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Application of the Flipped Classroom in College English Translation Courses

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Abstract: As the information age progresses, online learning platforms have emerged, enabling students to access higher-quality learning resources. The integration of information technology and traditional classrooms is something that teachers need to explore to develop teaching methods that are modern and creative in the new era. The advent of the flipped classroom not only challenges and enhances teachers' teaching abilities but also represents a significant transformation that helps students shift from passive learning to self-directed learning and overcomes the drawbacks of the traditional lecture-based approach. In light of the negative phenomena in current traditional lectures, such as low motivation, poor classroom participation, and inadequate knowledge acquisition, this paper uses the translation class for English majors as an example to conduct a comprehensive investigation into the potential impacts of the flipped classroom and how to apply the flipped classroom model to the translation class.

Keywords: Flipped classroom; Translation class; Information age; College English teaching

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1. Introduction

In keeping with the onward march of the times, the demand for educational reform has become more and more insistent. The issue of how to enable students to learn independently and transform from being passive participants in the classroom to active leaders has emerged as a concern and area of exploration for college teachers. The remarkable expansion of the Internet has provided the people with a solution.

Owing to big data, it has become highly convenient to access both domestic and international information or to seek answers to complex problems. Particularly during the past pandemic period, online classes and courses have strikingly exhibited the vitality of new educational approaches. The emergence of the flipped classroom, based on the principle of "online learning and offline problem-solving" is a fitting response to the need for educational reform. However, this counters the current teaching method of "offline lecturing and offline question and answer" that is prevalent in China. Nevertheless, the unique advantages of

the flipped classroom are by no means negligible. As the old saying goes, "it is better to teach people to fish than to give them fish." In this new era, teachers are obliged to cultivate "new-age students" who possess the abilities of independent learning, self-discipline, and resource exploration. Hence, it is essential to study how the flipped classroom can be integrated into the existing lecture-based classrooms, capitalizing on its distinct strengths.

With the rapid development of online technology and the growing popularity of the flipped classroom, domestic scholars have conducted more extensive research. Most scholars hold the view that the flipped classroom, as a new teaching model, offers a novel perspective for English teaching. The application of the flipped classroom in teaching can enhance the opportunities for classroom communication and interaction and foster students' independent learning capacity and teamwork spirit. As time progresses, the drawbacks of traditional education have gradually become apparent and the flipped classroom can remedy the previous shortcomings and improve teaching efficiency. However, many college and university teachers have not yet formed a correct understanding and approach to cultivating students' translation abilities, and one of the crucial reasons for the low teaching quality in many institutions of higher learning is the antiquated teaching mode.

Han suggests that the flipped classroom is not a newly coined term but has been practiced for a long time [3]. While not denying the benefits of the flipped classroom, he indicates that the seemingly simple concept of flipping has profound implications in practice, considering the long history of education's infatuation with new teaching methods before discarding them and that it might turn into the latest educational fad.

Tucker demonstrated through research that the flipped classroom is highly beneficial for adults learning outside of a second language context and contended that it can combine collaborative activities in the classroom with technology outside of the classroom, allowing teachers to cover all four aspects as planned, with a positive impact on learner training and autonomy [5]. Although there are still several major drawbacks that need to be addressed, the flipped classroom model clearly shows great potential for use in language classes.

This paper analyzes the justification for introducing the flipped classroom into the classroom by examining the literature and reviewing data on the deficiencies of the current traditional lecture method and the increasing calls for reform. The advantages of using the flipped classroom in English courses at colleges and universities are demonstrated through analysis and comparison. This paper is based on the current characteristics of modern times and the learning methods and features of college students. It is of great significance for the development of college students' independent learning and the transformation of the college English classroom.

2. The flipped classroom

The flipped classroom concept involves turning around the conventional sequence of knowledge delivery and knowledge internalization. In this approach, knowledge delivery takes place after class, while knowledge internalization occurs during class [2].

Typically, the traditional teaching process consists of two phases: imparting knowledge and facilitating its internalization. Knowledge is conveyed by teachers during classroom instruction, and students are

expected to internalize that knowledge by doing homework or practicing after class. However, the flipped classroom model has reversed this pattern. With the aid of technology, knowledge is imparted prior to class, and with the joint efforts of teachers and students, knowledge internalization happens in class [14]. Some teachers described the flipped classroom as a teaching mode where teachers mainly offer learning resources in the form of teaching videos. Students watch and study these learning resources like teaching videos before class, and then teachers and students work together in class to complete homework, address questions, conduct collaborative inquiries and engage in interactive communication activities.

