rules of the interpreting, the quality of the interpreting and the interpretation skill. In the fourth teaching week, students were tested in two classes. After data collection, comparative analysis was performed using SPSS software.

The author implemented the planned teacher action on the basis of the flipped class of the experimental class, while the author does not implement the teacher action on the control class. It is assumed that after two classes, the level of the note-taking skills in interpreting class of the experimental class is significantly higher than that of the control class.

Before learning the note-taking, the author did a pre-test. The author asked the students to listen to a short essay, and then asked the students to write down the interpreting notes while listening. After that, the papers were collected and a colleague with a lot of experience in interpreting teaching was asked to rate the students' interpretation notes. The full score is 10 points. Then, the SPSS software was used to analyze the scores of the pre-test samples. The analysis showed that there was no significant difference in the interpretation skills between the two classes (Sig.=0.157>0.05). The results of the independent sample t test are shown in Table 1.

Table 1 Pre-test

	Coupled Difference					t	df	Sig.
				95% Confidence Interval				
	Mean	Standard Deviation	Std. error	Lower Bound	Upper Bound			
control-experimental	-1.517	4.358	.850	2.706	.140	-1.876	28	.0157

Plan effective teacher actions to assist the flipped classrooms. Firstly, moderate and intervene the students' psychology. Since students have never been exposed to interpreting class, students are prone to be anxiety which will affect the quality of the interpreting notes. Secondly, make a brief explanation of how students should learn independently. Flipping the classroom has a high demand for students' self-learning ability. Thirdly, help students establish a cooperative learning concept. The nature of the interpreting class requires students to translate more, practice more, and simulate more. Students need to help each other and cooperate with each other. The author divided the students into small groups and asked the members of the group to work together to learn the skills of interpretation notes. Then put the plan into practice. Among them, plans one to three are the implementation of the class before explaining the interpreting notes, and plans four to five are implemented during the first interpreting notes class.

After two classes about interpreting notes, the students were tested the second time. In order to ensure the same difficulty of the pre-test and post-test essays, the author asked three colleagues who have been engaged in interpreting teaching for a long time to repeatedly consider and select a short essay, so that students can take notes while listening. Later, the author recycled the notes of the two classes and asked the colleague who reviewed the pre-test papers to rate the students' interpretation notes. The full score is 10 points. Then, the SPSS software was used to analyze the student's notes. The analysis showed that there were significant differences in the skills of the interpreting notes between the two classes ($\text{Sig.}=.000<0.05$), and the average score of the students in the control group was 7.62, which was significantly lower than the average score of the experimental group of 9.11. The independent sample t test results and the average scores of the post-test are shown in Tables 2 and 3.

Table 2 Comparison between control group and experimental group

	Coupled Difference					t	df	Sig.
				95% Confidence Interval				
	Mean	Standard Deviation	Std. error	Lower Bound	Upper Bound			
control-experimental	-9.100	4.063	.742	-7.776	.140	-11.876	29	.000

Table 3 Average score

group	Average score
control	7.62
experimental	9.11

4. Conclusion and Reflection

Comparing the experimental data, we found that the results of the experimental group in writing down interpreting notes with the mode of the flipped classroom plus the author's planned teacher actions are significantly different from those of the control group without the teacher action ($\text{Sig.}=.000<0.05$). The average score of the students in the control group was 7.62, which was significantly lower than the average score of the experimental group of 9.11. It can be seen that teacher's action can help the flipped classroom to play a greater role, causing changes and improvements in English interpreting teaching.

After careful reflection, the author believes that this study also has certain limitations. The experimental subjects of this study are a small number of students in the business English major of Shandong Agricultural Engineering University. The selected samples are not enough and this study is only a preliminary exploration of teachers' actions in the business English interpreting classroom, while teachers' actions in other flipping classrooms are not involved. I hope that the research on flipped classrooms in the future can break through these limitations and fundamentally change the traditional concepts so that students can become the main body of learning with the help of teachers'

leading role, making flipping classroom more dynamic in China.

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