

On the Application of the Flipped Classroom in the Teaching of BTI ---Taking the Teaching of *Advanced English* as An Example

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Abstract: *Advanced English* is a core course for seniors whose major is translation and interpreting. Its teaching content covers a wide range of subjects and genres, which are mainly selected from famous works covering politics, society, culture, literature and many other aspects. The aim is to expand students' knowledge and deepen their understanding of society and life through careful reading and analysis. However, due to the abstruse content of the course, it has greatly affected students' interest and frustrated their enthusiasm, making it difficult for teaching to achieve ideal results. This paper takes the teaching and learning of *Advanced English* classes of 2016 and 2017 in Xi 'an Fanyi University as an example, discusses the specific application of the flipped classroom, and analyzes and evaluates the actual teaching effect, with a view to providing some referential experience for undergraduate translation teaching.

Keywords: BTI (Bachelor of Translation and Interpreting); Advanced English course; Flipped Classroom

1. Introduction

Advanced English is a core course for translation majors at the senior level. The teaching content covers a wide range of subjects and genres, and the course materials are mainly selected from famous works, covering politics, society, culture, literature and many other aspects, which are unfamiliar and difficult to Chinese students for they make English as a second language. The teaching aim is to expand students' English knowledge and deepen their understanding of society and life in English-spoken countries through careful reading and analysis. It also trains students' comprehensive English skills, especially reading comprehension, grammar rhetoric and writing ability. It focuses on training students' understanding and appreciation of articles of different genres, themes and styles, and cultivating students' advanced abilities in listening, speaking, reading, writing and translating, to improve students' comprehensive language knowledge level and practical application ability in an all-round way. It lays a solid foundation for its further development into linguistics, literature, translation and other high-level research directions. However, due to the abstruse content of the course, it has greatly affected students' interest in learning and frustrated their enthusiasm for learning, making it difficult for teaching to achieve ideal results. Therefore, it is a big problem for teachers to learn how to improve the teaching effect of *Advanced English* and realize the established teaching objectives. This paper takes the teaching and learning of *Advanced English* of 4 classes in 2018 in Xi 'an Fanyi University as an example, discusses the specific application of the "flipped class" model, and analyzes and evaluates the actual teaching effect of the flip class, with a view to providing some referential experience for undergraduate translation teaching.

2. Flipped Class and Advanced English Teaching

Flipped classroom is a new teaching mode that has arisen at home and abroad in the past few years. This idea was originally put forward by American teachers Bergmann and Sams. They recorded all the

course contents into teaching videos in advance and posted them on the Internet. The students taught themselves the course contents by watching the videos and finished the related homework. The class time was used to help the students solve the concepts they did not understand (Bergman, & Sams, 2012). In short, turning over the classroom is to change the traditional teaching method and advance the teaching content in the original classroom to be completed by the students themselves before the class. The classroom becomes a place to solve problems, deepen conceptual understanding and carry out cooperative learning (Tucker, 2012). At present, the latest practice and research on flipped classrooms place more emphasis on the role and significance of this teaching mode in encouraging students' active and in-depth learning, increasing the diversity and inclusiveness of teaching methods, and promoting the interaction and communication between teachers and students (Shaffer, 2017). In the traditional "*Advanced English*" class for students in China taking English as a second language, the main speaker is the teacher, and the focus of the teaching is on the transmission of the content. In addition, the class time is limited. Therefore, there is little time left for students to digest and understand the content, which make the teaching effect is not ideal. In the flipped class mode, teachers require students to complete the acquisition of content in advance by watching teaching videos, self-study textbooks or reading designated bibliographies before class, so that what teachers do in class is to spend more time to deepen students' understanding of concepts, interpret doubts, and help students digest and absorb knowledge; Moreover, students can go to the class with questions so as to listen and think deeply about the theory they have learned, instead of passively taking notes or transcribing the teacher's PPT content, thus making the class truly a place to "solve problems and improve conceptual understanding" (Muzyka, & Luker, 2016).

3. Teaching Design of Advanced English Based on Flipped Classroom

The following will take the teaching of *Advanced English II* for undergraduate students in translation majors of Xi'an Fanyi University as an example to discuss the specific application and operation of the flipped classroom mode. The course spans one semester, with a total of 18 weeks of lectures, 4 hours a week and 72 hours in total. The number of students in each class is about 40, with a total of four classes. At the beginning of each semester, students are required to clarify the examination assessment for *Advanced English* and to reverse the connotation of the flipped class. All of the videos and materials have been on line, which have been given the task points. If students finish the points, they can get the scores. The more points they make, the more score they get. It can help teachers make the final assessment at the end of the semester. Teachers perfect the homework, examination questions, etc. and make students study online at any time, and try their best to open the discussion function to communicate with students on line at any time. Before class, students need to watch teaching videos online, learn relevant materials and do targeted exercises, and also record their problems in learning. In class, the teacher will first have a quick assessment of the students in order to know the extent of their knowledge by on-line learning, then discuss in groups of 5-7 students to solve the problems left over before class and promote the internalization of knowledge. The last is summary and feedback.