The flipped classroom has reached a relatively mature stage overseas, which offers abundant experience for the curriculum design of different disciplines. In 2018, Shin, Lee, and Park came to the conclusion that flipped classroom learning could have a more positive impact in three aspects by comparing the flipped learning groups with the traditional learning groups in terms of independent goal setting and evaluation, self-leadership and problem-solving abilities in surgical nursing practice [6] . Also in 2018, Lee and Wallace applied the flipped classroom to college English teaching in South Korea [4]. Through empirical research, it was discovered that the academic performance of the experimental group was slightly higher than that of the control group, yet there was no significant statistical difference.

In 2012, researches on flipped classroom started in China. Zhang, Wang, and Zhang developed a more refined teaching model on the basis of Robert Talbert's flipped classroom framework [14]. They achieved this by systematically organizing and analyzing the origin, concept, characteristics as well as foreign teaching examples related to the flipped classroom.

Song, Meng, and Yan delved into diverse flipped classroom models put forward by numerous learners from the perspective of cognitive load [12]. Examples of these models include Karplus's Explore-Explain-Apply model, Musallam's Explore-Flip-Apply model, and McCarthy's 4 Mode Application Techniques (MAT) teaching model, and the like. Their exploration aimed to offer assistance for the applied research on the flipped classroom.

Cao probed into certain patterns regarding the application of the flipped classroom in elementary education [10]. The researcher particularly stressed that when recording English videos before class in primary schools, they should be made simple and engaging. In theory, as mentioned earlier, Zhang, Wang, and Zhang established a more ideal teaching model based on the flipped classroom structure proposed by Robert Talbert through sorting out relevant elements [14]. In practice, researchers have integrated the flipped classroom model with online teaching approaches such as MOOC and micro-classes to conduct experiments.

Fan *et al.* explored the educational function of WeChat and investigated the technical requirements of the flipped classroom [8]. Under the guidance of the construction model, they constructed a comprehensive teaching model and applied it in college public English classes. Through questionnaires and data analysis, they demonstrated that the flipped classroom supported by WeChat could effectively enhance students' learning outcomes.

There are also some researchers who are enthusiastic about exploring the establishment of a subject-related flipped classroom teaching model. It was discovered that the flipped classroom model had a positive impact on students' academic performance, thinking ability, practical ability, as well as their autonomy and cooperation ability. Meanwhile, it was also found that there were numerous issues in aspects such as teachers' pre-class preparation, video production and concept transformation. Zhong, Song, and Jiao described the flipped classroom as a teaching mode where teachers mainly offer learning resources in the form of teaching

videos [15]. Students watch and learn these learning resources like teaching videos prior to class, and then teachers and students jointly complete homework, answer questions, conduct collaborative inquiry and engage in interactive communication activities during class.

Shang and Yuli constructed a flipped classroom teaching model which had three dimensions, namely pre-class preview, in-class practice and post-class cohesion [13]. They achieved this by carrying out classroom experiments and questionnaire surveys. Currently, both local and international research on the flipped classroom have achieved certain outcomes, as detailed below.

Firstly, foreign scholars mainly concentrate their research on the flipped classroom in science and engineering fields. There are relatively few applied researches in liberal arts. As a result, the conclusions drawn from related studies are mostly centered around the practical and operational teaching experiences of the flipped classroom in science and engineering disciplines. Further exploration is still needed regarding its application in liberal arts teaching.

Secondly, numerous studies have investigated the teaching effect of the flipped classroom on students' academic performance, learning interest, and learning awareness when compared with traditional classroom teaching. However, there is a scarcity of in-depth research on the specific principles, strategies, and other detailed aspects of implementing the flipped classroom.

Thirdly, the duration of experimental research on flipped classroom teaching is rather short. This makes it unable to objectively reflect the long-term teaching effect of the flipped classroom as well as the changes in students' learning performance and learning behaviors within the flipped classroom setting.

