The Practical Application and Reflection of Flipped Classroom in College English Translation Teaching

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Abstract: The flipped classroom model has emerged as a transformative approach in the realm of education, particularly in the context of college English teaching and widely be used in the beginning of second semester for freshmen. Compared with the traditional teaching method, this pedagogical strategy inverts the traditional learning environment by delivering instructional content, often online situation, matched the teaching resources outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom along with modern digital technologies and AI platforms. This paper aims to explore the general practical application of the flipped classroom and practical application in college English translation class and to redefine the roles in the classroom between teachers and students. Compared with traditional college English translation classroom, students would dominate the patterns and steps of the class. Furthermore, flipped classroom also supplies a more advanced and innovative teaching opportunity for teachers.

Keywords: College English Flipped Classroom; Learning Motivation; Personalized Instruction; Translation Class; Traditional Culture

1. Introduction

The flipped classroom is an innovative instructional strategy that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. This approach transforms the role of the teacher from a lecturer to a facilitator, allowing for more personalized and interactive learning experiences. In college English teaching, this model encourages students to prepare for class by engaging with video lectures, readings, and other materials at home, thereby freeing up classroom time for discussion, collaboration, and practical application of language skills. It is involved into five parts of teaching procedure at least, including Pre-class learning, In-class activities, Technology integration, Student-center learning and Post-class extension. In this essay, I will introduce a sample classroom to illustrate the practical application on Flipped Classroom. These students are sophomore, majoring in Accounting and there are 19 students in the whole class.

2. The Concept and Characteristics of the Flipped Classroom

The flipped classroom, also known as the inverted classroom, is a pedagogical model that shifts the focus of learning from the classroom to the learner's individual study time outside of class. It typically involves two main components: pre-class learning and in-class interaction.

2.1 Pre-Class Learning

In the pre-class learning stage, students access instructional videos, reading materials, or online quizzes provided by the teacher, which impose the effectiveness of class activities and students' learning effects directly. These resources introduce key concepts, translation strategies, and examples, allowing students to familiarize themselves with the content at their own pace. This self-directed learning helps students identify their own knowledge gaps and come to class better prepared. As demonstrated in Table 1.

In practice, the flipped classroom requires meticulous planning and the creation of

comprehensive pre-class materials. Students should make sure the learning tasks, make effective use of learning materials, meditate and ask questions automatically, finish pre-class quizzes, make mental and technological preparations and overall planning for the whole class.

Table 1. Comparison of Pre-Class Learning between Flipped and Traditional Models

Models	Online videos	Practices& quizzes	Personal question & interests	Online discussions & coordination	Preparations For class	Overall planning
Traditional models			√(optional)		√	
Flipped classroom	√	√	√	√	√	√

2.2 In-Class Activities

During in-class sessions, students engage in a variety of activities instead of passive listening. These can include group discussions, translation workshops, peer feedback, and problem-solving exercises. [1] Teachers act as facilitators, guiding students' discussions, providing timely feedback, and deepening their understanding of complex translation issues. The classroom becomes a space for active learning, where students can apply what they have learned pre-class and collaborate with their peers to enhance their translation abilities. Meanwhile, in-class activities is the fulfillment of the pre-class preparations. Based on the distinct learning target and materials, students could accomplish all the procedures on schedule. As illustrated in Table 2.

Table 2. Comparison of In-Class Activities between Flipped and Traditional Models

models	Group discussion	Problem-solving	Roles play & Imitating	Peer effects	Experiments& operations	evaluation
Traditional model	√					√
Flipped classroom	√	√	√	√	√	√

Through these activities, the college English class should be focused on the roles of students who are instructed by teachers and innovated their self-directed learning automatically. Meanwhile, teachers should understand the students' diversities and give supportive instructions personally. Students' presentations should be carried out step by step and teachers should build up feed-back mechanism which helps students adjust their performances synchronously. These activities not only could strengthen the students' participation, but also modify teaching strategy from the feed-back according to the regular instructional assessment.

2.3 Technology Integration

Another characteristic of the flipped classroom is its emphasis on technology integration. Educational technologies such as learning management systems (LMS), video platforms, and online translation tools are essential for delivering pre-class materials and facilitating in-class interactions. [2] These technologies not only make learning more accessible but also enable teachers to track students' progress and adjust teaching strategies accordingly. Compared with traditional teaching model, Flipped Classroom is that students learn new knowledge through videos and reading materials by themselves in pre-class period and then fulfill the interaction and practice in class. Therefore, technology integration plays a significant role in Flipped Classroom Model. Table 3 given below indicates that the comparison of technology integration between flipped and traditional models.