3.1 Teaching Contents

The *Advanced English* is written by Zhang Hanxi and published by Foreign Language Teaching and Research Press. This course aims to make Students require the necessary understanding of the relevant cultural background knowledge of each unit and preview the text before class. They Learn to interpret words and sentences in English; Recognize and distinguish various rhetorical devices in the text; understand the functions and characteristics of various styles in English. Under the guidance of the teachers, the students learn how to analyze and appreciate the writing skills, structure and language features of the article, and they also learn to look up reference books and write notes by yourself. Finally, they can explain some words and sentences in English skillfully, and can accurately point out the figures of speech, the writing skills and structure in the article (See Table1).

The results of this course consist of four parts, including 20% classroom participation, 10% homework, 20% online learning and 50% final test.

Table 1
The Table of Teaching Contents of Advanced English

Week	Teaching contents	Presenters	Assignments
No.1-2	Face to Face with Hurricane Camille	Teacher& students	On-lines questions; Role play
No.3-4	Hiroshima---the “Livest” City in Japan	Group1	On-lines questions; Debate
No.5-6	Blackmail	Group2	On-lines questions
No.7-9	The Trial That Rocked the World	Group3	On-lines questions; Micro-video
No.10-12	The Libido for the Ugly	Group4	On-lines questions
No.13-14	Mark Twain---Mirror of American	Group 5	On-lines questions; Speech
No.15-16	Everyday Use for Your Grandmama	Group 6	On-lines questions; Picture Show
No.17	Review	Students	
No.18	Reports	Each group	Presentation

3.2 Teaching Design

The core elements of flipped class include flip learning, active learning, in-depth learning, cooperative learning, etc. The teaching design of *Advanced English* is also focusing on these elements. The specific operation and implementation are as follows:

3.2.1 Flipped Learning

Fanya Platform is a campus learning platform developed and customized by Beijing Chaoxing Group in Xi 'an Fanyi University. Teachers and students can carry out teaching interaction, resource sharing and collaborative research through this platform and mobile learning terminal (Learning APP). On the platform, teachers distribute the curriculum links according to the requirements of the curriculum syllabus and the arrangement of the teaching calendar. They make and put in micro-videos, courseware and auxiliary teaching resources in batches and time periods. At the same time, they build modules such as monitoring students' learning tasks, correcting students' homework and discussing problems. Students can learn through account numbers and obtain corresponding formative evaluation results.

At the beginning of each semester, students are required to clarify the examination rules for *Advanced English*. Before class, students need to watch teaching videos online, learn relevant materials and do targeted exercises. After that, they are asked to record their problems. In class, the teacher will first have a quick assessment of the students, then study in groups to solve the problems left over from the study before class, which and promote the internalization of knowledge. Finally, the teacher commented on the students' opinions and made a final conclusion. At the end of each course, we will also set up corresponding extended practical activities, such as debates, speeches, role plays,

micro-movies and other forms to strengthen students' application ability. The reversed classroom of *Advanced English* not only reflects the flexible learning environment, but also realizes the student-centered classroom teaching, which returns the responsibility of learning and the control power to the students.

3.2.2 Deep Learning

Flipped class is a teaching mode that can effectively promote deep learning. In-Depth learning is not simply memorizing the content of the course, but "interacting" with the learned content so as to truly grasp its connotation and significance. There are many ways to generate interaction, the most important of which is the problem-oriented strategy of learning by doing, that is, to experience the use of knowledge through operation, production or creation. In the flip class, since the content is completed independently by the students before the class, the teachers have sufficient time to organize various teaching activities for the students to learn by doing in the class, from the simple teaching of theoretical knowledge to the training of theoretical application ability, to cultivate the students' ability and consciousness to discover and solve problems, and finally to complete the transformation from shallow learning to deep learning.

For this purpose, we try to promote interaction between students and what they have learned through various means in designing *Advanced English*. For example, in learning the 11th "The Way to Rainy Mountain", this is an English essay with great difficulty in designing Indian culture. In order to enable students to better understand the complex emotions expressed in this essay, students are allowed to independently design the text as a script, shoot a micro-movie for about 10 minutes, upload it to the learning platform, and everyone can discuss and learn about the shooting effect and content. Through this activity, students have a good understanding of the author's pride, sense of loss and sense of belonging in the text. They have made a qualitative leap in mastering Indian culture, especially the relationship between them and nature. At the same time, they have certain aesthetic, reflective and critical abilities.