Finally, the promotion of the flipped classroom is more successful in primary and secondary schools than in universities. Despite the fact that the flipped classroom initially emerged in university classrooms, there are more studies on its teaching effect in primary and secondary schools compared to those in universities.

Local research on the flipped classroom began relatively late but has witnessed rapid development. The research content encompasses both macro theoretical discussions and specific disciplinary applications. The emphasis on theoretical research is significantly greater than that on empirical and applied research. The main aspects of theoretical research include the development, concept, characteristics, teaching model, and other fundamental theories of the flipped classroom. Domestic scholars have already gained a profound understanding of the flipped classroom teaching model. Nevertheless, the current theoretical research lacks practical guidance to some extent, failing to offer effective instructions for front-line teachers when they implement the flipped classroom in teaching practice.

The main features of applied research are as follows. Firstly, the research mainly focuses on science and engineering disciplines and those with strong practical operation. Although some theoretical disciplines like literature and history are also involved, they make up a relatively small portion, which is in line with the research situation in other countries. Secondly, the research lacks both depth and breadth. In some applied studies, the research questions merely touch on the surface of aspects such as the teaching procedures and teaching videos of the flipped classroom, without delving deeply into the changes in teaching ideas and concepts behind it. Thirdly, there is a shortage of experimental research and teaching effect evaluation research on the flipped classroom. Moreover, the existing applied research fails to take into account some teaching influencing factors such as class size, subjects, and students' language ability.

3. Problems in the teaching of college English translation class

In 2007, two chemistry teachers, Bergmann and Sams from Woodland Park High School in Colorado, United States of America (USA), employed video recording software to record their teaching presentations and lectures and subsequently uploaded them onto the Internet [7]. This enabled students who missed classes to access and study the materials. Surprisingly, even those students who had attended the classes in person also availed themselves of these online resources to review and reinforce their learning. Later, the two teachers embarked on an experimental reversal of the traditional teaching model. They required students to watch pre-recorded videos at home prior to the class and then utilize the in-class time to complete assignments. This pedagogical approach, now known as the "flipped classroom" model, yielded results that surpassed expectations after its implementation. Consequently, the flipped classroom concept gained extensive popularity and was widely promoted in schools across the United States. Woodland Park High School is now widely regarded as the originator of the flipped classroom.

3.1. Unreasonable teaching methods

The lecture method, which is commonly used in teaching, involves the teacher directly presenting prepackaged knowledge, experiences, and the process of knowledge formation to students. This is accompanied by essential descriptions, illustrative examples, detailed explanations, visual illustrations, and logical arguments. Students, in turn, engage in learning through listening, observing, and thinking.

Although numerous experts in China have delved into the lecture method, they have reached the conclusion that, in the current educational context, there remains a certain necessity for its application. Some experts posit that due to the inherent limitations of declarative knowledge, grammar, vocabulary, and phonetics are best introduced in the classroom through the lecture method. It has been contended that, in response to the call for curriculum reform, the task of making students the central focus and active agents in the classroom poses a significant challenge for many teachers. Oftentimes, a lesson may seem to conclude with a high degree of apparent interactivity. However, in the absence of the teacher's in-depth and essential knowledge explanations, students' understanding of the key points remains superficial. Other scholars hold the view that the lecture method is particularly well-suited for English teaching. They argue that it not only facilitates the achievement of the primary objective of student learning but also contributes to the cultivation of students' general application skills.

In general, the research in this area primarily revolves around the inevitability of applying the lecture method within specific educational domains. It has been revealed that teaching methods and the curriculum are analogous to the two wheels of a vehicle or the two wings of a bird, in that they are mutually complementary and indispensable. Nevertheless, based on the current state of English teaching in China, there is a conspicuous lack of widespread adoption of diverse teaching methods tailored to different types of courses. The majority of schools still predominantly rely on the lecture method for teaching a wide variety of English classes. Although the lecture method possesses certain advantages that are not easily supplanted by other teaching modalities, it also harbors drawbacks that become particularly evident in the context of teaching procedural knowledge.