Table 3. Comparison of Technology Integration between Flipped and Traditional Models

models	Learning materials in good quality	Interactive learning platforms	Feed-back & Assessment tools	Mobile learning	Interactive Technology In class	Data management & analysis
Traditional model	√			√		
Flipped classroom	√	√	√	√	√	√

These technologies should be used for students' ages, different majors and overall technological levels appropriately. Teachers should support technology training for students, make sure that they can make effective use of them proficiently and solve the corresponding problems when using them. To make sure that all the students could visit

different websites and obtain the learning resources equally, teachers should provide the substitute solution (e.g. off-line resources) for the students who have the limitation for making use of equipment and facilities. Instead of taking place of teachers' leading roles, technology is merely the auxiliary teaching tool and teachers should keep balance between technologies and traditional teaching methods. The success of Flipped Classroom implementation has the closest relationship with technology support and technology integration should be teaching-targeted which focuses on adaptability, accessibility and sustainability.

2.4 Student-Center Learning

Flipped Classroom maintains student-center learning and concentrates on students' initiative, interactivity and personalized learning. Students could acknowledge theories more deeply, develop critical thinking and problem-solving abilities in groups. Each group member brings their pre-class knowledge to the table, and they engage in lively debates, pooling their ideas to come up with comprehensive solutions. [3] Teachers transform their roles from knowledge disseminator to leaders and supporters. They circulate, acting as a facilitator, guiding the discussions and ensuring that every student has a voice. At the same time, students obtain instant corresponds in class activity and adjust their learning strategy. Teachers could evaluate students' learning efficiency through classroom observations, questions and interactivity. Furthermore, teachers could evaluate students' comprehension of reading and expressing through group presentation or debating.

2.5 Post-Class Extension

This section is always omitted by students. Hence, teachers should emphasize the importance of post-class extension in order to deepen students' understanding, apply their knowledge creatively, and connect classroom learning to real-world contexts *after* students have engaged with pre-class materials (e.g., videos, readings) and in-class activities. There are some key activities and examples, such as advanced practice tasks, creative projects, collaborative extensions, self-paced learning paths and real world applications. As is evident from Table 4 provided, here is the sample rubric for a post-class project of the sample class, which could give other teachers some inspirations.

Table 4. Sample Rubric for a Post-Class Project

Criteria	Excellent (4')	Proficient (3')	Developing (2')
Depth of Analysis	Connects to 3+ real-world examples	Uses 2 examples	Limited relevance
Creativity	Original ideas + multimedia	Clear effort	Minimal innovation

3. Practical Application in College English Translation Class

As modern science and AI technology developed widely in the world, college English course books have been revised for many times, which is matched with the development policy in Information Age. But we could not overlook the magnificent role of Chinese traditional culture. [4] The latest edition of *New Horizon College English* which is extensively used for thousands of teachers and students in universities. And one of the most innovative part is *Stories of China and Translation,* which is full of traditional Chinese culture, including festivals, literature, art and modern sciences, and so on.

3.1 Preliminary Questionnaire Survey

Initially, teachers make a questionnaire for students in order to survey their cognitive level and areas of interests on outstanding traditional Chinese culture and expectation on the college English teaching ways which is integrated with traditional Chinese culture. In a summary, it is showed that the majority of them hold a positive attitude on it and anticipate more and more patterns which are used in classroom, such as video presentations, voice acting and roles plays. Therefore, teachers employ multi-media teaching resources with students' interactivity into outstanding traditional Chinese culture matched with the latest course books. [5]

3.2 Task Planning Phase

Firstly, Teachers extract the appropriate teaching materials and design the corresponding tasks and activities based upon the survey outcomes and teaching purposes in task planning phase. [6] The contents of teaching materials should be integrated closely

with excellent traditional Chinese culture elements and make sure that they can resonate with students' areas of interests at the same time. Secondly, the selected teaching materials come from *Translation---Ink Wash Painting,* Unit two Text A, Book Four, which is published by Foreign Language Teaching and Research Press after comprehensive consideration. *Ink wash painting* and Chinese national painting are optimized as the best learning materials based on the screened contents, which is adapted with multi-media teaching materials, including teaching videos and ppts. Teaching materials should focus on learning target as well as the presence of appearance and essence on traditional Chinese culture. Finally, the designed learning tasks should be included by independent learning, classroom interactivity and after-class extension.

