

# Research on the Reform of Business English Translation Teaching under the Flipped Classroom Mode

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**Abstract :** In the new era, informatization teaching mode has become a mainstream development direction of higher education. More and more schools and majors apply flipped classrooms to the teaching process, and English education is also one of the focuses. This article first discusses the problems of flipped classroom teaching in business English translation courses, then analyzes the significance of flipped classrooms in business English translation teaching, and finally summarizes the reform methods of business English translation teaching under the flipped classroom mode.

**Keywords :** Flipped Classroom; Business English Translation; Teaching Reform; Method

## 1. Problems in flipped classroom teaching of business English translation courses

### 1.1 Traditional teaching concepts restrict the development of the flipped classroom model

With the continuous development of electronic information technology, more and more advanced teaching concepts and teaching methods have begun to be used in teaching, and the environment for business English translation teaching has become more and more complicated. Under the traditional teaching concept, business English translation teaching concepts and models are relatively outdated, and teaching innovation cannot be carried out in time according to the changes of the times. This leads to restrictions on the degree of informatization of business English translation flipped classroom construction and ineffective use of electronic information technology effect. For example, the traditional teaching philosophy believes that grades are a symbol of good and bad learning. Therefore, in the teaching process, teachers only pay attention to the content of the test. They will talk about what is tested in the test. The content that has been tested multiple times is listed as the key content. This method cannot effectively stimulate students' enthusiasm and interest in learning, and ultimately the learning effect achieved by students and the teaching effect of teachers are not ideal.

### 1.2 The comprehensive quality of teachers needs to be improved

The effective implementation of the flipped classroom teaching model not only relies on the advanced teaching concepts of teachers, but also has a great relationship with teachers' lesson ability, teaching characteristics and ability to accept scientific information technology. Because the flipped classroom teaching model requires teachers to use electronic devices to make their own courseware or teaching videos that can effectively attract students, and teachers also need to summarize and analyze the problems encountered by students in pre-class learning, and use electronic devices for teaching realization students deepen their knowledge before class; after class, teachers need to post homework on the learning platform, and statistically analyze the completion of students' homework. However, the prevailing problem at present is that the teaching ability of teachers is undoubtedly very high, but the ability to flexibly use electronic equipment is generally not high, which will affect the actual implementation of the flipped classroom teaching model.

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### **1.3 Students' level and learning ability are different**

After students enter the university, without the spur of teachers in various subjects behind them, some students with poor self-control will become inert and unable to concentrate on learning for a long time, which will cause differences in the level of students; another the important aspect is that students' learning abilities are different. Some students have higher comprehension or memory abilities, while others have poor comprehension and memory abilities. This will result in the same problem or knowledge point. The learning efficiency of students is higher than that of other students, and some students adapt to the flipped classroom teaching model faster than others. These problems will seriously affect the implementation of the flipped classroom teaching model.

Another problem that may arise is that some students of other majors have poor English proficiency or no interest in English, so they are not motivated to learn. They will appear in the process of participating in the flipped classroom to deal with errands. If the micro-course is the difficulty of content cannot effectively meet the needs of students, and it can't effectively urge students to learn. If the focus of the course is overemphasized in the micro-course, it will make the teaching boring and difficult to meet the real needs of students.

## **2. The significance of implementing English flipped class in business English translation course**

### **2.1 Improve the teaching level of business English translation courses**

Under the traditional teaching model, business English translation education is generally based on classroom teaching. Teachers instill subjective knowledge in the classroom while ignoring the learning process of students. Teachers' explanations occupies most of the time in the classroom, and students are not given enough time for independent thinking or discussion and thinking, which will cause students to feel tired of learning in the teacher's endless lectures. In the flipped classroom teaching mode, students have enough time to think and discuss independently. Teachers can also use APP to supervise and supervise students' autonomous learning process, so that students have a deeper thinking and understanding of what they have learned. Under the guidance of teachers, students can arrange and use their time more scientifically through the use of teaching APP. Teachers will have more managers for teaching time, effectively improving the level of business English translation teaching.