In a traditional lecture-based classroom, the teacher assumes a dominant role, with students relegated to the position of passive participants or mere listeners. They attempt to assimilate the knowledge imparted during the class time. This leads to a relatively low overall level of classroom participation. Additionally,

when students fail to adequately prepare for class, the overall efficiency of the teaching and learning process is severely compromised. Not only do they fail to acquire a sufficient depth of knowledge, but they may also become disengaged and bored as they struggle to keep pace with the teaching progress. The same holds true for teachers. If students are unable to collaborate effectively with teachers to complete the classroom teaching activities, it becomes impossible to adhere to the planned teaching arrangements and cover all the necessary content.

Moreover, during the classroom session, teachers are unable to provide highly targeted responses and instruction based on the individual needs and circumstances of students. They are also unable to fully optimize the utilization of teaching time and resources to address students' questions and resolve their learning difficulties. Conversely, teachers are often unable to ascertain in advance whether students have completed sufficient pre-study. As a result, they are compelled to teach knowledge that students may have already mastered in a sequential and perhaps redundant manner. At this juncture, students are more inclined to engage in extensive practice in an attempt to gauge their level of understanding of knowledge points or to have one-on-one question and answer sessions with the teacher, rather than revisiting and reinforcing the fundamental concepts. While the traditional lecture method has its own historical and pedagogical significance, its drawbacks cannot be overlooked or dismissed. There is an urgent need to explore and identify alternative strategies to address the shortcoming of its inability to foster students' ability to build upon their existing knowledge and promote deeper learning.

Bloom's Taxonomy categorized the cognitive thinking goal levels into six distinct tiers, ranging from low to high and from simple to complex: memory, understanding, application, analysis, evaluation, and innovation [1]. Memory and comprehension fall within the realm of lower-order thinking. When students remain confined to these two levels, their learning is superficial, focusing primarily on the literal meaning of the text and relying predominantly on rote memorization as a learning strategy. In contrast, application, analysis, evaluation, and innovation represent higher-order thinking and are associated with deep learning. Deep learning involves not only understanding the intentional content of the learning material but also discerning the author's intended meaning and the underlying significance. It emphasizes the stimulation of intrinsic motivation, active participation, high-level cognitive and metacognitive input, and the establishment of connections between old and new knowledge. The cultivation of deep learning is conducive to the promotion and development of higher-order thinking skills.

For the majority of students, the majority of new knowledge acquired during class typically hovers at the comprehension level. For more complex and challenging knowledge, it may necessitate the teacher expending several lessons on explanation. Even then, students may still be required to independently access relevant information after class, engage in extensive problem-solving, utilize deductive reasoning, and synthesize specific data and conditions in order to achieve a more profound understanding. The drawbacks of this approach are self-evident. Many students are deterred by the effort required and readily abandon the task. This is often due to their inability to identify the appropriate learning approach or access sufficient learning resources to effectively address their learning difficulties.

If the classroom environment could be transformed from one that emphasizes simple memorization and understanding to one that promotes application and innovation, it would not only stimulate students' creative thinking and foster the generation of novel insights during exchanges with the teacher but also serve as a powerful incentive for the teacher. The teacher would no longer be content with merely transmitting familiar

knowledge but would be compelled to engage in further research, consult a broader range of materials, and conduct more in-depth investigations within their academic field.

3.2. The lack of diversity of teaching materials

The advent of the information age has been a powerful catalyst for educational reform. In particular, the current prevalence of online education has witnessed many universities and educational institutions recording relevant courses and making them freely available on a multitude of apps. Today's youth, having grown up in the digital era, have been eyewitnesses to the ubiquity of the Internet and are at the vanguard of leveraging its potential. It has become a relatively effortless task for them to access educational resources and obtain the latest information through a diverse array of channels. However, as with all things, the Internet is a double-edged sword, presenting both advantages and disadvantages. One of the reasons why many schools have been hesitant to adopt the flipped classroom model is related to the Internet.