3.3 Teaching Implementation Process

Based upon Flipped Classroom Model Theory, the class should put outstanding traditional Chinese culture into college English translation class. The teaching implementation process is as followed in details. During pre-class learning period, teachers should send teaching materials and learning tasks in advance so that students could learn them by themselves through watching videos and reading ppts which are relevant with backgrounds and knowledge of outstanding traditional Chinese culture. Meanwhile, students should finish all the tasks on schedule, including vocabularies learning and drills practices in order to make preparation for the class. Then, during in-class activities periods, teachers organize all the students to have a discussion about Chinese national painting and guide students to describe the origins of *Ink Wash Painting* and share their ideas and opinions with others. During the process, teachers could guide, inspire and help students understand the significance of Chinese national painting. In the end, teachers should assign topic-related extension tasks after class and let students finish translation assignment from Chinese to English so that they could strengthen their knowledge. Teachers should review submissions and evaluate them along with feedback and suggestion after students finish their assignments

3.4 Post-Class Extension

To comprehensively assess students' learning progress, teachers can ask students to compile a translation portfolio over the course of the semester. The portfolio includes all the translation assignments, from pre-class practice to in-class projects and revised versions after peer feedback. Teachers evaluate the portfolio based on multiple criteria, such as translation accuracy, improvement over time, use of translation strategies, and reflective comments by students on their own learning process. This form of assessment provides a more holistic view of students' development as translators compared to traditional one-time exams.

3.5 Student Self-Assessment and Reflection

Students are encouraged to engage in self-assessment and reflection in addition to teachers' evaluation. Students write self-evaluation reports, analyze their strengths and weaknesses in translation, the difficulties they encountered, and how they overcame them after each translation task. This self-reflection section promotes metacognitive awareness and empowers students to take ownership of their learning. [7] Teachers can also use these self-assessment reports to gain a better understanding of students' learning experiences and provide more personalized feedback. The significances of student self-assessment and reflection are as followed:

3.5.1 Promoting Metacognitive Awareness

In a flipped classroom, students are actively involved in their learning process before, during, and after class. Self-assessment and reflection act as catalysts for metacognitive development. When students take the time to evaluate their own understanding and performance, they become more aware of their learning strategies. For example, in a college-level biology flipped classroom, after watching pre-class videos on cell division and attempting related exercises, students reflect on how well they grasped the concepts. They might realize that they had difficulty visualizing the process of mitosis and, in response, seek out additional visual aids or animations to clarify their understanding. This metacognitive awareness empowers them to adjust their learning methods proactively, leading to more efficient knowledge acquisition.

3.5.2 Encouraging Ownership of Learning

Self-assessment shifts the focus of control from the teacher to the student. In traditional classrooms, students often rely on teachers to tell them what they know and don't know. However, in the flipped model, when students regularly assess themselves, they take ownership of their learning journey. In a translation class with traditional Chinese culture, students review their co-related knowledge and write down what went well and what misunderstanding they would make after considering during class. They then plan how to improve for the next assignment. This sense of ownership not only boosts their motivation but also instills a sense of responsibility. They understand that their learning outcomes depend on their own efforts and decisions, which is a crucial life skill.

3.5.3 Facilitating Personalized Learning

Students' reflection allows them to identify their individual strengths and weaknesses. In an English translation flipped classroom, students who have read a paragraph and participated in in-class discussions can reflect on their contributions. They might notice that they were particularly good at collecting some key vocabularies but struggled with understanding the whole structure of the paragraph. Armed with this knowledge, they can seek out relevant resources, such as short-form videos or online articles, to deepen their knowledge in the areas where they are lacking. Teachers can also use these self-assessments to provide more targeted guidance. For example, if the majority of students identify a similar weakness, teachers can design a mini-lesson or recommend additional materials to address the issue. This personalized approach ensures that each student can progress at their own pace according to their unique needs.

3.5.4 Enhancing Students' Communication Skills

During self-assessment and reflection, students often need to articulate their thoughts and experiences. In a college English translation flipped classroom, students who have completed a translation task which is about Chinese national painting and describing how they felt about the origin, significance and influence about Chinese culture. In doing so, they recall some other types of Chinese paintings which could be the representatives of Chinese painting, such as Heavy-colored painting, Freehand-style painting and Lined drawing. Additionally, when students share their reflections with classmates or teachers, they engage in summarizing the features of ink wash painting and illustrate the connection with outstanding traditional Chinese culture. This is especially important in language learning, where the ability to convey ideas accurately is essential.

3.5.5 Supporting Long-Term Retention and Transfer

Regular self-assessment and reflection can help students consolidate their learning. In a college English translation flipped classroom, students who have completed a unit on ink wash painting might reflect on the practical applications they have learned and how they relate to real-world scenarios. By making these connections, they are more likely to remember the characteristics in the long term. Moreover, when students reflect on how they can apply their knowledge in different contexts, they enhance their ability to transfer learning.

4. Conclusion

To sum up, flipped classroom model, through a series of pre-class, in-class, and post-class activities centered around the translation materials of traditional Chinese culture, students not only improve their English translation abilities but also gain a deeper appreciation of Chinese culture, achieving the goal of supporting long-term retention and transfer of knowledge. Flipped classroom breaks the frame of traditional classroom and evolved the roles of teachers and students into a new level, which links teachers' teaching with students' learning. Meanwhile, it also strengthen English teachers' professional abilities，proposes the appropriate evaluation system and builds up feedback with educational instruction system under the dual operations of teachers' abilities and implementation of perfect flipped classroom.

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