### **2.2 Reflect the teaching theme of "student-oriented"**

The biggest feature of flipped classroom teaching is that it puts students in the main position of teaching activities, stimulates students' potential to the greatest extent, mobilizes their awareness of autonomous learning, and can actively conduct pre-class preview and after-class review activities through the use of APP. Thereby effectively improving the learning efficiency of students. Through the use of the learning client, students can spontaneously explore and analyze the questions in the learning process, or take the initiative to conduct effective discussions with teachers or other students, and achieve a deep understanding of knowledge during the discussion process. The main body status of students has been fully reflected, and the learning effect has also been significantly improved.

### **2.3 Improved students' learning enthusiasm**

In the flipped classroom teaching mode, the refinement of the course content and the novel teaching mode are the highlights that attract students' attention. Interesting PPT, mini programs, interactive videos, mini games and even video clips can fully mobilize students' interest in learning, Which greatly strengthens the communication and interaction between teachers and students, and the time for students to participate in learning has been greatly extended, which also greatly mobilizes students' learning enthusiasm and makes them more involved in the communication process between teachers and students, improve the students' sense of ownership.

## **3. The reform method of business English translation teaching under the flipped classroom mode**

### **3.1 Changing the educational and teaching concept of business English translation**

To fully improve the education and teaching capabilities of flipped classrooms, it is necessary to further improve and optimize the level of modern information construction, increase the importance of information construction projects, and lay a solid foundation for the development of education and teaching from all angles. First of all, business English translation teachers should actively change the concept of education and teaching, increase the importance of education and teaching informatization, and keep up with the development of the times to improve their own teaching concepts. In addition, schools should increase investment, build

corresponding electronic information equipment, strengthen infrastructure construction, and promote the informatization of flipped classrooms. Secondly, teachers should keep up with the times to change their teaching concepts, use novel teaching methods to carry out teaching activities, enhance the interest of the classroom, improve student participation, change the traditional duck-feeding teaching, and cultivate students' knowledge of English. Subject's learning interest.

### **3.2 Improve teachers' professional knowledge level and application ability of electronic information technology**

The comprehensive ability of teachers is an important factor in determining the teaching effect. Only by improving the comprehensive ability of teachers can we ensure excellent curriculum arrangement and management of flipped classrooms. Therefore, before developing flipped classroom teaching mode, teachers need to carry out flipped classroom teaching concepts. As well as training in related aspects of teaching technology, all teachers can deeply understand and recognize the concept of flipped classroom teaching. On this basis, they are willing to spend time and energy to learn the application of electronic equipment. Schools can also use some competitions to inspire teachers' determination to use the flipped classroom teaching model. In the competitions, teachers can fully communicate and learn from each other where in the teaching process can use flipped classrooms to promote student learning, and flipped classroom teaching mode under the teaching skills to learn and communicate with each other.

### **3.3 Strengthen informatization construction**

Strengthening the construction of information resources teaching platform is to provide a platform for communication and teaching tools for teachers and students. With the construction and application of information platform, students and teachers can realize effective communication on the platform, and classrooms can directly solve students online the problems encountered in the learning process enhance the emotional communication between students and teachers, thereby effectively improving students' learning effects and teachers' teaching effects. After the school has built this platform, it also needs to hire relevant technical personnel to maintain this platform to ensure that the flipped classroom platform can provide convenient services to teachers and students anytime, anywhere.

## **4. Conclusion**

In summary, the application of the flipped classroom teaching model in business English classes has many advantages over traditional classroom teaching models. It can not only effectively stimulate students' interest in learning, but also greatly promote students' learning efficiency and ultimately cultivate students' comprehensive quality. However, in the current business English classroom, there are still some shortcomings and problems in the flipped classroom teaching model, which needs continuous improvement, and this teaching model also has very high requirements for teachers and equipment, so the school should use it flexibly according to the actual situation and student characteristics.

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