Many teachers and parents express concerns regarding the integration of the Internet into students' learning. They believe that, on the one hand, students generally lack self-control and are incapable of fully comprehending the consequences of their actions. They predominantly utilize mobile phones for entertainment or leisure pursuits. In the absence of strong self-discipline, they are prone to deviating from the original purpose of using the device. It is not uncommon for students to commence a search for information but gradually and unwittingly transition to engaging in online gaming. On the other hand, the extensive exposure to fragmented information disseminated by the Internet can have a deleterious effect on students' thinking abilities. The current overarching trend of the Internet is towards the dissemination of fragmented information, with the aim of enabling individuals to acquire a cursory understanding of a concept or read a book in the shortest possible time and in the most concise manner. However, this inevitably leads to a diminution in individuals' propensity to engage in active and in-depth thinking. Moreover, attempting to process a large volume of information within a short time frame, in the absence of a solid foundation of detailed knowledge, can result in mental confusion and cognitive overload. Additionally, most individuals tend to shy away from thinking due to their innate aversion to cognitive effort and potential failure, a phenomenon known as "knowing what you know, but not knowing what you don't know."

Conversely, many students are ardent proponents of the "flipped classroom" teaching mode. This is particularly true for college students, for whom self-study in preparation for exams without direct teacher guidance is a familiar practice. Whether it is preparing for the College English Tests Band 4 and 6, computer grade exams, teacher certification exams, or even interdisciplinary exams, the process is predominantly one of self-directed learning. Self-study typically involves scouring the Internet for relevant resources and following online courses. Many students have had the experience of sampling classes on various websites or institutional apps and then selecting the teacher who best aligns with their individual learning preferences and styles based on a comprehensive comparison. This has become an almost commonplace occurrence in our daily lives and serves as a vivid illustration of the profound impact of the Internet. It affords students greater opportunities to access superior teaching resources and expand their knowledge horizons. In a traditional classroom setting, students are required to adapt to the teacher's pace and teaching style. However, online courses can be customized to suit individual students' levels of knowledge and learning needs.

Secondly, the ability to replay online courses at any time offers significant convenience for learning, especially when it comes to grappling with difficult knowledge points. In the context of translation teaching,

if the class is conducted in a traditional offline format, the teacher, taking into account the overall level and teaching progress of the entire class, is unlikely to provide individualized instruction for each student. If students have questions, they are typically relegated to asking them individually after class. However, since students may not have fully grasped a newly introduced knowledge point, they may pose questions that could potentially be resolved with a modicum of further thought and reflection. To a certain extent, this not only represents a waste of precious teaching resources but also militates against the cultivation of students' independent thinking and problem-solving abilities. In contrast, if students access the class online, they can repeatedly review a particular knowledge point until they achieve a comprehensive understanding. Even if there are residual uncertainties, after further study and rumination, they can precisely pinpoint the areas that pose difficulties and then approach the teacher. This approach is more focused and efficient, as it does not disrupt the learning process of other students or impede their opportunity to ask questions, thereby maximizing the overall learning efficiency. Additionally, after conducting an in-depth study of a problem, students can engage in fruitful discussions with the teacher, express their own viewpoints and insights, and potentially arrive at more optimal solutions.

3.3. Unscientific examination patterns

The traditional English teaching model typically employs a rather limited and one-dimensional approach to assessing students' learning abilities and outcomes. The majority of schools rely on midterm and final exams or writing essays as the primary means of evaluating students' semester-long learning. However, such an approach fails to adequately account for the students' efforts and progress throughout the learning process. Instead, it attempts to distill a comprehensive evaluation of the students' complex learning journey into a simplistic and often inadequate format. It is patently clear that this approach is fundamentally unscientific. It cannot discount the fact that students' psychological states and test-taking mentalities can have a significant impact on their final grades. This is not only evident in school-year exams but also in entrance examinations, where numerous candidates underperform due to psychological factors such as test anxiety or stress.

Can one's previous efforts and accumulated knowledge be summarily dismissed or invalidated on the basis of a single suboptimal performance? Obviously, the answer is no. Therefore, in an educational environment such as a school, where the opportunity for comprehensive assessment exists, greater emphasis should be placed on students' genuine understanding and learning efforts rather than relying solely on a single test score to characterize their learning in a particular course. The design of the final exam should be more causally linked to and reflective of the learning process, rather than being an abstract and isolated assessment. Exam results should not be considered in isolation from the learning process but should be integrated and evaluated within the broader context of the entire learning experience.

4. Instructional design in the flipped classroom model

Learning a brand-new foreign language is not only about listening, reading and writing, but translation is also an essential part. When the language is transmitted to one's brain, many times they automatically translate it into their native language before understanding it. When the students have a certain level of mastery of the target language, although they can understand each other very naturally like their native language, there is a potential step of translation, transformation and understanding.

