

The Effectiveness of Interpreting Teaching on the Basis of Flipped Classroom

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Abstract: The paper analyzes the characteristics of the flipped classroom, and its development and application. The author discusses the teaching characteristics of classroom teaching and the specialty of the students, and, thereafter, finds out the effective teaching method and teaching mode available for classroom teaching, which is adapted to interpreting class.

1. Introduction

Flipped classroom can be also called inverted classroom, which means a reallocation of students' learning [1]. Instead of learning in class, students begin to learn some basic knowledge after class through watching the video and PPT prepared previously by teachers. While in class, the teachers solve the problems raised by students when watching video or PPT, and expand the knowledge needed [2]. The advantage of this mode of teaching is that the students can choose their learning time according to their own habits, which is a breakthrough of the original class [3]. And it also helps form a good habit of analyzing problems and solving problems by students themselves [4]. The teachers' roles have changed from teaching into guiding, which are essential in the effectiveness of the class. In recent years, the development of the Internet gives more possibilities and diversities of flipped classroom, and the variety of online courses makes the class more informative, so that the teaching and learning environment becomes flexible, which helps improving the teaching quality. Many universities and colleges in China start to carry out a series of teaching reforms in flipped classroom to improve teaching quality and enhance teaching effectiveness [5].

2. The Characteristics of Flipped Class

2.1. The video should be short and concise

Time should be the first priority when recording the video, no matter for theory-based class or practice-based class. In order to meet the needs of students in different leaning level and learning ability, time should be controlled in 5-10 minutes to guarantee the students' learning effectiveness. The video is recorded by units of teaching points or language points; one unit only contains one teaching point or language point, which indicates the teaching focus and teaching difficulty in each unit.

2.2. The role of teaching changes in class

The teachers are the speakers who teach and explain in the traditional class, while the students are listeners who listen to the teachers, put forward questions, and wait for the answers. The inverted of roles between teachers and students in class is the key in flipped classroom. The teachers are no longer speakers; instead, they are guiders, who guided students to raise questions, to practice and to find out the answers by themselves. The students are no longer listeners; instead, they are practitioners, who learn to raise questions and discuss them, and find the answers to the questions after learning the basic knowledge of the unit on the self-reliance learning after class. Compared to the traditional classroom, in the flipped classroom, the students' consciousness could be fully used, their potential of learning could be fully explored, their interests of learning could be highly increased, and the effectiveness of the class could be further enhanced.

2.3. Knowledge internalization is a key in class

Knowledge internalization in flipped class is completed through the interaction between teachers and students. The students watched the online video produced by teachers before class, and if they had found out some questions already, they can talk to the teachers online to discuss it in order to make the knowledge more clearly understood. In class, the students are guided to put forward questions, analyze them, and then solve them by themselves, during which, the students' ability of finding and solving problems have been improved, and these are all the key points of knowledge internalization in class.

2.4. Make full use of the internet

The guidance and discussion in class is of course the most important of flipped classroom, but the after-school tutoring is also a necessity. With the rapid development of the internet, the online tutoring and online homework correcting could be realized, which is quite time-consuming for teachers, and effectiveness-consuming for students.

3. The characteristics of interpreting class

Different people have different understanding toward interpreting, some regard it as simultaneous interpreting, and some consider it as consecutive interpreting. The interpreting course in undergraduate period is mainly about consecutive interpreting, which means the speaker stopped a little while for the interpreting. The process of interpretation is the process of transcoding from original language to target language, during which, the interpreters have to listen to the original information from the speaker, analyze it, transcode it, memorize it, and then readdress in target language after reorganizing the information. The delivering process is not a simple copy of original language, but a recreation on the basis of it.

3.1. The theory is the basis, the practice is the key

Interpreting course is a compulsory course for students majored in translation. Due to its strong features on practice, many students will neglect its theory part, which is the experience combined by some experts in interpreting, which indicates their understanding and recognition on the nature of interpreting. The master of interpreting theory not only helps understanding deeply about the nature of it, but also helps form a correct direction to the future interpreting practice. The theory-learning is the first step of interpreting course, which makes the interpreting practice more effective and directive.

Broadly speaking, interpreting practice includes listening, memorizing, note-taking, and reproducing. For the undergraduate students majored in translation, interpreting course mainly occupies about 2-4 class hours, in which practice accounts for the majority of time, for listening, note-taking, quick-memorizing as well as reproducing. The effectiveness of the interpreting class determines the quality of students' interpreting practice.

3.2. Consolidate the basis and involve a wide range of knowledge

Due to the variety of situations interpreters will encounter with, the interpreting class should involve a wide range of knowledge for students in order to meet different needs in the future. Consecutive interpreting can be divided into two types, one is a relatively informal situation, such as escort interpreting, which includes greetings, chatting in dinner, and explanation when showing around, which has not a high demand of the interpreter, but with a principle of correct interpretation. So in class, the teaching is relatively easy with only some basic requirements for students in English interpreting like some certain ability of both Chinese and English, and principles when communicating.

Another one is relatively formal situation, such as the speeches in big occasions, negotiations, biddings, international academic meetings and so on, during which the students have to hold a solid basic skills of Chinese and English, as well as a wide range knowledge in different professional areas. So, in class, the students have to be trained in different professional areas in order to improve

their ability of logic thoughts, reproducing and professional skills.

4. The Effectiveness of Interpreting Class

It is not easy to improve the effectiveness of interpreting class on account of the nature of it. For one part, the teachers should consider how we can make full use of the limited time in class to accomplish the study in both theory and practice. Also, how to improve the effectiveness by using the course resources is surely the difficulty, the teachers should think about.

4.1. The interpreting class in the form of flipped classroom

The interpreting class can be more effective and free in teaching and studying in the form of flipped classroom. Such as when it comes to the part of theory learning, the teachers can divide the teaching points in dozens of language or learning focuses, and make them into different video clips, then put them online to be watched before class. When in class, the students could raise questions after the previous learning of the video clips, discuss them by the help of teachers, and then find out answers by themselves. Another teaching method available is that the teachers put the typical example of interpreting online before class, while in class, students are required to analyze it, talk about it and summarize it with the combination of their own interpreting experience. With the help of this kind of teaching mode, the teaching effectiveness could be enhanced, and the interests of students' learning could be increased.

4.2. The effectiveness of interpreting class

The effectiveness of the class doesn't merely refer to the effectiveness of teaching, but also the effectiveness of learning, which means how much the students have received from the class. Take my note-taking class for example, in traditional class, the method is simple--just to teach some note-taking symbols, number symbols, proper nouns, and logic thinking method, and then take practice in turns. While in flipped classroom, we sent online some different kinds of note-taking symbols for students before class but without identifying them with corresponding words. When having classes, we assigned a paragraph for note-taking practice, and found that different students have different usage on the same symbols. We have tried to require students to use certain symbols for certain words, but the results are not satisfying, which seems to force students to learn another "language". So, combined with different ideas from both students and teachers, we together find out a relatively easy and acceptable way for note-taking, with English abbreviations, like "med." for "hospital", or ".2y" for "two years ago".

5. Conclusion

With the help of flipped classroom, the learning atmosphere in interpreting class becomes easy and the learning effectiveness has been highly improved, and it also helps students form a good way of learning and increase the interests of learning.

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