3.2.3 Cooperative Learning

Team-Based cooperative learning is an important part of the flipped class. After the students finish learning the extracurricular teaching videos, the teachers can help the students to complete the meaning construction of knowledge in dialogue and negotiation (Fairclough, 2001). In fact, from the point of view of teaching practice, cooperative learning, an interactive and cooperative learning style, not only exists in the classroom, but can run through the whole teaching-learning process in and out of the class. In the course of *Advanced English*, students are required to prepare and discuss problems in class in groups. In this process, everyone brainstormed, exchanged ideas, and clarified their own positions and viewpoints. Students' subjective initiative was fully brought into play, which can not only make the projects complete collaboratively and efficiently, but also deepen the emotions among students. In the traditional *Advanced English* teaching mode, teachers mainly teach knowledge in class, who can completely control the teaching rhythm and teaching content. However, this teaching method does not consider the individual needs, which is difficult to arouse students' interest in learning, and easy to separate the teaching content from the actual reality. In the *Advanced English* teaching integrated with the flip class, the time allocation in the class and the depth of the discussion on the teaching content cannot be completely controlled by the teacher. Students learn the theoretical knowledge they need to master through the teaching courseware before class. The class time is mainly for students to participate in the discussion (Crouch, & Mazur, 2001). For example, in learning "No Signpost in the Sea", when discussing why the author appreciated albatross, the students had a heated discussion. Some students were responsible for searching for information, some for analyzing records, and some for sharing and presenting. Each student undertakes corresponding tasks in this process and completes the learning of knowledge through dialogue and negotiation.

4. Effects of the Flipped Classroom Effect

In the teaching reform of *Advanced English*, students actively participate in this mixed teaching, with high recognition and good teaching effect. The following are some students' feedback:

"Before class with the learning platform, the teacher sends the materials and videos that need to be previewed to the learning platform in advance, so that the students can be familiar with the relevant materials of the text in advance, thus greatly saving the time for previewing before class and improving the learning efficiency. "

"In class, the method of seizing questions is adopted to stimulate the enthusiasm of the students and enliven the classroom atmosphere. In class, we will be organized to have group discussions. Through mutual communication and supplement, everyone can actively participate in the class, which make it good in the class effect. At the same time, we should pay attention to analyzing problems in cooperation with students and fully stimulate the activeness of students' thinking. "

"In the aspect of after-class learning, the teacher also uses Learning APP to assign homework to us, and uploads the students' homework on the Learning APP after completing the homework. This method helps the teacher to check the homework faster and improves the efficiency. After learning different units, different tasks will be assigned, such as script performance, dubbing, and video recording. Let's finish it to deepen our understanding and impression of this text. "

A total of 42 students submitted feedback reports. The representative evaluation opinions presented in the report are shown in the following table (See Table2). It can be said that the teaching effect has basically reached the teaching goal set by the course of *Advanced English*.

Table 2

Representative Evaluation Comments in Students' Feedback Reports

Representative comments	Number of persons proposed	Proportion
The improvement of English knowledge&the understanding of society and life in the English-spoken countries	36	86%
Diversification of teaching forms	40	85%
High student participation	38	90%
The enhancement of team cooperation	40	95%
The improvement of the on-line learning	38	90%

5. The Problems Existing in the Flipped Classroom

5.1 Students Easily Distracted When Using Mobile Phones to Learn

The discussion in *Advanced English* class is mainly completed through the "learning APP" on the mobile phone, and the activities inside include discussion, answering questions, selecting candidates, etc. However, mobile phones can be used not only for mobile learning, but also for leisure and entertainment. When students use mobile phones to study in class, if their self-control is not strong, they are likely to pay more attention to information unrelated to learning, resulting in poor learning results.

5.2 The Task Not Be Completed of Autonomous Learning Stage

In the teaching mode of the reversed classroom , students' autonomous learning before class is the basis for carrying out classroom teaching activities. Only when students learn new knowledge before class can it be meaningful to carry out internalization activities of new knowledge in classroom teaching. If individual students do not complete autonomous learning of new knowledge due to various reasons, it will directly lead to their inability to keep up with the progress of classroom teaching and the learning effect is not satisfactory.

5.3 The Unclear Work in Groups Leading to Individual Students' Lazy

It is usually carried out in the form of group learning. In the process of group learning, students need to actively participate in learning activities in order to better realize the internalization of new knowledge. If the assignment of group tasks is not clear, and individual students are not active enough, which will lead to a big discount in the effect of internalizing their knowledge.

6. Summary

The flipped classroom mode takes students as the main body of teaching activities, and enables students to participate in the whole teaching process by means of various interactive classroom learning activities, thus greatly improving students' participation and enthusiasm in the curriculum and increasing the communication among students. In this process, teachers' effective management and guidance of the classroom become particularly important (Argyris, & Schon, 1974). Teachers should play the role of classroom organizers, good at mobilizing and inspiring students, guiding students to have meaningful discussions, and improving the utilization rate of classroom time. In addition, teachers should also be fully prepared before class and have a clear idea of the activities or discussion contents to be carried out, so as to provide targeted guidance and feedback in class, so that class discussions or activities will not become mere formality and students will really gain something.

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