Thus, this step of translation is particularly important. In particular, as globalization increases, not only do people need to hire interpreters to help them communicate with foreigners or to translate their words in a timely manner during political negotiations between two countries, but also a large number of books are being imported, and even the transplantation of laws and regulations requires the help of bilingual people. This is the opportunity for translation courses to emerge. Many people will be puzzled by this: English majors have been training in listening, reading, writing and translating since they entered school, so why do they still need a special course to provide targeted teaching? In fact, this question is very easy to answer. Most students' lack of theoretical knowledge and the input of authentic materials lead to translated sentences or articles that are full of Chinese English.

It is not uncommon to find missing subjects or confusing sentence logic in Chinese to English texts. This is mainly due to the direct difference between Chinese and English. However, most schools are still using the traditional lecture method. The translation teacher stands at the podium and teaches the students how to translate and shows them examples of sentences. If there is enough time, students can also spend time in each class to practice the exercises after the class, and the teacher will then comment on them. But this often does not achieve a good result.

Firstly, the students' pre-study before class is often not focused, and most of them just skim through it. When the teacher is in class, students have little overall grasp of the knowledge of the lesson. It is very difficult to absorb and understand in class, let alone apply. Secondly, translation is a slow and careful job. In the classroom, students are required to complete the translation in a short time, which is undoubtedly a great challenge to their translation ability. Most students are new to systematic translation learning, and often panic to read the sentences as soon as the teacher gives them a question, thinking only to give an answer quickly. This will not only develop students' impatient character but also indirectly wear out their patience to analyze the sentences and polish the translation. Finally, the teacher's explanation may differ greatly from the students' own translation.

This will indirectly lead to two results. On the one hand, due to the time constraint, the teacher and students often cannot discuss in depth to see which aspect is wrong, which is not conducive to the students' thorough understanding of the support. On the other hand, the answer given by the student does not really expose the student's problem, because it is not an answer that has been thought through in a truly valuable way before being arrived at. Nor is the answer arrived at by the student on the basis of his or her own understanding of the point. There is no denying that the lecture method has its own merits, but it is clearly not appropriate in a highly hands-on process such as a translation class.

On the contrary, if teachers adopt the new teaching method of flipped classroom, they not only meet the requirements of quality education, but also fully mobilize students' learning enthusiasm, and better improve students' responsiveness and translation ability. Much of the future of higher education will evolve into purely online education, and college English teaching is facing this trend. As an emerging hybrid teaching model, the flipped classroom represents an important stage of development and will serve as a bridge between traditional teaching and online teaching. In the near future, higher education will gradually shift from teacher-led lecture-based education to student-led "flipped classroom" education. This will not only happen on university campuses, but is likely to spread further to primary and secondary schools. The reason why the flipped classroom has gained such a fierce response in China is due to its own unique advantages.

The implementation of flipped classroom helps to promote the development of reading and thinking

habits. When students preview new knowledge, they first read the textbook carefully and then complete the tasks assigned by the instructional video. Through reading the textbook, students' good reading habits are initially formed and their reading ability can be relatively improved. The ability to read texts is very important for students at all levels. Reading is the process of converting written symbols into abstract concepts and building a system of knowledge in the mind. Systematization is very important for learning all subjects. Almost all books are organized in a system that is unique to it. The mastery of this system is to open up the two veins of the subject learning. When the students look at individual sentences and cannot understand its meaning, it is impossible to talk about forming their own understanding and awareness on the basis of this, and then based on the overall construction of knowledge structure system. What's more, the improvement of reading ability will further improve students' thinking ability. When students read a material in detail, they tend to think about it in a certain way and are interested in reading related books, to think about it from different intellectual aspects. In the process, students' knowledge is expanded and they unknowingly shape their extended thinking as well.

Implementing a flipped classroom facilitates the implementation of a precise and fair teaching style. It cannot deny that there is a sequential difference in the speed of understanding of each individual. In the flipped classroom model, after students have completed their independent learning by watching instructional videos and other materials, they ask questions based on their own difficulties, and the teacher will provide precise answers based on each student's individual questions, which is a reflection of personalized teaching. Additionally, the teacher can also organize a discussion with the students, and then comment after the discussion. On the one hand, students become the master of the classroom and give full play to their role as the main body of the classroom. On the other hand, students' questions can be solved after thinking again.

