The Application of Flipped Class Model in College English Translation Teaching

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Abstract: The flipped class model can change the embarrassing situation of the teachers' dominating role in college English translation teaching. To make the students become the leading roles in class, the flipped class model plays a very important and effective role in college English translation teaching. This paper is to analyze the application of flipped class model in college English translation teaching, which aims to cultivate the students' self-learning ability, self-thinking ability, and their team cooperative spirit so as to help students learn effectively in college English translation class.

1. Introduction

The concept of flipped class was first appeared in Eric Mazur's article in the 1990s. He found that computer-assisted instruction enabled him to give guidance in the learning process instead of teaching blindly in the classroom. In his article, he pointed out that "I believe this is only the beginning stage of computer-assisted education development. Computers will not replace teachers, but provide them with an important and dynamic tool to improve the quality of education (Mazur, 1991)". Later, another thought of flipped class was introduced in *Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment* in 2000. In this thesis, Maureen Lage, Glenn Platt, and Michael Treglia applied the model in the "introduction to economics" and the achievement with the method. But they did not propose the term flipped teaching or flipped learning (Lage, Platt, & Treglia, 2000). In 2000, Maureen, Platt and Treglia published an article entitled "Flipping Class: Building an Inclusive Learning Environment", and the concept of flipping class model was eventually formulated. Flipped class model was also known as just-in-time teaching (Novak, 2011) and inverted learning (Davis, 2013). In the flipped class, students watch online teaching videos before class and engage in online discussions, or conduct research at home, then return to the classroom and complete activities with the help of teachers (Abeysekera & Dawson, 2015). This flipped class model can not only enhance the students' learning interests, but also can save the teachers' explaining time so as to help the students' learning more effectively.

2. The Necessities of the Application of Flipped Class Model in College English Translation Teaching

Compared with traditional class, flipped class has more significances and advantages in college

English translation teaching. First, the application and development of flipped class in college English translation teaching accelerates the innovation of translation teaching method. Second, flipped class broadens the students' knowledge and horizon. As we all know, in traditional college English translation class, the teachers dominate the class. They just impart knowledge no matter whether the students would like to learn or not and give explanations without letting the students contemplate the questions by themselves. Therefore, the students' leading roles in class were neglected. However, in flipped class, the students are required to preview the related knowledge before class, so they can solve some problems though internet. They could also cooperate with each other to solve some questions quickly. Before the teachers' explanation, they already know the answers. For some really difficult questions, they could ask teachers in class, which saves both the teachers' and the students' time. They could use more time to discuss some worthwhile problems. So in this way can students' translation ability be effectively improved.

3. The Limitations of the Application of Flipped Class Model in College English Translation Teaching

Everything has two sides. The application of flipped class model in college English translation teaching not only has advantages, but also has its drawbacks. First, not all teaching materials in college translation class are appropriate to flip. Translation involves interdisciplinary knowledge, so the meaning of some words will change in different disciplines. The students will make mistakes if they translate the meaning of a word in one discipline to another. Second, as well know, in college translation class, the translation tasks are always long and complex passages with a lot of knowledge points, which brings a lot of difficulties for the teachers to prepare electronic teaching materials. Last, the students are required to learn by themselves before class in flipped class, then how to monitor their learning becomes a problem. If some students are lazy and don't learn, the teachers can't correct their bad behaviors immediately. Nowadays, the internet is well-developed, and the students can search some answers very quickly on the internet, which leads to their careless previews about the teaching materials. Furthermore, some serious students have previewed the teaching materials very carefully and they have learned all the difficult knowledge points by themselves, so in class they may be not interested in what the teachers teach because they already know the answers. This decreases the students' participation in class.

4. The Concrete Application of Flipped Class Model in College English Translation Teaching

The following is a translation task from *Pride and Prejudice*, and the purpose is to teach students how to use the translation method domestication and foreignization.

[Example 1] Original: "My dear Mr. Bennet," replied his wife, "how can you be so tiresome, ,…"(p. 7)

[Example 2] Original: Sir William Lucas had been formerly in trade in Meryton, where he had made a tolerate fortune and risen to the honour of knighthood by an address to the King, during his mayoralty. (p. 24)

[Example 3] Original: …, I have been so fortunate as to be distinguished by the patronage of the Right Honourable Lady Catherine de Bourgh, widow of Sir Lewis de Bourgh, whose bounty and beneficence has preferred me to the valuable rectory of this parish,.... (p. 76)

[Example 4] Original: Her look and manners were open, cheerful and engaging as ever, but without any symptom of peculiar regard, ,… that though she received his attentions with pleasure, she did not invite them by any participation of sentiment. (p. 230)

[Example 5] Original: After this period, every appearance of acquaintance was dropt. (p. 235)

[Example 6] Original: …and Colonel Foster is obliged to be at Brighton again tomorrow evening.

4.1 Before-Class

Step 1: They need to know the background of this novel through internet.

Step 2: Before class, the students should look up the online dictionary through internet to know and understand some difficult new words such as knighthood, mayoralty, fortunate, distinguish, patronage, widow, bounty, beneficence, rectory, parish, participation, sentiment, acquaintance…etc and the most difficult person's and place's name Bennet, Sir William Lucas, Meryton, Right Honourable Lady Catherine de Bourgh, and Brighton. The students can use the online dictionary to learn the pronunciation and usages of the new words.