Learning materials such as teaching videos can be widely shared, which is conducive to the sharing of quality educational resources and has a positive meaning to achieve balanced development of education. Students have the opportunity to have access to lectures by famous teachers from Tsinghua and Peking Universities and even foreign universities. This is of great help to students in places where teaching resources are scarcer. Although they do not have the opportunity to go out of the mountains now, the online resources can provide them with enough teaching resources to "insert the wings of outside help for their dreams, so that they can also stand on the shoulders of giants to see the world." Quantitative changes lead to qualitative changes, and when the time is ripe, it will help them to "stand higher over the mountains to get more profound knowledge and see a wider world."

The adoption of the flipped classroom model fosters the development of a new, liberated, and amicable teacher-student dynamic. This approach revolutionizes the conventional "teacher-centered" paradigm, embracing a "student-centered" philosophy. In this model, students engage with instructional videos autonomously, while face-to-face classroom time is reserved for interaction between teachers and students. The role of the teacher transitions from a taskmaster or planner to a mentor or facilitator. Within the flipped classroom, educators guide students in problem-solving and provide timely assistance through in-depth communication and engagement. Students are empowered to manage their own learning pace, articulate their queries and insights, and engage in discussions with teachers and peers, thus transitioning from passive recipients to active participants in their education. This shift encourages more open communication with educators, as students perceive them less as authoritative figures and more as supportive listeners. Teachers, in turn, are more inclined to assist students in overcoming challenges rather than dismissing their difficulties

with admonishments about inattention or lack of effort. This approach safeguards students' self-esteem and confidence, preventing them from developing a distaste for the subject and avoiding the trap of self-doubt and skepticism about their own capabilities.

4.1. Pre-class

Educators can produce concise, 10-minute video lessons, aiming to convey critical knowledge points efficiently [9]. These videos should incrementally increase in complexity, and students should complete related exercises, achieving a certain level of accuracy before advancing to subsequent content. This ensures a robust understanding of each concept, breaking down difficult points and tackling them progressively. Additionally, teachers should leverage online resources, using aids like PowerPoint presentations (PPTs) to enhance student engagement and prevent boredom from prolonged exposure to monotonous material. Concluding each lesson with links to renowned educators' explanations or analyses of the lesson's historical or cultural context can enrich students' understanding beyond the textbook.

4.2. In-class

During class, teachers can offer tailored explanations and analyses based on students' online responses, addressing complex issues and facilitating peer sharing of strategies and techniques in translation studies. Through discussion, students can uncover and rectify misconceptions in a timely manner, enhancing their understanding and refining their translation skills. This process not only fosters a collaborative learning environment but also deepens students' comprehension and practical abilities in translation. After the lecture, ample time should be allocated for translation practice, with the teacher providing targeted guidance and personalized feedback on individual students' translation challenges.

4.3. After-class

Post-lesson, teachers can utilize class groups to address queries and even produce a dedicated question and answer (Q&A) video at the conclusion of each unit. This video can summarize common or exemplary student questions, elucidating them with specific examples. Such a resource allows students to swiftly review and recall key points during future revisions, linking particular sentences to various questions for effective study.

5. Suggestions for enhancing English translation teaching in universities through the flipped classroom approach

The integration of the flipped classroom model represents a pioneering endeavor for the majority of Chinese universities, demanding a thoughtful and strategic implementation. Educators must avoid the pitfall of prematurely rushing into this pedagogical shift without proper planning and preparation [11]. The essence of the flipped classroom is not merely a rehash of textbook material, it is a transformative educational journey that requires a deep understanding of the cognitive processes, challenges, and learning priorities from the students' perspective.

To effectively harness the potential of the flipped classroom, teachers must adopt a student-centric approach to lesson preparation. This involves a thorough analysis of the subject matter to identify areas of potential difficulty and to prioritize content that requires in-depth exploration. By creating targeted instructional videos that address these specific challenges, educators can provide students with the

opportunity for multiple exposures to complex concepts, facilitating a deeper and more comprehensive understanding of the material.