Step 3: They need to search online the definition of domestication and foreignization and the related usages.

For the questions they can't understand, they could ask the teachers in class.

4.2 In-Class

Because the students already know the new words and the definition and usages of domestication and foreignization, the teachers needn't explain them once more. The teachers should analyze and explain some difficult knowledge points by comparison between different Chinese versions by some famous translators. As we all know, there are two famous Chinese versions by our Chinese translators Wang Keyi and Sun Zhili, and they adopt different translation method domestication and foreignization, so the teachers can analyze and explain the two Chinese versions under the guidance of domestication and foreignization.

[Example 1]

Wang's version: "哎呀呀,我的好老爷,"贝内特太太说道,"你怎么这么讨人嫌?…"(p.2)

Sun's version: "亲爱的贝内特先生,"太太答道,"你怎么这么令人讨厌!"(p.4)

[Example 2]

Wang's version: 爵士从前是在麦里屯做生意起家发迹的,曾在当市长的任内上书皇上,获得了一个爵士头衔.(p.19)

Sun's version: 威廉·卢卡斯爵士先前在梅里顿做生意,发了不小一笔财,任镇长期间上书国王,荣获爵士称号.(p.17)

[Example 3]

Wang's version: …,多蒙故刘威斯·德·包尔公爵的遗孀咖苔琳·德·包尔夫人宠爱有加,恩惠并施,提拔我担任该教区的教士,… (p.75)

Sun's version: …凯瑟琳夫人大慈大悲,恩重如山,提拔我担任该教区的教士,…(p.59)

[Example 4]

Wang's version: 她的神色和风度依旧像平常那样落落大方,和蔼可亲,并没有钟情于任何人的迹象.…我确实认为她虽然乐意接受他的殷勤,可是她并没有用深情蜜意来报答他.(p.223)

Sun's version: 她的神情举止依然像平常那样开朗,那样活泼,那样迷人,但是丝毫没有倾心于谁的任何迹象.…我依然认为:令姐虽然乐意接受宾利的殷勤,但她并没有情意绵绵地来引逗他.(p.175)

[Example 5]

Wang's version: 从这个时期以后,连一点点面子账的交情都完结了.(p.227)

Sun's version: 经过这段时期之后,我们连一点点缘面上的交情也没有了.(p.178)

[Example 6]

Wang's version: …,而弗斯脱上校明天晚上就得回白利屯.(p.303)

Sun's version: …,而福斯特上校明天晚上就得回布莱顿.(p.239)

After letting the students look at the different Chinese versions by the two famous translators, the teachers can have the following explanations:

In example 1, Wang translates "Mrs. Bennet" as "我的好太太" and "My dear Mr. Bennet" into "我的好老爷". Sun translates as "贝内特太太" into"亲爱的班纳特先生". By comparison, we can see Sun's translation of foreignization is better because Wang's translation may mislead the TL readers, and they may think the British women in the 18th are in the same social position as Chinese women before liberation.

In example 2, Sun's translation is better. As the foreign cultural word "King" does not exist in China, Sun's foreignization method conveys the foreign culture's trueness. Wang translates "king" into"皇上",which will mislead the target readers think that the British is also a feudal country with an emperor. But at that time, British are in the constitutional monarchy, which has never occurred in China.

In example 3. Sun's translation is better, he translates"大慈大悲"from "beneficence" and "恩重如山"from "Bounty", which means the quality of being generous in literary. Wang's "恩惠并施"conforms to "bounty and beneficence", adding"宠爱有加"is not necessary.

In example 4, Sun uses the method of foreignization, which is loyal to the novel. Wang uses the method of domestication, which makes the Chinese readers appreciate the original novel in a familiar way by using classical four-letter words. Both are good translations from different perspectives.

In example 5, Sun translates "appearance of acquaintance" into"缘面上的交情", which is loyal to the original text. Wang's translation of"面子帐"is very local. Both are good translations from different perspectives.

In example 6, Wang's translation adopts the method of domestication, trying to make the expression faithful to Chinese usages. However, Sun mostly uses Chinese words based on the foreign pronunciation. We say Sun's translation is better because Wang's translation misled the Chinese readers that the British rural life is similar to ours but the life Jane Austen describes is actually about country gentlemen, which can not be found in China.

4.3 After-Class

After class the teachers can give the students some assignments for what they have learned. After the analysis and explanation of two different Chinese versions by two different famous translators, the teachers can ask the students to translate these passages by themselves using the translation method domestication and foreignization. To improve the students' interests, the teacher can also make the students to read the original novel of *Pride and Prejudice and its two Chinese versions,* and let the students find the other passages which uses the translation method domestication and foreignization.

5. Notes

Examples 1-6 and their Chinese translation versions are from references 6, 7, and 8, and the page numbers have been noted in the paper, so the reference won't note them one by one.

6. Conclusion

The college English translation is a very practical course. It is not easy to use flipped class model to teach translation well, and we as teachers need practice more to accumulate more experiences.

With the development of technology, traditional class has been outdated, and flipped class achieves innovation in the student's leading roles, teaching patterns, teaching materials, teaching methods and the use of techniques. Although its has some drawbacks itself, these drawbacks can be overcome in our exploration of some good ways. Therefore, we teachers should innovate the teaching concepts to let our teaching keep with the times, and with the help of the internet, we should try to make flipped class model to promote our teaching and the students' learning favorably.

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