Moreover, it is crucial for teachers to be attentive to student engagement during lectures, gauging whether the recorded materials have been effectively utilized and whether they have catalyzed active learning. This attentiveness can be achieved through direct observation, classroom discussions, and interactive activities that encourage students to apply their knowledge in real-time.

To further refine and adapt the flipped classroom model, feedback mechanisms are indispensable. At the conclusion of each lesson, teachers can solicit student feedback through formal assessments or by distributing questionnaires. These instruments should be designed to capture students' perceptions of the learning experience, the effectiveness of the video materials, and any suggestions for improvement. By analyzing this feedback, educators can make informed adjustments to their teaching strategies, ensuring that the flipped classroom remains a dynamic and responsive learning environment. In addition to soliciting feedback, teachers should consider the following actions to enhance the flipped classroom experience.

(1) Curriculum customization: Tailor the curriculum to meet the specific needs and interests of the student cohort, ensuring that the content is relevant and engaging.

(2) Interactive technologies: Leverage interactive technologies to facilitate communication and collaboration among students, both inside and outside the classroom.

(3) Peer learning: Encourage peer learning by creating opportunities for students to discuss, debate, and solve problems together, fostering a community of learners.

(4) Formative assessments: Implement formative assessments to monitor student progress continuously and provide timely feedback, allowing for adjustments in teaching methods and content.

(5) Professional development: Invest in ongoing professional development for teachers to stay abreast of the latest pedagogical research and technological advancements in flipped learning.

(6) Cultural sensitivity: Be mindful of cultural differences and learning styles, adjusting teaching strategies to accommodate diverse student backgrounds.

(7) Student autonomy: Promote student autonomy by encouraging self-directed learning and critical thinking, preparing students for lifelong learning beyond the classroom.

By implementing these suggestions, universities can enhance the effectiveness of English translation teaching, fostering a more dynamic, engaging, and student-focused learning environment that prepares students for success in their academic and professional pursuits.

6. Conclusion: embracing the flipped classroom for a holistic educational evolution

The flipped classroom, while a novel educational approach in many educational landscapes, particularly in China, is not without its challenges. It stands at the crossroads of traditional pedagogy and innovative learning strategies, often sparking debate and scrutiny. As teachers navigate this transformative educational path, it is crucial to maintain a balanced perspective. The teacher must neither dismiss the flipped classroom outright due to the resistance it may encounter, nor should they idolize it to the extent that they advocate for its universal adoption without consideration for context. A nuanced understanding is required, one that weighs the merits and demerits of this method on a case-by-case basis.

The traditional lecture method, with its emphasis on direct instruction and teacher-led learning, retains

its value in theoretical courses where students may struggle to independently deduce principles from practice. Conversely, the flipped classroom excels in practical domains, providing an enriched environment where students can engage in hands-on learning, receive immediate feedback, and benefit from targeted guidance. This tailored approach not only enhances the learning experience but also prepares students to thrive in a world that demands adaptability and critical thinking.

In recognizing the potential of the flipped classroom, teachers acknowledge its role as a catalyst for educational reform, particularly in the realm of translation studies. By inverting the traditional classroom structure, they create a space where students can actively engage with content, fostering a deeper understanding and retention of material. This method is not just a shift in teaching technique, it represents a paradigm shift in how teachers view the educational process itself, placing students at the epicenter of their learning journey.

As teachers look to the future, the flipped classroom offers a promising avenue for enhancing translation classroom reform. It encourages a symbiotic relationship between theory and practice, allowing students to bridge the gap between academic knowledge and real-world application. By doing so, teachers cultivate a new generation of learners who are not only well-versed in their academic field but are also equipped with the skills necessary to navigate the complexities of the global marketplace.

In conclusion, the flipped classroom is not a one-size-fits-all solution, but it is a valuable tool in the educator's arsenal. It is a testament to our commitment to evolving with the times, to meeting the needs of diverse learners, and to prepare students for the challenges of tomorrow. As the teachers continue to refine and adapt this approach, they do so with the belief that education is not just about imparting knowledge, it is about empowering students to become lifelong learners, capable of navigating and contributing to an ever-changing world. The journey towards educational excellence is ongoing, and the flipped classroom stands as a significant milestone on that path.

Disclosure statement

The author declares no conflict of interest.

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